



School-Age Child Programs for 2020: Middle School

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

Submit Application to: cddapplications@cityofmadison.com

Deadline: 12:00 pm CST (noon) on **August 5, 2019**

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

Please complete Section 1, 2 and/or 3 in this document and the Organizational Overview and Budget document within separate Excel document. Both documents must be submitted for the application to be accepted.

The intent of this application and subsequent contract is for all organizations to present a set of opportunities within the umbrella of one contracted program for each age group, i.e. elementary, middle and high school. Only opportunities that involve both a completely different group of participants for that age group and staff who are not working in the comprehensive multi-focused afterschool and/or summer or evening program, should be considered a stand-alone Topical/Skill/Population (TSP) program with a separate narrative (#1-3).

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

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

Legal Name of Organization:	Urban League of Greater Madison	Total Amount Requested for this Age Group:	\$ 44,239
Middle School Programs applied for (select one or more as applicable):	Multi-focus School Year Weekend or Summer Evening	Multi-focus Summer x Topical/ Skills/Population	
Contact Person	Ruben L. Anthony, Jr.	Email:	ulg@ulg.org
Address:	2222 S. Park St., Suite 200, Madison, WI 53713	Telephone:	608-729-1211

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

**SECTION 2: MIDDLE SCHOOL
TOPICAL/SKILL/ POPULATION FOCUSED PROGRAM (TSP)**

Program Name: Schools of Hope Middle School Initiative

Brief Project Description: The Urban League of Greater Madison helps youth in grades 6-8 develop a foundation of academic skills and learning behaviors, social-emotional competencies, increased school engagement, and leadership skills that help prepare them for success in high school and throughout life. Programming serves the needs of youth of color – particularly African American youth - and low-income youth. The core of the program is one-on-one and small group tutoring that is individualized to each participant's needs and aligned to best practices as defined both by the MMSD Tutoring Framework and the MOST Effective Practices. Participating youth then have access to broad array of structured and un-structured supplemental activities to further enrich their experience and increase their school engagement. These include special interest clubs and drop-in recreational activities through our collaboration with MSCR, culturally focused activities such as the Martin Luther King, Jr. Day Youth Call to Action, summer STEAM Camp, My Brother's Keeper Gaming & Coding Day, daily college and career exploration programming, summer internships, and more. A new leadership course and peer-led resource center will be piloted during the 2019-020 school year and expanded and enhanced in future years based on the lessons learned.

The program operates at 9 middle schools in the Madison Metropolitan School District, 2 schools in the Sun Prairie Area School District, and Oregon Middle School. Through an innovative partnership with Madison School & Community Recreation (MSCR), ULGM employs joint staff with MSCR at 8 MMSD middle schools to coordinate Youth Resource Centers which serve as a coordinated umbrella for an array of out-of-school time activities including homework clubs, recreational activities, service/leadership opportunities, and more.

Amount Requested: \$44,239 Total Proposed Program Budget: \$830,106

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?

The goal of the Schools of Hope Middle School initiative is to help students in grade 6-8 develop a foundation of academic skills, learning behaviors, and community experiences that prepare them for success in high school, higher education, careers, and community engagement. Our work aligns with several of the success indicators highlighted in the FCI CDD Funding Process Study. These include: increasing in proportion the number of children & youth of color who exhibit developmentally

appropriate social, emotional, and academic skills; improved eighth grade math and reading scores; and an increase in social-emotional competency and enhanced life skills.

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

The program will serve low-income middle school aged youth of color – particularly African American youth – who are underperforming academically and/or who lack access to opportunities that support, enhance, and enrich their academic and developmental experience. Services will be provided at Blackhawk, Cherokee, Jefferson, O'Keeffe, Sennett, Sherman, Toki, Whitehorse, and Wright middle schools in Madison along with two middle schools in Sun Prairie and one in Oregon. At least 1,200 youth will be served by one or more program activities. At least 85% of youth to be served will be youth of color (compared with 53.9% for the district as a whole) and at least 80% will be low-income youth (compared with 48.8% for the district as a whole) based on eligibility for the free and reduced-price lunch program. At least 25% will be youth eligible for special education services, and 25% identified as English Language Learners.

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

There are multiple avenues for recruitment of youth. The most common is for a teacher to refer a student to the program. Students are also able to self-advocate to enroll in the program if they wish to participate. Likewise, we also accept requests from parents who wish to have their child(ren) participate in the program. ULGM Program Coordinators may also actively recruit a youth to participate if they are aware of a specific youth's needs.

One important and successful component of the program is that ULGM staff are based at their assigned school, and tutoring services take place at the school. This greatly enhances our ability to recruit youth, and ensure the program is accessible. Thanks to our partnership with MSCR, participating youth have access to transportation home at 5:00 PM and access to transportation to and from special activities during school holidays and other special offsite activities. Students are also provided with healthy snacks after school, and food as appropriate during special events and activities.

All referrals and requests for participation are prioritized based on the youth's need, when the request was made (wait time), and other factors to ensure optimal program fit. The coordinators in the school then makes the best matches possible, taking into consideration those factors, provided a volunteer is available during the time that the student is available to work with a tutor. If no volunteer is available, or if the available volunteers don't have the ability to support a student in the desired area (math, for example), the student goes on a waiting list until we are able to recruit and place a tutor for them to work with.

- d. Activities: Describe your proposed program activities. Include information about key parts of your program and explain how you will accomplish your goals. If applicable, describe any evidence,

research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

The program contains three components aimed at developing and maximizing the academic, community, and social experiences of our participants. These include academic tutoring and coaching, introduction to career paths in a variety of areas (Healthcare, Biotechnology, Construction & Skilled Trades, etc.), and leadership development experiences. Together, these programs will equip students with the tools necessary to succeed academically and graduate from high school prepared for college, careers, and community engagement.

Academic Tutoring: Math and literacy skills development is the core of the program delivered through a variety of tutoring activities. Our tutoring programs work closely with students, their families, faculty, staff to identify the academic, social & emotional learning (SEL) needs of students and match them with a tutor who can assist with the development, reinforcement, and expansion of their tutee's math and literacy skills over the course of the academic year. Students have access to various academic tutoring and coaching services based on their needs. This includes individualized one-on-one or small group tutoring (no more than one-to-three), homework clubs, and a new peer-led Tutoring Resource Center (see description below). The just-completed evaluation conducted by the Wisconsin Center for Education Research found strong evidence of the program's impact, and as a result in June 2019 the MMSD Board of Education renewed our Memorandum of Agreement for three more years. The just-completed WCER evaluation reported that: school staff believe SOHMS tutoring is aligned with district needs; and that the program helped students with perseverance, preparedness, and good decision making; the program is well-organized, has quality tutoring strategies, is culturally relevant, coordinates with the schools, has sufficient tutor training, and seeks feedback to improve itself.

Another new component of the program will include a Social Emotional Screening (SES) known as DESSA. The DESSA (Devereux Student Strengths Assessment)-is a cloud based assessment of Social Emotional Learning competencies. The DESSA system includes progress monitoring and pre-intervention/post-intervention comparison reporting. Studies show that the DESSA-mini screener has excellent reliability ratings (Naglieri et al 2011, Shapiro et al 2016). With the end goal of preparing middle school youth with the tools needed to succeed in their transition to high school, our team will monitor this success by surveying students in their first year of high school on their transition.

Leadership Development Activities: We will pilot a new Peer Leadership Resource Center at one program site during the first semester of the 2019-2020 school year with plans to expand and enhance based on the lessons learned. This will include two key components: 1) the development of a leadership course for "non-traditional" students leaders, aligned to both the MMSD social emotional standards and the Wisconsin DPI Youth Leadership Certificate standards, and; 2) a peer-led Resource Center to provide enhanced support to students on a drop-in basis as well as to give the students in the leadership course a structured space to practice their leadership skills while supporting their peers.

During the pilot semester, the student leadership course will be offered as an elective/encore class to select 7th and 8th grade youth at O'Keeffe Middle School. Youth who are selected for this leadership course will be Black/African American students with a 2.5 GPA or lower and who regularly attend school. The focus of this course is to identify and celebrate the leadership potential

of each student and help further develop that potential. Youth leaders will practice these new skills in a peer-led Resource Center. Leaders will support their peers in specific areas (for example, organization, time management, self-advocacy, and/or academic strategies like MELCON paragraph construction). Through this focused celebration of student potential, and intentional development of them as leaders in their community, gains will not only be seen in the students' social emotional and non-cognitive skills, but also in academic achievement as well.

Another leadership activity will be available to students through the Martin Luther King, Jr. Call to Action. This day-long event will be open to any interested Schools of Hope participant. The MLK Youth Call to Service event is a collaboration between the ULGM, MSCR, the City of Madison, Dane County DHS, and MOST to engage middle school aged youth in a full afternoon of activities on MLK Day. These activities include participating in workshops exploring facets of both the historical and modern civil rights movements, participating in a march to voice their support for the message of Dr. King, and participating in the Freedom Sing-In as a part of the larger City-County Observance.

Career Exploration Activities: Schools of Hope participants will also have access to an array of career and employment skills development activities based on their interests, location, and availability. This includes: daily instructor-led after-school career exploration sessions; job skills development sessions; summer teen job fair; a 6-week intensive paid career awareness internship; guest speakers; field trips to various area businesses; a 40-hour science, technology, engineering, arts, and mathematics camp during the summer; and the My Brother's Keeper Spring Break Gaming and Coding Conference.

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
Schools of Hope Middle School Initiative	September 2019-June 2022
21 st Century Careers program	September 2019- August 2022
Peer Leadership Elective Class	September-December 2019, January-June 2020, September-December 2020
Peer Led Resource Center	October 2019-December 2020
MLK Day of Service	January 2020-January 2022
Gaming & Coding Day	March 2020-April 2022
STEAM Camp	May 2020- July 2022

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

The proposed timeline highlights six key areas: our three core program areas (academic tutoring, leadership and SEL skills development, and career development and employment readiness). The PRLC prototype is slated for a one semester cohort, which will be renewed based on outcomes produced from the inaugural cohort. The last three areas are our ongoing off-campus OST activities (MLK Day of Service, Gaming & Coding Day, and STEAM Camp).

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

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

Families and youth that we serve through our program have been involved in the development and implementation of this proposal through a variety of engagement options, namely feedback surveys and in-person check-ins. For students who received individualized or group tutoring services, parents are notified via letter or other electronic communication of their child's involvement in the program. Parents are also allowed to refer their child to our tutoring program based on their recommendations. Our partnership with MSCR gives us additional opportunities to connect with parents on their child's progress through OST programming. Lastly, we engage families by including them not only in the formal activities their students receive, but by inviting them to celebrate their successes. This takes place largely in the form of graduation or other celebratory events. One such example is celebrating their student's success after participating in our Gaming and Coding Day event or the end of the weeklong summer STEAM camp.

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

While servicing students with ELL needs is not the primary focus of our programs, we try to recruit volunteers to fill various language needs of students as they are made apparent. Otherwise, we work with our school partners to ensure that students requiring such services are receiving them through their respective school programs. Our commitment to CLRP (Culturally and Linguistically Responsive Pedagogy) is referenced in every level of our training and development plan for staffers and volunteers. Our program staff is among one of the most culturally and racially diverse teams in the Madison area, allowing us to connect with our diverse student populations in an impactful and effective manner. We provide continual training on CLRP topics to our volunteers, both upon intake and at different check-in points during their tenure with the program.

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

Our program design addresses each of the MOST Effective Practices.

- The program design is crafted to provide structured, consistent interactions for students that contribute to positive youth development and success in high school, careers, college, and community involvement.
- The relationships built between tutors, Urban League staff, and youth reinforce the dynamics described in effective practice 2: Supportive Relationships with Youth.
- The Peer Leadership Resource Center highlights our belief in the importance of elevating youth voice and developing their leadership skills through out-of-school community experiences.
- Our dedication to serving students of color and their families through our programs celebrate the importance of both racial & cultural inclusion and community/family engagement.
- We believe that our impact on the students we serve should also improve the lives of their families and the communities surrounding the schools we serve.
- Our program staff are trained and developed as part of the Urban League's intensive staff development and growth plan.
- The Urban League's 51-year track record as a leader in the Madison community, we provide our staff with all the tools and resources necessary to perform their roles effectively and efficiently.
- Our programs are designed to enhance safe, healthy environments for participants, their families, and the immediate communities surrounding the schools we serve.

2. PROGRAM STRUCTURE AND STAFFING

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

Middle School TSP	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location(s): Activity: Individualized Academic Tutoring/Coaching (12 middle schools)					
Afterschool	5 days/week	22.5	10 months	1:1	20
Summer					
Location #2: Drop-In Academic Tutoring/Coaching (9 middle schools)					
Afterschool	5 days/week	9	10 months	1:3 or better	15
Summer					

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

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

If applicable, please list any other locations with differences in the program structure as compared to the two middle school topical, skill or population focused included in the table above.

Career Exploration and Employment Skills Readiness (Afterschool & Summer): Afterschool- 3 days/week; 1 program hr/day; 8 months; 1:15 adult to youth ratio; anticipated avg. attendance per day: 15

Peer Leadership Resource Center (Afterschool): 5 days/week; 4 program hrs./day; 4 months; 1:10 adult to youth ratio; anticipated avg. attendance per day: 8

- a. Total Annual Unduplicated Middle School-Age Youth: Anticipated unduplicated number of individual middle school-age children in the proposed programs: 1,200
- b. Program Schedule: If you are proposing to provide a topical, skill or population focused program at more than one location and the program schedule is the same for all locations, please list all of the locations in the "Location(s)" cell in Table 1 below. If the program schedules vary amongst locations, please complete Table 2 and the question following the tables.

Table 1

Location(s): Academic Tutoring/Coaching			
Day	Middle School TSP	Start Time	End Time
Mon.	School Year	2:30	5:00
	Summer		
Tues.	School Year	2:30	5:00
	Summer		
Wed.	School Year	2:30	5:00
	Summer		
Thur.	School Year	2:30	5:00
	Summer		
Fri.	School Year	2:30	5:00
	Summer		

Table 2

Location #2: Career Exploration and Employment Readiness			
Day	Middle School TSP	Start Time	End Time
Mon.	School Year	3:00	4:00

	Summer	8:00	5:00
Tues.	School Year		
	Summer	8:00	5:00
Wed.	School Year	3:00	4:00
	Summer	8:00	5:00
Thur.	School Year		
	Summer	8:00	5:00
Fri.	School Year	3:00	4:00
	Summer	8:00	5:00

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

Peer Leadership Resource Center - M-F 2:00-6:00 pm School Year

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

Three of our programs, summer STEAM Camp, Gaming & Coding Day, and the MLK Day of Service are special events that take place at various times of the year. The MLK Day of Service is held on MLK, Jr. Day (3rd Monday of January 9-4 pm), Gaming & Coding Day during Spring Break (9-4 pm), and STEAM Camp during mid-July (Monday-Friday 7- 4 pm).

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

Position Title*	Qualifications or Required Training	Location	FTE		
			TSP Focused School Year	TSP Focused Summer	Other Programs
Director of MS Programs	B.A or B.S. required, 5+ years educational program management experience	ULGM	1.0	1.0	N/A

Program Coordinator	B.S or B.A preferred, demonstrated youth development experience	Black Hawk Middle School	.5	.5	N/A
Program Coordinator	B.S or B.A preferred, demonstrated youth development experience	Cherokee Middle School	.5	.5	N/A
Program Coordinator	B.S or B.A preferred, demonstrated youth development experience	Jefferson Middle School	.5	.5	N/A
Program Coordinator	B.S or B.A preferred, demonstrated youth development experience	O'Keeffe Middle School	.5	.5	N/A
Program Coordinator	B.S or B.A preferred, demonstrated youth development experience	Sennett Middle School	.5	.5	N/A
Program Coordinator	B.S or B.A preferred, demonstrated youth development experience	Sherman Middle School	.5	.5	N/A
Program Coordinator	B.S or B.A preferred, demonstrated youth development experience	Toki Middle School	.5	.5	N/A
Program Coordinator	B.S or B.A preferred, demonstrated youth development experience	Whitehorse Middle School	.5	.5	N/A
Program Coordinator	B.S or B.A preferred, demonstrated youth development experience	Wright Middle School	.5	.5	N/A
Volunteer Coordinator	B.S or B.A. preferred, knowledge of volunteer systems and networks	ULGM	1.0	1.0	N/A
		Total:	6.5	6.5	N/A

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

All prospective volunteers are interviewed by the ULGM Volunteer Coordinator or other program staff before being assigned to a program site. All volunteers are required to undergo a background check, conducted by MMSD Human Resources before they can tutor. Once approved, they receive an on-site orientation from the Program Coordinator, in addition to periodic citywide tutor training, and enhanced training support as needed.

3. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Madison, Sun Prairie, and Oregon School Districts	Provides space for tutoring and program administrative at 9 schools. Provides training of tutors. Assists with identifying and referring students to the program. Ensuring curriculum and best practice alignment. Provides data for program evaluation.	Jennifer Cheatham (MMSD), Brad Saron (SPASD), Brian Buslter (OSD)	Yes
United Way of Dane County	Program strategy development. Partnership development. Assistance with evaluation. Marketing and branding assistance. Help with volunteer recruitment.	Renee Moe	Yes
City of Madison	Providing funding. Service on program development and monitoring team.	Mary O'Donnell	No
WI Center for Educational Research	Program evaluation. Stakeholder surveys and engagement. Data collection. Identification of evidence-based practices.	Dr. Annalee Good	Yes (via MMSD)
MSCR	Hire, training, and supervise joint staff to serve as Tutor Coordinators and afterschool Youth Resource Center Directors. PASS AmeriCorps members to assist with tutoring.	Jacob Tissue	Yes
UW Madison Workstudy & Morgridge Center for Public Service	Assists with recruitment of volunteer tutors through Badger Volunteer program, various service learning classes, and other connections to students volunteers.	Dr. Earlise Ward	Yes
Strang Architects	Assist with coordination of STEAM Camp.	Randy Banks	No
Martin Luther King, Jr. Coalition, Madison Public Library	Assist with Martin Luther King, Jr. Call to Service.	Dr. Gloria Hawkins	No

100 Black Men of Madison, Madison Public Library, Various IT Companies	Assist with Spring Break Gaming and Coding Day.	Dr. Ruben Anthony	No
American Family Institute for Social Impact	Assist with planning and implementation of the new Student Leadership Course and Peer Support Center.	Leigh Vierstra	No
20+ area businesses	Provide guest speakers, host field trips, provide summer internship opportunities, provide volunteer tutors.	Various	No

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

How do these partnerships enhance this proposal?

What are the decision-making agreements with each partner?

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

The Urban League has a longstanding and innovative collaboration with Madison School & Community Recreating (MSCR) in which we jointly employ a full-time staff member at 8 of 9 MMSD Schools of Hope sites. This shared staffing position is responsible for coordinating both the Schools of Hope program and the Youth Resource Center at their respective school. This partnership allows students to access healthy snacks, transportation home during the after-school hours, and transportation to and from various special events during various school breaks and holidays. It also allows students access to a myriad of other activities including homework clubs, recreational activities, special-interest clubs, community service opportunities, leadership development opportunities, and other out-of-school time activities. In many cases, these staff are hired by MSCR during the summer to engage these same students in safe and supported activities during summer school. Urban League staff also work closely with school counselors, social workers, and psychologists to refer students for additional support services as needed.

The Urban League is also able to offer a wide variety of supportive programming to the parents of participating students in the areas of employment training and adult education/GED programming through our United Way HIRE and other adult programs. This includes access to a wide array of supportive services including: a micro-loan fund to help HIRE participants with unexpected expenses; housing case management and housing assistance grants through YWCA Madison; childcare subsidy grants and enhanced childcare referral services through 4-C; bus and gas vouchers to assist with transportation to and from employment training programs; fatherhood development and child support advocacy for non-custodial fathers; free legal assistance through quarterly expungement clinics; and more.

4. DATA USE, MANAGEMENT AND MEASURES OF SUCCESS

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

Our proposed program addresses the following Community Indicators of Success:

- Increase the proportion of low-income children and youth, and children and youth of color who exhibit developmentally appropriate social, emotional, and academic skills.
- Improved eighth grade math and reading scores, by race and ethnicity.
- Increase in high school graduation rate, by race and ethnicity.

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

Yes, the Data Tool Kit provided us with a clear, up-to-date picture of the number of economically disadvantaged students, HS completion rates, and feedback on out-of-school time. This information, in addition to information received from the MMSD's Black Excellence Coalition, allowed us to design a program that connects our staff to those students, ascertain their needs, and provide them with a cohesive learning, social, and emotional experience that positions them for success.

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

Middle School Topical/ Skills/Population Program Outcome(s)				
Outcome Objective #1	Youth who participate in the program will increase their engagement with learning.			
Performance Standard	Targeted Percent	80%	Targeted Number	575
Measurement Tool(s) and Comments: Indicator: 80% of students will report that participating in Schools of Hope programming helped them keep trying on schoolwork even when it was hard, helped them make good decisions, helped them do better at literacy/math, helped them get better grades, and/or helped them feel important in school. Measurement: Students will complete an 11-question survey administered by the Program Coordinator once they participate in 15 or more program sessions. Surveys are compiled and analyzed by Wisconsin Center on Education Research (WCER) at the end of the school year.				
Outcome Objective #2	Youth who participate in Schools of Hope programming will develop learning behaviors that will help them be successful in high school, career, and community.			
Performance Standard	Targeted Percent	75%	Targeted Number	540
Measurement Tool(s) and Comments:				

Indicator: At least 75% of teachers will report that youth who participated in the program had improved learning behaviors including increased homework completion, improved school attendance, improved grades, or other improved learning behaviors. Measurement: Online surveys will be sent to school staff and administrators by the MMSD Partnerships office. Surveys will be sent at least once per year. Survey results are compiled and analyzed by Wisconsin Center for Education Research (WCER).				
Outcome Objective #3	Youth who participate in Schools of Hope programming will develop social-emotional skills that will help them be successful in high school, career, and community.			
Performance Standard	Targeted Percent	70%	Targeted Number	500
Measurement Tool(s) and Comments: Indicator: At least 70% of participating youth will demonstrate an increase on 4 or more of the 8 social and emotional learning (SEL) competencies that are aligned to the Collaborative for Academic, Social and Emotional Learning's (CASEL) competency framework. Measurement: The Devereux Students Strengths Assessment (DESSA-mini) online social emotional learning assessment will be completed for each participating youth once during Fall semester and once during Spring semester.				

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

Additional Outcomes

- At least 85% of students who participate in the program will be youth of color and/or low-income youth.
- At least 200 youth will participate in one or more leadership or career development activities in addition to academic tutoring.
- At least 30 youth will complete the Schools of Hope Peer Leadership Elective Class.

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

The Urban League and our partners have a strong collective commitment to data-driven program development and operation. The Urban League logs data on every tutoring session including student, subject tutored, date and amount of time, and other notes. We compile that information and share it with the school district. It is reviewed at least once each semester at a partnership meeting and program modifications are made accordingly. We also work with the Wisconsin Center for Education Research (WCER) - one of the foremost education research centers in the world - and our partners to conduct a systematic and ongoing process of collecting, compiling, and analyzing survey data from students, program staff, school staff, and volunteers. This data is likewise reviewed at partnership meetings at least once per year. In addition to their annual assistance with data collect, WCER conducts a deeper evaluation every three years. To ensure accountability, this evaluation is used to review and guide a Memorandum of Understanding that is reviewed and approved by the partners and the Board of Education ever three years.

In addition to all of this, during the 2018-2019 school year, the ULGM and Schools of Hope partnership volunteered to serve as a pilot site for a Management Information System that has been developed by the Madison Out Of School Time (MOST) Coalition. The MIS is a data system made available to OST providers that streamlines the data capturing and reporting process. One key feature of the MIS is that it links with MMSD's Infinite Campus MIS system, and can easily populate student data for those whose parents consent to being included. This results of the pilot are still being assessed, but preliminary indicators are that it was very successful and the Schools of Hope Middle School partnership expects to implement the MIS system across all of our program sites with this broader rollout to begin in the next school year.

The Program Director works with site coordinators to develop best practices for maintaining client confidentiality in compliance with this contract, FERPA, and other appropriate local, state, and federal laws and regulations.

SECTION 5: DISCLOSURES

If applicable, please include the following:

Disclosure of Conflict of Interest

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

No known conflicts of interest at this time.

Disclosure of Contract Failures, Litigations

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

No contract failures or litigations.

SECTION 6. BUDGET

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

The budget template can be found on the CDD Other Funding Opportunities webpage:

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

APPLICATION FOR 2020 SCHOOL-AGE CHILD AND YOUTH PROGRAMS



1. ORGANIZATION CONTACT INFORMATION

Legal Name of Organization	Urban League of Greater Madison	
Mailing Address	2222 S. Park Street, Suite 200, Madison, WI 53713	
Telephone	608-729-1200	
FAX	608-729-1205	
Director	Ruben L. Anthony, Ph.D	
Email Address	ranthony@ulgm.org	
Additional Contact	Edward Lee	
Email Address	elee@ulgm.org	
Legal Status	Private: Non-Profit	
Federal EIN:	39-1098146	

2. PROPOSED PROGRAMS

		2020 Request		
Program Type	Letter	New?		Program Name
Elementary Programs	A	\$0		Elementary School Program
Contact:		Phone:		Email:
Middle School Programs	B	\$44,239		Middle School Youth Program
		CONT		
Contact: Ruben Anthony		Phone: (608) 729-1211		Email: ranthony@ulgm.org
High School Programs	C	\$0		High School Youth Program
Contact:		Phone:		Email:
TOTAL REQUEST		\$44,239		

DEFINITION OF ACCOUNT CATEGORIES:

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

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

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

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

3. SIGNATURE PAGE**AFFIRMATIVE ACTION**

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

CITY OF MADISON CONTRACTS

If funded, applicant agrees to comply with all applicable local, State and Federal provisions. A sample contract that includes standard provisions may be obtained by contacting the Community Development Division at 266-6520.

If funded, the City of Madison reserves the right to negotiate the final terms of a contract with the selected agency.

INSURANCE

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

4. SIGNATURE

Enter name:

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

DATE

INITIALS:

ORGANIZATION: **Urban League of Greater Madison**

ORGANIZATIONAL PROFILE

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

The mission of the Urban League of Greater Madison is to ensure that African Americans and other community members are educated, employed and empowered to live well, advance professionally and contribute to the common good in the 21st Century. We work to realize our vision through a comprehensive strategic empowerment agenda that includes community programs and services, advocacy, community engagement partnerships, and coalition building. Our work is guided by the core values of quality, human dignity, human development, accountability, and integrity.

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

The Urban League of Greater Madison (ULGM) has maintained a stable and vibrant 501(c)(3) nonprofit operation serving Dane County since 1968. We are an independently incorporated affiliate of the National Urban League which has led the movement for opportunity and civil rights for more than 100 years nationally, and in virtually every major metropolitan area in the nation. Our education, employment, and empowerment programs serve more than 2,000 youth, adults, and families each year, and thousands more are impacted through a multitude of community engagement and advocacy efforts. The Urban League of Greater Madison currently employs a team of 30 full-time staff, two-thirds are persons of color, nearly three-quarters hold a post-secondary degree, and all have demonstrated experience effectively meeting the needs of under-served populations. Last year, the work of our staff team was bolstered by 847 volunteers who gave 11,593 hours of service. Current programs include the Schools of Hope Middle School Program (SY 1999-2000), 21st Century Careers & Summer Youth Internship Program (2006), Martin Luther King, Jr. Youth Day of Service (1999), My Brother's Keeper (2016), and Science, Technology, Engineering, Arts, and Math (STEAM) Camp (2017).

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

One of the most significant agency changes since our last application for Schools of Hope funding was the appointment of Ruben L. Anthony, Jr., PhD to serve as President & CEO. Dr. Anthony's 19 years' experience at the Wisconsin DOT as Deputy Secretary and COO overseeing 3,600 FTEs and an annual budget of over \$3.25 billion is a tremendous asset, along with his expertise in disadvantaged business enterprise capacity building, workforce development, urban planning and engineering, and more. Through a partnership with the City of Madison, we will operate the city's first neighborhood-based employment and training center in Southwest Madison beginning in 2019. As part of that new facility, we will be seeking new programming and partnerships to offer more youth employment and entrepreneurial programming based on feedback gained from a series of neighborhood engagement sessions in 2017-2018. We have expanded and enhanced several key programs over the last few years, including increasing the number of youth internship slots through our Careers Program and a new focus on civil rights movement history as part of the MLK Day Youth Call to Action. We also launched several new youth programs over the last few years. These include a Science, Technology, Engineering, Arts, and Math (STEAM) Camp, Spring Break Gaming and Coding Day. We have also become an active member of the Youth Employment Network and have played a leadership role in planning and hosting a Summer Teen Job Fair for the past three years.

4. COMMUNITY ENGAGEMENT:

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

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

Engaging with and collecting feedback from participants and other stakeholders is a core principal of our program design process. This includes a robust feedback process from youth, volunteers, and other program stakeholders. For example, every youth who participates in at least 15 program sessions is asked to complete an 11-question survey seeking feedback on their experience with the program and the impact that they feel the program has had on their academic and other skill growth. The survey is designed, administered, and analyzed by the Wisconsin Center for Education Research (WCER) - one of the foremost education research centers in the world. WCER likewise designs, administers, and analyzes an annual survey of school teachers and other school staff. Finally, ULGM staff administers a survey annually of program volunteers to seek their feedback. The results of each of these surveys are compiled and shared with the Urban League, school staff, United Way, and other funders. They are reviewed at a partnership meeting at the conclusion of each program year, and the results are used to inform our continuous improvement efforts. Every three years, WCER conducts a more in-depth evaluation that includes a deeper look at survey results and an expanded feedback loop that has included focus groups with various stakeholders including students, program staff, school staff, and volunteers.

In addition to these formal feedback mechanisms, ULGM collects feedback through our dedicated, full-time staff coordinator at each school served. This allows for multiple points of contact for feedback from students, families, and school staff. These interactions occur over the course of the school day and take many forms, including informal check-ins with teachers, check-ins with program volunteers after their sessions, and check-ins with students during passing times, lunch, &/or after school.

Over the last few years, this feedback has led to program enhancements such as an increase in the target dosage of tutoring sessions, a refined focus on tutoring in math and literacy, identification of topics for tutor training sessions, ideas for how best to communicate with and engage school staff, addition of new programs such as STEAM camp, deeper understanding of our

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

How does the use of this data improve your services?

The Urban League and the Schools of Hope partners share a strong collective commitment to data-driven program development and operation. The Urban League logs data on every session with a participant. We compile that information and share it with the school district. It is reviewed at least once each semester at a partnership meeting and program modifications are made accordingly. Likewise, as noted above, a systematic process of collecting, compiling, and analyzing survey data from students, program staff, school staff, and volunteers is ongoing and the data is similarly reviewed at partnership meetings. Moreover, on behalf of the partnership the MMSD contracts with the Wisconsin Center for Education Research at the UW Madison - one of the foremost education research centers in the world - to review data annually and to conduct a deeper evaluation every three years. This data is reviewed by partner agency's executive leadership and by the MMSD Board of Education. To ensure accountability, this evaluation is used to review and guide a Memorandum of Understanding that is reviewed and approved by the partnership ever three years.

In addition to all of this, during the 2018-2019 school year, the ULGM volunteered to serve as a pilot site for a Management Information System that has been developed by the Madison Out Of School Time (MOST) Coalition. The MIS is a data system made available to OST providers that streamlines the data capturing and reporting process. One key feature of the MIS is that it links with MMSD's Infinite Campus MIS system, and can easily populate student data for those whose parents consent to being included. This results of the pilot are still being assessed, but preliminary indicators are that it was very successful and the Schools of Hope Middle School partnership expects to implement the MIS system across all of our program sites with this broader rollout to begin in the next school year.

6. BOARD-VOLUNTEER DEMOGRAPHICS

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

DESCRIPTOR	BOARD		VOLUNTEER		MADISON*		
	Number	Percent	Number	Percent	GENERAL Percent	POVERTY Percent	R/POV** Percent
TOTAL	13	100%	721	100%			
GENDER							
MALE	8	62%	296	41%			
FEMALE	5	38%	425	59%			
UNKNOWN/OTHER	0	0%	0	0%			
TOTAL GENDER	13	100%	721	100%			
AGE							
LESS THAN 18 YRS	0	0%	30	4%			
18-59 YRS	11	85%	571	79%			
60 AND OLDER	2	15%	120	17%			
TOTAL AGE	13	100%	721	100%			
RACE							
WHITE/CAUCASIAN	6	46%	400	55%	80%	67%	16%
BLACK/AFRICAN AMERICAN	7	54%	175	24%	7%	15%	39%
ASIAN	0	0%	40	6%	8%	11%	28%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	5	1%	<1%	<1%	32%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%	0%	0%	0%
MULTI-RACIAL	0	0%	46	6%	3%	4%	26%
BALANCE/OTHER	0	0%	55	8%	1%	2%	28%
TOTAL RACE	13	100%	721	100%			
ETHNICITY							
HISPANIC OR LATINO	0	0%	30	4%	7%	9%	26%
NOT HISPANIC OR LATINO	13	100%	691	96%	93%	81%	74%
TOTAL ETHNICITY	13	100%	721	100%			
PERSONS WITH DISABILITIES	0	0%	0	0%			

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

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

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

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

The Urban League of Greater Madison is an affiliate of the oldest civil rights, urban advocacy, and human service organization in the nation. Our founding roots both nationally and locally are in the African American community, and we remain true to those roots while also providing services that meet the needs of other under-served residents of our community. Currently, nearly 55% of our board of directors are African American, including roughly 60% men and 40% women. Our executive committee similarly reflects those who we serve. One area that has historically been a challenge is recruitment of more African Americans and people of color to serve as volunteers. We are proud to report an increasingly diverse base of volunteers, particularly with many of our new programs and activities. Beginning in 2019, we are also investing in the growth of two Urban League volunteer auxiliaries (Urban League Young Professionals and Urban League Guild) that are aimed at recruiting and engaging more African Americans in volunteerism as well as their own professional growth.

8. ORGANIZATION REVENUE DETAILED BY PROPOSED PROGRAM

REVENUE SOURCE	2020 PROPOSED	2020 PROPOSED PROGRAMS			OTHER PROGRAMS
		A	B	C	
DANE CO HUMAN SVCS	315,315	0	0	0	315,315
DANE CO CDBG	0	0	0	0	0
MADISON-CDD	626,239	0	44,239	0	582,000
UNITED WAY ALLOC	512,271	0	292,878	0	219,393
UNITED WAY DESIG	21,000	0	0	0	21,000
OTHER GOVT	693,220	0	417,678	0	275,542
FUNDRAISING DONATIONS	491,881	0	75,311	0	416,570
USER FEES	119,142	0	0	0	119,142
OTHER	0	0	0	0	0
TOTAL REVENUE	2,779,068	0	830,106	0	1,948,962

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

Include any other relevant information about revenue and expenses.

Other Programs include the following:

- * Dane County Human Services: Funding for adult employment services including FoodShare Employment & Training (FSET), Non-Custodial Fatherhood Programming, and career development and employment readiness programming for middle school youth.
- * Madison CDD: Funding for adult employment services. Funding for operation of the Park Edge/Park Ridge Employment & Training Center.
- * United Way Allocation: Funding for adult employment services (HIRE Initiative).
- * United Way Designated: Funding for miscellaneous programmatic and operating needs.
- * Other Government: Funding from Madison Metropolitan School District for individualized and small group tutoring services for middle school youth. Funding from MSCR for shared staffing to operate 8 Youth Resource Centers.
- * User Fees: Revenue from service fees for Home Ownership Program. Revenue from building space rental.

The Urban League of Greater Madison has a strong history of successful fundraising efforts. In 2018, ULGM successfully completed a \$2 million fundraising campaign in honor of our 50th anniversary to support our 1,500 Jobs, 1,500 Families initiative to help place 1,500 un/under-employed adults into new or better employment by 2020.

ULGM also has a strong track record of leveraging multiple funding sources to ensure strong collaborations and successfully community driven initiatives. For example, the Schools of Hope Middle School program is funded collaboratively by the City of Madison, United Way of Dane County, and the Madison Metropolitan School District. ULGM has also developed an innovative shared staffing arrangement with MSCR whereby 8 Program Coordinators are paid and work 50% time coordinating Schools of Hope tutoring activities and 50% time coordinating Youth Resource Centers. This partnership has been key to allowing us to hire and retain great staff and also ensuring students have access to a robust array of opportunities that support and enrich their school experience.

10. PERSONNEL DATA: Personnel Schedule

Indicate the number of 2020 Proposed Full-Time Equivalents (FTEs) in each staff position, across all agency programs.

Indicate the total salaries for all FTEs in that staff position. Do NOT include payroll taxes or benefits in this table.

Indicate base hourly wage for each position.

Staff Position/Category	2020		2020 PROPOSED FTEs BY PROGRAM				
	Proposed FTE	Proposed Salary	Hourly Wage	Elem FTE	Middle FTE	High FTE	Other FTE
President/CEO	1.00	\$147,534	\$70.93	0.00	0.28	0.00	0.72
Communications and Outreach	1.00	\$41,600	\$20.00	0.00	0.14	0.00	0.86
Chief Financial Officer	1.00	\$83,637	\$40.21	0.00	0.28	0.00	0.72
Accounting Assistant	1.00	\$35,443	\$17.04	0.00	0.28	0.00	0.72
Volunteer Coordinator	1.00	\$35,173	\$16.91	0.00	1.00	0.00	0.00
Senior VP	1.00	\$104,811	\$50.39	0.00	0.28	0.00	0.72
Receptionist	1.00	\$34,320	\$16.50	0.00	0.28	0.00	0.72
Executive Assistant	1.00	\$40,019	\$19.24	0.00	0.28	0.00	0.72
Custodian	1.00	\$27,851	\$13.39	0.00	0.17	0.00	0.83
Facilities Specialist	1.00	\$33,093	\$15.91	0.00	0.24	0.00	0.76
Schools of Hope Director	1.00	\$54,683	\$26.29	0.00	0.90	0.00	0.10
Middle School Program Coordinators	12.00	\$414,586	\$16.61	0.00	10.50	0.00	1.50
Adult Employment Program Coordinators	11.00	\$446,160	\$19.50	0.00	0.00	0.00	11.00
Program Analyst and Grant Specialists	1.00	\$37,232	\$17.90	0.00	0.00	0.00	1.00
Adult Employment Director	1.00	\$50,000	\$24.00	0.00	0.00	0.00	1.00
Housing Program Coordinator	0.75	\$27,924	\$17.90	0.00	0.00	0.00	0.75
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
TOTAL FTEs	36.73			0.00	14.61	0.00	22.12

11. AGENCY GOVERNING BODY

How many Board meetings were held in 2018?

10

How many Board meetings has your governing body or Board of Directors scheduled for 2019?

12

How many Board seats are indicated in your agency by-laws?

Up to 24

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

Name	Morris Andrews			
Home Address	3618 Spring Trail Madison, WI 53711			
Occupation	Consultant			
Representing				
Term of Office		From:	01/2019	To: 12/2021
Name	Frank Byrne			
Home Address	5413 Tonyawatha Trl, Monona, WI 53716-2922			
Occupation	Retired			
Representing				
Term of Office		From:	01/2018	To: 12/2020
Name	Beth Curley-Prestine			
Home Address	4140 Council Crst. Madison, WI 53711			
Occupation	Private Banking Managing Director			
Representing	U.S. Bank			
Term of Office		From:	01/2019	To: 12/2021
Name	Haben Goitom			
Home Address	32 Arboredge Way Fitchburg, WI 53711			
Occupation	Director, Business Transformation			
Representing	Alliant Energy			
Term of Office		From:	01/2018	To: 12/2020
Name	James Graham			
Home Address	7800 Manistee Court Verona, WI 53593			
Occupation	Director of Tax Services			
Representing	RSM U.S.			
Term of Office		From:	01/2017	To: 12/2019
Name	Anthony Hudson			
Home Address	W239N2374 Hawks Meadow Ct. Waukesha, WI 53188			
Occupation	Managing Director			
Representing	BMO Wealth Management			
Term of Office		From:	01/2018	To: 12/2020
Name	Gloria Ladson-Billings			
Home Address	7214 Countrywood Lane Madison, WI 53719			
Occupation	Professor			
Representing	University of Wisconsin – Madison			
Term of Office		From:	01/2018	To: 12/2020
Name	Douglas Nelson			
Home Address	9549 Lee Valley Road, Blanchardville, WI 53516			
Occupation	Retired/Consultant			
Representing				
Term of Office		From:	01/2019	To: 12/2021

AGENCY GOVERNING BODY cont.

Name	Dan O'Callaghan			
Home Address	222 W. Washington Ave., Suite 705 Madison, WI 53703			
Occupation	Attorney/Partner			
Representing	Carlson Black O'Callaghan & Battenberg LLP			
Term of Office		From:	01/2018	To: 12/2020
Name	Derrick Smith			
Home Address	7533 Sawmill Road Madison, WI 53717			
Occupation	Director of Development			
Representing	Wisconsin Institute for Discovery			
Term of Office		From:	01/2019	To: 12/2021
Name	Nia Trammell			
Home Address	4822 Madison Yards Way Madison, WI 53705			
Occupation	Deputy Secretary			
Representing	State of Wisconsin Department of Safety and Professional Services			
Term of Office		From:	01/2018	To: 12/2020
Name	Chief Noble Wray			
Home Address	5209 Kevins Way Madison, WI 53714			
Occupation	Consultant/Retired Police Chief			
Representing				
Term of Office		From:	01/2017	To: 12/2019
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy

ORGANIZATION:

Urban League of Greater Madison

REQUESTED AMOUNT:

PROGRAM:

Middle School Programs

44,239

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

1200

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

85

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

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

DESCRIPTOR	PART #	PART %	STAFF #	STAFF %
RACE				
WHITE/CAUCASIAN	200	19%	2	14%
BLACK/AFRICAN AMERICAN	422	40%	8	57%
ASIAN	69	7%	2	14%
AMERICAN INDIAN/ALASKAN NATIVE	6	1%	0	0%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	1	0%	0	0%
MULTI-RACIAL	61	6%	2	14%
BALANCE/OTHER	294	28%	0	0%
TOTAL RACE	1053	100%	14	100%
ETHNICITY				
HISPANIC OR LATINO	294	28%	2	14%
NOT HISPANIC OR LATINO	759	72%	12	86%
TOTAL ETHNICITY	1053	100%	14	100%
AGE				
<2	0	0%		
2 - 5	0	0%		
6 - 12	527	50%		
13 - 17	526	50%		
18 - 29	0	0%		
30 - 59	0	0%		
60 - 74	0	0%		
75 & UP	0	0%		
TOTAL AGE	1053	100%		
PERSONS WITH DISABILITIES	0	0%		
RESIDENCY				
CITY OF MADISON	858	81%		
DANE COUNTY (NOT IN CITY)	195	19%		
OUTSIDE DANE COUNTY	0	0%		
TOTAL RESIDENCY	1053	100%		
TOTAL	1053	100%		
MALE	589	56%		
FEMALE	463	44%		
UNKNOWN/OTHER	1	0%		

ORGANIZATION:

Urban League of Greater Madison

PROGRAM:

Middle School Programs

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

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

Our Schools of Hope partnership with City of Madison, United Way, and area school districts is our flagship programmatic effort to address disparities in educational outcomes for youth of color and low-income youth. An independent evaluation of SOH MS conducted by the Wisconsin Center on Education Research (WCER) found that SOH MS "is meeting the intended, target student population of students from low-income settings, students of color, and students on the cusp of proficiency." For example, WCER reported that 86% of youth served by the program were students of color (compared with 53.9% for the district as a whole) and 85% of students in SOH MS were eligible for free and reduced lunch (compared with 48.8% for the district as a whole). In addition: on average students in SOH MS scored lower on MAP; 33% were eligible for special education services; and 32% were identified as English Language Learners.

Currently, the Urban League is in the midst an exciting opportunity to develop enhancements and innovations to the Schools of Hope partnership - in particular enhancements and innovations that support MMSD's new strategic focus on "Black Excellence." This involves a collaboration with ROCKIT, an innovative partnership between MMSD and American Family Insurance. ROCKIT is the MMSD innovation team committed to listening for and seeking out bold, new ideas to excite, engage and establish real equity and meaningful results for students, staff, and community. A cross-functional team of staff including ULGM has been working intensively since February using a human-centered design process to conduct field work, iterate, prototype and test out new ways of supporting African-American middle school youth. Beginning in September 2019, we will implement a full pilot of a student-led resource center.

Finally, as Dane County's oldest African-American led organization, the Urban League also plays an essential advocacy and community engagement role on in the fight for racial equity in Madison. Urban League board and staff leadership serve on countless boards, committees, commissions, consortiums, and advisory groups to bring voice and perspective to the needs and aspirations of Dane County's African American community. Recently, the Urban League has been a founding member of the Justified Anger Coalition and an active advisor to the Race to Equity initiative, the City of Madison's Racial Equity and Social Justice Initiative, the City of Madison Disparity Study on Public Works Contracts, the Dane County Taskforce on Racial Disparities in the Criminal Justice System, MOST Coalition, Youth Employment Network, and many others.

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

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

The Urban League boasts a proud record of staff that reflect the cultural diversity of the youth and families that we serve. Currently, our youth services team consists of 13 full-time staff, all of whom have demonstrated experience working with youth of color, low-income youth, and other populations of under-served youth. Currently, 85% of this staff team are persons of color and a survey a few years ago found that more than half were the first generation in their family to attend or graduate from college. Our overall agency reflects similar diversity in our staffing, including at our top leadership level and our board of directors which is majority African American.

ORGANIZATION:

Urban League of Greater Madison

PROGRAM:

Middle School Programs

PROGRAM BUDGET

5. 2019 BUDGET

REVENUE SOURCE	SOURCE TOTAL	ACCOUNT CATEGORY			
		PERSONNEL	OPERATING	SPACE	SPECIAL COSTS
DANE CO HUMAN SVCS	0				
DANE CO CDBG	0				
MADISON-CDD	44,239	44,239			
UNITED WAY ALLOC	276,300	251,559	14,325	10,416	
UNITED WAY DESIG	0				0
OTHER GOVT	417,678	380,278	21,655	15,745	
FUNDRAISING DONATIONS	73,620	63,066	6,111	4,443	
USER FEES	0				
OTHER	0				
TOTAL REVENUE	811,837	739,142	42,091	30,604	0

6. 2020 PROPOSED BUDGET

REVENUE SOURCE	SOURCE TOTAL	PERSONNEL	OPERATING	SPACE	SPECIAL COSTS
DANE CO HUMAN SVCS	0				
DANE CO CDBG	0				
MADISON-CDD	44,239	44,239			
UNITED WAY ALLOC	292,878	266,617	15,231	11,030	
UNITED WAY DESIG	0				
OTHER GOVT*	417,678	380,227	21,721	15,730	
FUNDRAISING DONATIONS	75,311	64,592	6,216	4,503	
USER FEES	0				
OTHER**	0				
TOTAL REVENUE	830,106	755,675	43,168	31,263	0

*OTHER GOVT 2019

Source	Amount	Terms
MMSD	190,678	One-on-one and small group tutoring/coaching. Peer Leadership Elect
MSCR	195,000	.5 FTE Program Coordinator at 8 schools to operate Youth Resource C
Oregon School District	32,000	Portion of cost for operating tutoring program at Oregon Middle School
	0	
	0	
TOTAL	417,678	

**OTHER 2020

Source	Amount	Terms
MMSD	190,678	One-on-one and small group tutoring/coaching. Peer Leadership Elect
MSCR	195,000	.5 FTE Program Coordinator at 8 schools to operate Youth Resource C
Oregon School District	32,000	Portion of cost for operating tutoring program at Oregon Middle School
	0	
	0	
TOTAL	417,678	

ORGANIZATION:

Urban League of Greater Madison

PROGRAM:

Middle School Programs

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

Other funding sources include:
Madison Metropolitan School District
United Way of Dane County
Oregon School District
Other Urban League fundraising

* Note that the budget reflects the total cost to operate the Schools of Hope program at 12 schools (9 in Madison, 2 in Sun Prairie, and 1 in Oregon). Funds requested from the City of Madison will only be used to support the program operation at the 9 program sites in Madison.

** Note that the program budget includes \$195,000 of funding from MSCR for the collaboration on operating Youth Resource Centers. However, outcome metrics including the total number of youth served reflect only those youth who are receiving one or more Schools of Hope tutoring services. Hundreds of additional youth are served daily through the shared staffing of Youth Resource Centers that is reflected in the total program budget.

