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:	Elver Park Neighborhood Center		
Contact Person:	Monique Byrson	Email:	mbryson@wisconsinyouthcompany.org
Address:	1201 McKenna Blvd. Madison, WI 53719	Telephone:	608-210-1617

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).

Elver Park Neighborhood Center is located on McKenna Blvd. The center serves residents located south of Schroeder Rd., north of Raymond Rd., east of McKenna Blvd. and west of Whitney Way. We are located one mile from our sister center, Theresa Terrace. Residents further east in our service area may go there depending on their needs.

Elver Park is the largest natural barrier in this area, making it difficult for those living west and south of the park to easily access the center. McKenna Blvd./ S. Gammon is a 4-lane divided road with fast traffic 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 City Funded Neighborhood Center Map and the 2010 Census data, there is a population of 3,423 people and 1,473 family households in the ½ mile surrounding Elver Park Neighborhood Center. 29.5% of these households are families with children 0-17 years old, 11% of which are female headed families.

Race: The City Funded Neighborhood Center Map shows the race and ethnicity break-down of the ½ mile radius as 54.2% White Non-Hispanic, 20% Black/ African American N-H, 8.2% Asian N-H, 4.7% Other Races or Multiracial, and 12.9% Hispanic or Latino – any race.

Income: The City Funded Neighborhood Center Map identifies that 70-79.9% of MMSD students in this area are economically disadvantaged. Specifically, EPNC attracts students from Falk, Olson, and West Middleton elementary schools in the After School and Summer Camp programs. The Teen program has students from Jefferson, Toki, and Glacier Creek Middle Schools, and James Madison Memorial High School and Middleton High School. In the Education Outcomes data, MMSD schools reported the economic disadvantage status of their students between 34% and 65% of their total enrollment for the 2018-19 school year. Several Madison residents who live near the center attend school in Middleton Cross Plains school district.These residents were not captured in the MMSD data provided in the data tool kit.

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).

Elver Park Neighborhood Center serves a significant number of individuals from Middleton Cross Plains School District in After School, Summer Day Camp, and the Teen Program. Students who live across the street are Madison residents but live in the Middleton school district attendance area.

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.

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

Population: 132 people participated in this survey in 2018, 98% of those surveyed resided in Madison. Households of three people and more accounted for 76% of those surveyed (number of children were not collected for this survey.) Additionally, 67% 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. EPNC sampling data shows that the majority of center users (61%) identified as Black or African American. Additionally, another 24% identified in other minority categories beyond White/ Caucasian. Income data is consistent with that shown above, with 73% 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.

Frequently there is change of ownership of the larger apartment complexes in the community. Over 80% of the families who attend center prograrms are housed in those larger complexes. The new owners of a one of the larger apartment complexes (on Schroeder Rd) has stated that they are intentionally targeting employees of Exact Sciences and EPIC to reside in the apartment dwellings. They have remodeled and added new amenities to raise the cost of rent and possibly displace current families. We may have an influx of child-less families coming into the neighborhood.

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.

EPNC 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. EPNC and Wisconsin Youth Company take this feedback and use it in future planning for programmatic opportunities and professional development. In addition to the survey, EPNC youth council (made up of teens 6th -9th grade) meets once a week during the school year to decisions about programming. Decisions made by that group determine activities, fieldtrips and meals. Not all families who use the center participate in afterschool programming. Informally, community members are surveyed on areas of improvement. These conversations are usually at community events or meetings.

Stakeholders in the neighborhood are invited to meet on a monthly basis to talk about the needs in the neighborhood. The Neighborhood Resource Team (NRT) and the Joining Forces for Families (JFF) team are two groups of stakeholders who bring a variety of perspectives of our community. Stakeholders within each of these group represent multiple resources and departments across the city including building inspection, public health, Madison library, and social workers at the surrounding schools.

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.

The racial demographics in the Neighborhood Center Map states that 55% identifies as White, 20% identifies as Black, 14% identifies as Latino or multi-race, and 8.2% identifies as Asian. Our sampling shows that the majority of center users (61%) identified as black or African American. Additionally, another 24% identified in other minority categories beyond White/ Caucasian. Income data is consistent with that with data from the Neighborhood Center Map, with 73% of those sampled reporting extremely low income or low income. 30% of the households in the half mile radius of our center have children under 18 years old. From observation and program participation, EPNC staff estimate that the majority of our center users are families with children under 18. Overall, the center serves a larger proportion of people of color and families with children than seen in the available population data. These members seek out our services based on the needs and interests of these demographic groups.

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).

EPNC staff will be introducing a neighborhood center assessment to be distributed at the end of school year and summer. Staff will continue to encourage all families to leave reviews online and promote the use of the comment card for any concerns.

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	X	
Gymnasium	X	
Large Activity Room	X	
Reception Area	X	
Executive Director Office	X	
Staff Office Space	X	
Commercial Kitchen		
Non-Commercial Kitchen	X	
Food Pantry		
Outdoor Green Space	X	
Outdoor Play Area - without Equipment	X	
Outdoor Play Area - with Equipment	X	
Exercise Room		
Computer Lab	X	
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.

Center Support App

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**

Center Support App

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

11,310 Sq. Ft. - Includes neighborhood center and the first floor of the administrative wing including public meeting spaces, bathrooms, hallways, offices, and storage.

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
Conference Room/ Site Supervisor Work Room	744 sq. ft.	Tables, chairs, A/V	30
Multi-Purpose Room	551 sq. ft.	tables, chairs, childcare items, a/v	30
Computer Lounge	404 sq. ft.	16 laptops computers, tables and chairs	25
Teen Lounge	378 sq. ft.	couches, tv and game system	12
Kitchen	468 sq. ft.	two oves, two sinks, tables and chairs	25
Gymnasium	3,250 sq. ft.	caféteria tables, childcare items	200

2. Facility Use Hours

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

3585 Hours

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

There are no anticipated changes to expected facility use hours in 2020.

3. Facility Use Participants

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

943 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.

Elver Park Neighborhood Center is not open for private events. EPNC does not currently have the staff support, insurance, and a use policy to support private events.

Center Support App

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

EPNC anticipates more adult-only participation in our building.

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.

There are no anticipated changes to the facility policy for 2020.

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?

Monday-Thursday until 7pm. M-F until 8pm, subjected to staff availbility and following the EPNC building request procedure. Saturday from 10am-4pm subject to staff availability and following the EPNC building request procedure.

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

EPNC uses a rotating staff schedule according to staff availability on evenings and weekends. Presently employed staff have primary roles in EPNC's operations and programs. In order to staff evening and weekends, EPNC shifts staff responsibilities. It is the goal that EPNC 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?

EPNC building request form or contacting the center director

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

EPNC is closed on national holidays. Youth programs do not run on days that both MMSD and MCPASD are closed. EPNC closes a week in June to prepare for summer and a week in August to prepare for school year.

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

There are no anticipated changes to the facility policy and plans in 2020.

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.

Informally, parents and community members are asked about their experiences with the center during community events. This is a time for staff to speak with families about their needs, interests, and any suggestions they may have. Parents of youth and youth in grades 3-5 in EPNC programs are surveyed annually.

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.

EPNC staff will be introducing a neighborhood center assessment to be distributed at the end of school year and summer. Staff will continue to encourage all families to leave reviews online and promote the use of the comment card for any concerns.

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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.

EPNC hosts mutliple community events througout the year. These events usually happen at least once a month, with bigger events occurring around Thankgiving, winter break, Black History Month and in collaboration with Theresa Terrace Neighborhood Center for the Back 2 School Block Party. Overall these events are a time to promote cohesion in our community and encourage residents to talk to center staff about any concerns they may have.

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 needed resources and services. ● Have a food pantry in Center or relationship with food pantry in area.	● 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 relationship with food pantry in area. ● One or more of the following: Adult Employment, Early Childhood, and Older Adult programming.	☐Tier 2 Expectation Met ☒Tier 1 Expectation Met ☐Not yet meeting Tier 1 Expectation

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	Year Round	Yes	Continuing
High School	n/a	n/a	n/a
Early Childhood	n/a	n/a	n/a

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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.

EPNC hosted adult center activities including workout classes, ESL classes and a black women support group.

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

EPNC partners with the following organizations to provide services, and refer program participants to these services when needed: Middleton Outreach Ministry, Joining Forces for Families, Falk Family Resource Center, Urban League of Greater Madison.

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.

We do not have a food pantry but we do have a household essentials pantry put on by a resident of our neighborhood. Karen's Essential Center offers toiletries and home goods. Hours are 2:30 p.m. - 6:00 p.m. on the 2nd and 4th Monday and Friday of the month.

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.

Middleton Outreach Ministry has provide emergency food bags, addtional food supplies and assists with families in need that EPNC staff refer.

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

Similiar services will be offered in 2020.

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.

        EPNC plans to add an additional staff position which will increase the agency budget.

2. Total Agency FTE

    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
Program Coordinator	Two years of higher ed. or equiv.
PASS Americorps Member	High School diploma or GED
Teen Lead	High School diploma or GED, First Aid, CPR
Elementary Lead	High School diploma or GED, First Aid, CPR
Program Lead	High School diploma or GED, course work in child development, DCF state licensing and YoungStar (preferred), State of WI Registry certificate, first aid, CPR

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

        EPNC 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.
>
> EPNC will add an additional staff person at 0.23 FTE.

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.

EPNC will analyze data collected in online surveys, city sampling, and resident conversation when planning for future programs and services. EPNC welcomes feedback from all facility users and neighbors to best serve the needs of the neighborhood and its residents. EPNC 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, EPNC 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: 11/12

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

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-Resident Involved Planning and Government: In the next 2 years, residents will be involved in planning efforts, whether online or in person. EPNC will use a neighborhood survey to collect data.

Total number of Tier 2 Benchmarks Currently Meeting: 3/12

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.

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	$50,000		$80,000
Elementary Programs	$49,356		$49,356
Middle School Programs	$52,681		$52,681
High School Programs			
Other City-funded Programs			

Total	**$152,037**		**$182,037**

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.

   N/A

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

   EPNC will add an additional staff person at 0.23 FTE.

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	2:00 PM	5:45 PM
Multi Focused Summer	8:00 AM	5:30 PM		Multi Focused Summer	8:00 AM	5:30 PM
Topical/Skill/ Population Focused				Topical/Skill/ Population Focused		
Middle School				**Middle School**		
Multi Focused Afterschool	2:00 PM	7:00 PM		Multi Focused Afterschool	3:00 PM	7:00 PM
Multi Focused Summer	12:00 PM	6:00 PM		Multi Focused Summer	12:00 PM	6:00 PM
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				Topical/Skill/ Population Focused		

Center Support App

Program Type	Start Time	End Time
WEDNESDAY		
Elementary		
Multi Focused Afterschool	2:00 PM	5:45 PM
Multi Focused Summer	8:00 AM	5:30 PM
Topical/Skill/ Population Focused		
Middle School		
Multi Focused Afterschool	3:00 PM	7:00 PM
Multi Focused Summer	12:00 PM	6:00 PM
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	2:00 PM	5:45 PM
Multi Focused Summer	8:00 AM	5:30 PM
Topical/Skill/ Population Focused		
Middle School		
Multi Focused Afterschool	3:00 PM	7:00 PM
Multi Focused Summer	12:00 PM	6:00 PM
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	2:00 PM	5:45 PM
Multi Focused Summer	8:00 AM	5:30 PM
Topical/Skill/ Population Focused		
Middle School		
Multi Focused Afterschool	3:00 PM	6:00 PM
Multi Focused Summer	12:00 PM	6:00 PM
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:
Date:

By entering your initials in the box, | MB | 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. <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 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:	Elver Park Neighborhood Center	Amount Requested:	$ 49,356
Programs applied for:	X Multi-focus School Year X Multi-focus Summer Topical/ Skills/Population		
Contact Person	Monique Bryson	Email:	mbryson@wisconsinyouthcompany.org
Address:	1201 McKenna Blvd. Madison, WI 53719	Telephone:	608-210-1617

SECTION 1: ELEMENTARY MULTI-FOCUSED PROGRAMMING

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?
   Elver Park Neighborhood Center (EPNC) provides after school and summer day camp programming for students in grades K-5 in the Elver Park area, serving Madison and Middleton-Cross Plains School District. Staff work closely with families, schools and community organizations to ensure intentional wrap-around care for the neighborhood. Community partners and neighboring schools assist with program design.

   EPNC'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 that encourage a connection to the community. EPNC elementary staff and volunteers work to build strong relationships with families to ensure a trusting and safe atmosphere.

   EPNC follows Wisconsin Youth Company standards and best practices for quality youth programming and 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. EPNC's elementary program is also accredited by the City of Madison.

   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.). Refer to Data Tool Kit.
   Ages: The program participants of After School Elver Park and Camp Elver include children in grades 1 through 5 from Falk, Olson, and West Middleton elementary schools.

   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 elementary schools in 2018-19 reported the economic disadvantage status of their students between 34% for Olson and 65% for Falk. Data for Middleton schools was not included in the data tool kit. EPNC conducts annual sampling of the users of the center, in this survey 73% 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 EPNC; the two largest categories were White Non-Hispanic at 54%, and Black/ African American Non-Hispanic at 20%. Data collected from the 2018-19 Elver Park Sampling Survey showed these ratios more than flipped with Black/ African American leading at 61% and White/ Caucasian at 15%. 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.
EPNC recruitment and intake process starts with connecting with the social workers from three partner elementary schools: Falk, Olson, West Middleton Elementary. The social workers than recommend the center to families who may benefit from services. Families also learn about programs through word-of-mouth. Families register online or in paper form, in case they do not have access to internet. EPNC also has computer lab for families to use in order to sign up. Registration staff are on site help families sign up as well. Bi-lingual services are available.

After families register their child, they sit down with the EPNC Center director to look over expectations of the center, future community events , and services available in our building through center partnerships. This allows families to have access to all of the services provided outside of childcare.

EPNC uses multiple surveys and assessments that are administered at the end of the school year and summer to gauge program satisfaction. An EPNC specific survey will be used in 2020 to get timely feedback from students, families and community members that can influence changes within 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.
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 emphasized in the 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."

EPNC programs encourage collaboration, support health conflict resolution, and encourage self-control, self-esteem, and respect for the rights of others.

A success of this program is collaboration with the other individuals and institutions involved in the care and development of children. EPNC 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
EPNC Elementary After School	Septemeber 2019-June 2020
EPNC ELementary Summer Day Camp	June 2020-August 2020
EPNC Elementary After School	Septemeber 2020-June 2021F

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.

EPNC participates in Wisconsin Youth Company's Survey of Academic and Youth Outcomes (SAYO). All students in grades 3-5 and their parents/guardians are asked about their experience in after school. EPNC and Wisconsin Youth Company use this feedback 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.

Currently the center offers several options for translating services to help staff speak with families of our center. We have access to document and phone translation and video interpretation. Registration staff are bi-lingual and help families register for programming and support them during new family meeting with the center director.

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 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 Company 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 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 grade 3 or higher, and an annual parent survey. The Elver Park elementary program is also accredited by the City of Madison and participates in the YoungStar quality improvement system.

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.

Elementary School Services App

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Joining Forces for Families	help families navigate resources in Dane County	Sarah Shatz	Yes
Karen's Essential Center	provide household essential for families in need	Karen Young	Yes
UW-Adult Role Models in Science Program (ARMS)	interactive Science Project with Youth	Kevin Niemi	No
UW-Performing Ourselves	building self-esteem through dance	Stephanie Richards	No
Middleton Outreach Ministries (MOM)	provide food services for families in need	Shirley Nennig	No
The First Tee of Southern Wisconsin	building self-confidence learning the fundatmentals of golf	Nate Savado	No

How do these partnerships enhance this proposal?

Partnerships bring opportunties for children to have new experiences. They also bring essential services to residents.

Joining Forces for Families: has a satelitte office in our space and assist families in need. Sarah connects families to resources about childcare, rental assistance, and food pantries

Karen's Essential Center: provides household essentials to families in need, including tolietries, soap, and laundry detergent

UW-ARMS: gives 3-5 grade children an opportunity to learn about STEM in interactive ways

UW- Performing Ourselves: weekly dance lessons to gain self confidence through dance.

MOM: provides a food pantry and other essential services for families in need.

The First Tee of Southern Wisconsin: an academic learning program that teaches self-confidence through the fundamentals of golf. Each week 3-5 grade students read and study articles, newspapers, or books that are tailored to their reading level. They are tested on their comprehension and fluency. They are then able to get on the golf course and practice their swing.

What are the decision-making agreements with each partner?

Karen's Essential Center, UW-ARMS, UW-Performing Ourselves all bring their services on a weekly basis to the center. EPNC provides the space and make sure it is clean and ready to use. If there is any need to change the schedule or space accommodations, EPNC staff and partners communicate. EPNC makes the final decision. Middleton Outreach Ministries and The First Tee are programs that center youth attend and families use their services. If there is a change in the schedule or space

Elementary School Services App

accommodations, they make the final decision. Joining Forces for Families and EPNC work together to meet families needs, schedule events, and make decisions together.

b. Resource Coordination and Linkage: Provide examples of other resource linkages provided by the proposed program for youth and their families.
EPNC staff refer families to the Urban League of Greater Madison for employment needs.

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	1:17	35
Multi-Focused Summer	5x per week	8.5	8 weeks	1:10	35

*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 Children:
Unduplicated individual children participating in your organization's multi focus elementary programs: On average there are 57 unduplicated children in the multi focus elementary programs

c. Additional Activities: 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).
EPNC staff typically take children on field trips on MMSD early release days, which occur a few times a school year. These field trips typically last approximately two hours. During the summer, EPNC students attend field trips twice per week, for two hours at a time.

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
Center Director	Bachelor's degree in a related field				1

Program Coordinator _____	Two years of higher ed. or equiv.	_____	_____	_____	___1_
Elementary Lead _____ Program Leader	High school diploma or GED, First Aid, CPR, course work in child development, DCF state licensing and YoungStar (preferred), State of WI Registry certificate,	_____	_____	_____	___1__
_____ _____	_____ High school diploma or GED, first aid, CPR, course work in child development, DCF state licensing and YoungStar (preferred), State of WI Registry certificate _____ _____	_____ _____	_____ _____	_____ _____	___.63 ___

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

EPNC 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.

Registration for families of EPNC occurs in a online platform called School Care Works. Each family has an individual log-in and approve permissions on their account. Only registration staff have access to that information. Any changes to that information are made online by the parent or in a written note signed and dated by the family.

A demographic information form is included in the EPNC elementary registration packet. Families typically complete this form when going through the registration process. EPNC 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 EPNC 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.*

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 <u>Data Tool Kit.</u>

   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.

Elementary School Services App

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 <u>MOST Effective Practices</u>?

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					

Elementary School Services App

*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 Elementary-Age Youth:</u>

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

c. <u>Additional Activities</u>: 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. <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

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.

School-Age Youth Services for 2020: Middle 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 middle 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:	Elver Park Neighborhood Center	Amount Requested:	$ 52,681
Programs applied for:	X Multi-focus School Year X Multi-focus Summer 　　　Topical/ Skills/Population 　　　Weekend and/or Summer Evenings		
Contact Person	Monique Bryson	Email:	mbryson@wisconsinyouthcompany.org
Address:	1201 McKenna Blvd. Madison, WI 53719	Telephone:	608-210-1617

SECTION 1: MIDDLE SCHOOL MULTI-FOCUSED PROGRAMMING

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?

Elver Park Neighborhood Center (EPNC) provides after school and summer day camp programming for students in grades 6-10 in the Elver Park area, serving Madison and Middleton-Cross Plains School District. Staff work closely with families, schools and community organizations to ensure intentional wrap-around care for the neighborhood. Community partners and neighboring schools assist with program design.

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.

Ages: The program participants of the Elver Park Teen Program include teens in grades 6-10 from Jefferson, Toki, and Glacier Creek Middle Schools.

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 the number of economically disadvantaged students for the 2018-19 school year, presented here as a proportion of total enrollment. Jefferson and Toki Middle School both reported figures around 49%. Data for Middleton schools was not included in the data tool kit. EPNC conducts annual sampling of the center users, in this survey 73% 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 EPNC; the two largest categories were White Non-Hispanic at 54%, and Black/ African American Non-Hispanic at 20%. Data collected from the 2018-19 Elver Park Sampling Survey showed these ratios more than flipped with Black/ African American leading at 61% and White/ Caucasian at 15%. 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.

The EPNC Teen Program is a drop-in program that provides middle school students a safe place to have fun and learn. Staff recruit youth by pass out flyers, speaking with social workers and teachers, and word of mouth. All students complete a registration form for the program. Parents are mailed or emailed a letter of enrollment. EPNC uses the Madison Out of School Time (MOST) MIS platform to track students' information including attendance, grades, and contact information.
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 with subequent 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.

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.

The Elver Park Neighborhood Center Teen Program helps adolescents navigate the bridge between childhood and adulthood through diverse programming that includes social support, homework help, leadership clubs, and more. The program enables teens to create art projects, learn cooking, study dance, prepare for the workforce, serve the community, and participate in group counseling. EPNC teen programming contains three elements: choice-based learning environments, social emotional learning, and collaboration with stakeholders.

Lots of literature on choice-based learning environments focuses on early childhood development. However, there is convincing evidence that adolescents also benefit from decision making practice. Dr. Thomas Armostrong, in his book The Power of the Adolescent Brain: Strategies for Teaching Middle and High School Students writes, "teens need frequent occasions to make significant choices to help develop the decision-making regions in the "reasoning brain" (the prefrontal cortex)." Program activities are driven by participants. Teens choose to explore their interests while staff provide resources and the guidance of caring adults.

The second program tenet is social emotional learning (SEL.) SEL encompasses a broad array of skills and values including managing emotions, focusing attention, collaborating with others, navigating relationships, setting and achieving goals, and 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 this 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."

SEL is incorporated into the teen program through special partnerships that host counseling groups. Dane Abuse Intervention Services (DAIS), The Rape Crisis Center (RCC), and Family and Schools Together (FAST) host different discussion and counseling groups at the center. Through mediated peer discussion, these groups offer a climate and mindset approach to SEL. David S. Yaeger, assistant professor of developmental psychology at the University of Texas at Austin, describes the climate and mindset

approach with three methods: creating a climate that's more respectful toward adolescents, creating a mindset that harnesses the adolescent desire for status and respect, and creating a mindset that blunts the power of threats to peer status and respect. These methods have shown effective in double-blind randomized behavioral experiments to improve positive outcomes such as healthy decision making.

A success of the teen program is collaboration with the other individuals and institutions involved in the care and development of young adults. Staff address the basic, academic, and social needs of teens by acting as a conduit between school staff, social workers, families, and community resources. Staff are trained to recognize and identify the needs of the participants, create relationships with families and school staff, and offer assistance and connections to area resources when needed.

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

Activity	Estimated Start and Completion Date
EPNC Teen Program (School Year)	September 2019-June 2020
EPNC Teen Program (Summer)	June 2020-August 2020
EPNC Teen Program (School Year)	September 2020-June 2021

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.

EPNC participates in Wisconsin Youth Company's Survey of Academic and Youth Outcomes (SAYO). All students in grade 3 and up and their parents/guardians are asked about their experience in after school. EPNC and Wisconsin Youth Company take this feedback and use it in future planning for programmatic opportunities and professional development.

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.

Currently the center offers several options for translating services to help staff speak with families. Staff have access to document and phone translation and video interpretation. Registration staff are bi-lingual and assist families registering for program and support them during new family meeting with the center director.

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 <u>MOST Effective Practices</u>?

1. Intentional program design: The teen program is choice-based allowing youth to choose activities that interest them. In addition, youth are involved in the program design to ensure it engages them and meets their needs.
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. Students and parents are surveyed on the relationships between youth and the relationships between

youth 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 teens choosing their own club or activity to staff making purchases of program items that reflect youth 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 teen 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 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 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 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 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 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 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.

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Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Joining Forces for Families	help families navigate resources in Dane County	Sarah Shatz	Yes
Karen's Essential Center	provide Household Essential For Families in Need	Karen Young	Yes
Rape Crisis Center	Girls Empowerment Group	Shaquella Johnson	No
Domestic Abuse Interventaion Services	Boys Empowerment Group		No
WWMVLP 95.5	Radio Club	Corey Whitmore	No
West Side Boxing Club	Sports	Justin Nelson	Yes

How do these partnerships enhance this proposal?

Partnerships bring opportunties for youth to have new experiences. They also bring essential services to residents.
Joining Forces for Families: has a satelitte office in our space and assist families in need. Sarah gives connects families to resources about childcare, rental assistance, and food pantries
Karen's Essential Center: provides household essentials to families in need, including tolietries, soap, and laundry detergent
Rape Crisis Center hosts a girls group has a safe space to talk about their feelings and how to view others
DAIS host a boys group, and it is a safe space to talk about heir feelings and how they view others
95.5 Radio Club is based out the Lussier Community Education Center and it is a arts media programming that allow students to learn the foundations of radio
West Side Boxing Club is Madison Police Department programming that teaches students the basics of boxing.

What are the decision-making agreements with each partner?
EPNC staff work with partners on logisitics and space accomodations. EPNC makes final decisions about when and where programs can be held.

b. Resource Coordination and Linkage: Provide examples of other resource linkages provided by the proposed program for youth and their families.
EPNC staff work with Urban League of Greater Madison to refer students for job readiness skills and employment opportuntities.

3. **PROGRAM STRUCTURE AND STAFFING**

a. Anticipated Frequency, Duration and Attendance:

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Middle 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	5x per week	M:4.5 Hr T-R: 4 Hr. F:3 Hr	9 months	1:12	25
Multi-Focused Summer	5x per week	M-F: 6 HR	8 weeks	1:12	25

*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 Anticipated Unduplicated School-Age Youth:
Unduplicated individual youth participating across all of your organization's middle school multi focus school programs**: 100**

c. Additional Activities: Do you anticipate providing activities for the multi-focused middle 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).
EPNC take teens on fieldtrips once a month. These opportunities are earned with positive behavior and participation.

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
Center Director	Bachelor's degree in a related field				1.0
_____ _ PASS Americorps Member _____ _ Teen Lead _____ _	_____ _ High school diploma or GED _____ _ High school diploma or GED, first aid, CPR _____ _	_____ _____ _____ _____	_____ _____ _____ _____	_____ _ _____ _ _____ _ _____ _	_1.0____ _.63____ _____

					___.63__
_____ _ Program Leader	_____ _ High School diploma or GED, course work in child development, DCF state licensing and YoungStar (preferred), State of WI Registry certificate, first aid, CPR		_____ _	_____ _	_

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

EPNC 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.

Registration for families at EPNC begins with a paper form, but is tracked in the Madison Out of School Time MIS. Each MMSD family gives EPNC consent to track data each student who attends are program. Only EPNC administrative personnel have access to individual information. Any changes made to that information are done by the parent or primary caregiver. The MOST platform allows us to capture demographics and program activities of all our students.

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: MIDDLE 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 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. 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

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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:

Middle 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 Middle School-Age Youth:
Unduplicated individual youth participating across all of your organization's middle school weekend and summer evening programs**:**

c. Additional Activities: Do you anticipate providing activities for the weekend and summer evenings middle 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. 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.

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SECTION 3: MIDDLE SCHOOL
TOPICAL/SKILL/ POPULATION FOCUSED PROGRAM (TSP)

PROGRAM NAME: _____

1. **PROGRAM DESCRIPTION**

    a. Goal Statement: What is the goal of your program and how does it align with the strategies 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 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.

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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 <u>MOST Effective Practices</u>?

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)?

*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)

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>

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

b. <u>Total Annual Unduplicated Middle School-Age Youth:</u>

Unduplicated individual youth participating across all of your organization's middle school TSP programs**:**

c. <u>Additional Activities</u>: Do you anticipate providing activities for the topical, skill or population focused middle 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. **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?

2. 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.

AGENCY NAME: Elver Park Neighborhood Center

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	5	100%	7	100%	0	0%
GENDER						
MALE	0	0%	3	43%	0	0%
FEMALE	5	100%	4	57%	0	0%
UNKNOWN/OTHER	0	0%	0	0%	0	0%
TOTAL GENDER	5	100%	7	100%	0	0%
AGE						
LESS THAN 18 YRS	0	0%	0	0%	0	0%
18-59 YRS	5	100%	7	100%	0	0%
60 AND OLDER	0	0%	0	0%	0	0%
TOTAL AGE	5	100%	7	100%	0	0%
RACE*						
WHITE/CAUCASIAN	3	60%	6	86%	0	0%
BLACK/AFRICAN AMERIC	2	40%	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/Cauca	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	5	100%	7	100%	0	0%
ETHNICITY						
HISPANIC OR LATINO	0	0%	1	14%	0	0%
NOT HISPANIC OR LATIN	5	100%	6	86%	0	0%
TOTAL ETHNICITY	5	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?

EPNC 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.

Capital Improvement Project Planning

Appliance/System/Facility	Current Condition	Needs Assessment	Estimated Year(s) of Expense	Estimated Cost	Funding Source(s)	Project Rank Based on Priority (1 is highest priority)
Western face of building	Western face of EPNC experiencing water mitigation issues due to lack of downstops, a low cement skirt, and the grade of the land. There is also a high demand for office space by community partners.	rainwater mitigation through istallation of burried downstopouts. The addition to the front of the building and the low cement skirt. The addition will address community need for more private office and meeting space. This renovation will also improve foot traffic and reception in our building	2019	100,000		
Electrical Service	400 amp single phase meter panel	Increasing electrical capacity to a 600amp service if needed for current and future building use.	2019 - 2025	TBD	TBD	
Playground	Climbing structure in good condition	Improve outdoor active play area to include an addition onto the modular play structure, include sensory play table, and shade structure.	2020-2025			
Rooftop HVAC Units	Gym rooftop units from YYYY, installed without economizers Lifespan estimated to be less than ten years.	Replace 2 rooftop HVAC units for the gymansium with enconmizers.	2025-2029	$20,000 for both units		
Gym Floor	Maple floor installed 2018	Requires occasional coating to protect and sanding to even.	2020	$3,000 - 8,000 (coating and/or sanding)		
Cement landing for upstairs/ courtyard egress	Cracked and crumbling cement stairs and platform leading from the second story egress into the courtyard.	Remove and replace existing structure.		$2,000		
Parking lot	Good to fair parking conditions.	Re-paint parking lot lines as needed, improve signange for lower lot.		$1,500		
Drinking Fountain	Drinking fountain was removed in 2019 because it was unable to be repaired.	A floor-mounted drinking fountain/ water bottle filling station.		$1,000 -$1,500		

WYC Building Use Protocols

WYC offers their space outside of program hours to groups whose missions align with our own and serve Southwest Madison. The space is offered free of charge to these groups. There will be a minimal fee to any group who is charging for the event they are hosting or whose purpose is not related to our own mission. We do not offer the space for private use by individuals due to liability concerns.

There are four weeks out of the year when the building is not available to outside groups. They are the week between the end of the school year and the beginning of summer, the week at the end of summer and before school starts, and the two weeks of winter break. In addition, the building may not be available at requested times outside of normal business hours if there are no WYC staff available at that time.

WYC and Elver Park Neighborhood Center (EPNC) programs have first priority above outside user groups. When possible WYC or EPNC groups will be asked to move meeting spaces or times to accommodate other regular users.

WYC prefers to have two staff present in the building when an outside group is using the building after hours, particularly later in the evening. This is for the safety of our staff. Depending on the user group, the activity, and the time of day, it may be acceptable to have the building open with only one staff. Staff will do everything that they can to ensure the safety of themselves and everyone in the building including locking doors and refusing entry to anyone not in the group.

Every group using our building must complete an attendance form documenting each person in attendance at the event. This document is important to our grant reporting. It is the responsibility of the user contact person and our staff to ensure that this is completed.

Groups wishing to use the building after hours will contact the Assistant Executive Director by email or phone. She will confirm the space and staff availability and respond to the user group with a confirmation email. When groups request regular use of the building, the Assistant Executive Director will confirm with the leadership team that this will not conflict with internal building use.

WYC Staff Contact Protocols

- Your contact information will be shared with the person in the user group who is responsible for the event.
- You are responsible for ensuring that the space is set up according to the specifics of the space request which is included in the confirmation email.
- Once every member of the group has arrived, lock the doors to the building.
- Only allow access to the space that is listed in the confirmation email.
- Be sure to collect the attendance sheet from the group.
- Plan to leave the building at the same time as the group.