



School-Age Child and Youth Development Services

PART 1 – ORGANIZATION NARRATIVE FORM

Submit Application to: cddapplications@cityofmadison.com

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

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

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

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

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

Legal Name of Organization:	East Madison Community Center	Total Amount Requested:	\$ 99,150
Program(s) included in this application:	Program Name: Elementary	Amount Requested: \$	68,027
	Program Type: Multi-focused Year Round		
	Program Name: Middle School	Amount Requested: \$	20,329
	Program Type: Multi-focused Year Round		
	Program Name: High School	Amount Requested: \$	10,794
	Program Type: Multi-focused Year Round		
	Program Name:	Amount Requested: \$	
	Program Type: Choose an item.		
	<input type="checkbox"/> <i>If you are applying for more than four programs please contact Jennifer Stoiber at jstoiber@cityofmadison.com</i>		
Contact Person:	Tom Moen	Email:	tmoen@eastmadisoncc.org
Organization Address:	8 Straubel Court Madison, WI 53704	Telephone:	608-249-0861

Organizational Qualifications:**1. Organization History and Mission Statement**

The East Madison Community Center (EMCC) was established in 1966 by an active group of mothers, The Wright Street Betterment Association, who all lived in the Truax Housing Project. Their goal was to find space in the neighborhood where all children could participate in safe, accessible, supervised programs. Programs that "keep the kids off the street" (minimize risky behavior) with an emphasis on healthy activities, education, and other essential services that would promote positive youth development. They successfully secured two adjacent apartments in "Truax" that would serve as the EMCC's facility to reach out to neighborhood youth and families for the next 15 years. During that period, EMCC became an official non-profit (501 c.3.). EMCC had some defining moments in completing four successful capital campaigns (1981, 1991, 1997, and 2008); each addition making space for more people and more programs. EMCC is now housed in a beautiful 20,000 sq. ft. building, in the heart of "Truax." Along with these space expansions and a few additional staff, dozens of custom-designed services are offered seven days a week (and weeknights) to low-income families of all ages and backgrounds. Our AIMMS Program (Academic Achievement through Minority Mentors) has been remarkably successful over the past 20 years in supporting our students to graduate from high school and college, including Stanford, Howard, Xavier, and UW.

Mission Statement - The East Madison Community Center is the neighborhood focal point that helps low-income children/families succeed through wrap-around, holistic services, especially education, employment, and wellness activities. The Center collaborates with other community groups to provide free neighborhood-based services that help inspire area residents to seek self-sufficiency, expand their skills and reach their full potential; while working together to build a stronger community.

2. Describe your organization's experience implementing programming described in the School-Age Child and Youth Development Service Continuum and relevant to the programs you propose in this application. List all current school-age child and youth programs with their inception date.

Regarding our "Organization demonstrating the capacity to manage the program," EMCC is well-positioned. The Executive Director of EMCC has just started his 50th year in that position. The Center's Youth Program Manager has served in that capacity since 1991. The Center's two other Youth Workers have been mentors and role models for our students for the past 13 years. In an era of staff retention challenges, those four key staff are well prepared to continue impactful youth services at the highest level - with over 100 years of experience at EMCC. The folks that work at EMCC, the Board volunteers, and other community volunteers are committed, diverse, caring, and supportive individuals. This conglomeration of people provides some of Madison's most effective and efficient programming. EMCC has been implementing and managing children/youth programs since the 1960's. The experience behind implementing our programs has gotten stronger in recent decades due to our staff tenure. For example, in the past, EMCC was rated #1, 25-out-of-25, in the final Center Performance Rating by CDBG. We have also been ranked the City's Top Youth Program). EMCC has received over 70 national, state, and local awards. Demonstrating our innovative and best practice program, it's worth noting that EMCC's Board President, who is African-American, grew up in the neighborhood. He started attending the Center at age five and continued through high school. He was hired at EMCC as a Teen Worker at age 14 and was promoted to Assistant Youth Program Manager while attending college at the UW. He is currently the Director of a local neighborhood Center. He was also one of the first graduates from EMCC's Academic Achievement through Minority Mentors (AIMM)

program. He is the product of our successful youth services. His daughter is also on the Board, and her daughter participates daily in our array of options for kids.

EMCC's primary programs for children and youth include After School Drop-in (1966), Learning Center (1993), Children and Youth Development Night (1972), Positive Options Program (1994), Snack/Meal Program (1974), Alternatives to Violence (1999), Saturday Drop-in (1986), Girls Development Group (1985) and Multicultural Arts Program (2008).

3. Describe any significant changes or shifts at your agency since 2019 or anticipated changes in the next two years. For example changes in leadership, turnover of management positions, strategic planning processes, expansion or loss of funding. What, if any affects have or will these changes make regarding the agency's ability to provide proposed services? If there are no changes, write "No changes". No Changes

4. Describe your organization's experience, education and training requirements for management and school-age child and youth program staff. Include how you support these requirements and other professional development opportunities.

EMCC has had the good fortune of retaining top-shelf employees who love their work and are passionate about our mission. EMCC's eight primary staff members have worked at the Center for a total of 139 years.. Our newest, staff member has worked at EMCC for 8 years as Youth Worker, Program Advisor, and now as Assistant Director. Collectively, the EMCC team has all the experience, extensive training, education, and skill sets necessary to design and implement vital services that reflect the needs and assets of this underserved population. Staff have an annual budget of \$500 for on-going training. Orientation is mandatory for new staff. Continued training opportunities are offered depending on the staff members' area for improvement.

Regarding diversity, 73% of EMCC's staff members are people of color.



School-Age Child and Youth Development

2023 Request for Proposals

Submit Application to: cddapplications@cityofmadison.com

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

Official submission date and time will be based on the time stamp from the CDD

Applications inbox. Late applications will not be accepted

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

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

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Legal Name of Organization:		East Madison Community Center	Total Amount Requested for this Program:		\$ 68,027
Program Name:		Elementary	Total Program Budget:		\$ 440,204
Program Contact:		Tom Moen	Email:	tmoen@eastmadisoncc.org	Phone: 608-249-0861
AGE Group and Program TYPE: Select <u>ONE Program Type</u> under <u>ONE Age Group</u> for this form.					

Elementary

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

Middle School

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

High School

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

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

1. PROGRAM OVERVIEW

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

The COVID pandemic created "an emergency of an unprecedented scale" (Network for Education in Emergencies). The significant disruption in the lives of kids and their parents created a disconnect from regular schedules, including school, out-of-school activities, and almost all avenues of socialization. Even before the pandemic, many of the children and the families we serve were already challenged by the side effects of poverty, such as lack of nutrition, low self-esteem, absence of social services, transportation issues, mental health issues, learning challenges, and essentially the scarcity of available resources. "One of the primary strategies for enhancing youth development is accessible youth programming that fosters happy, healthy kids who will make positive contributions to society." (Journal of Youth Development). Fortunately, EMCC has a 57-year history of consistently making a documented impact with dozens of quality programs for children living in low-income housing. The Center is open morning, noon, night, and weekends (over 40 hours *a week) for children providing one-stop shopping for services in a community where EMCC is indeed, "the only show in town for families in this isolated area." *Most Madison Centers are open 20 hours or less for kids and rarely in the evening or on the weekends.

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

The overall goal of our programs for neighborhood children is to make available neighborhood-based programs designed to reflect the interests and challenges of marginalized kids. These programs, which EMCC has developed and implemented with feedback from those involved, address education, fitness, social/emotional learning, safe behavior, leadership development, alternatives to

aggression, and soft skills (manners, respect, kindness, and helping others). Kids participate in all aspects of their programs and are often involved in finding solutions.

C. Program Summary (3-5 sentences):

In summary, the Center provides a wide swath of holistic programming designed to help develop the "whole" child. These wrap-around services involve everything from developing and maintaining EMCC's Children's Garden to various community service projects. These long-term programs are constantly being fine-tuned to reflect changing interests and new opportunities - often co-created with some of our many (75) community collaborators. The transition of these young kids after only a few months of daily participation at EMCC is remarkable and should be seen to be believed. (Seriously)

2. POPULATION SERVED

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

Population Served: EMCC's Elementary programming serves predominantly African-American and Asian students ages 6-10 who attend Hawthorne and Montessori elementary schools. Over 75% of students served live in single-female-headed households and without private transportation with an average household income of \$15,520. Almost all of these students have lived their lives in an environment of poverty. More than 9 out of 10 students rely on the school district's Reduced and Free Meals Program. They have experienced significant disruptions in their young lives, most recently the COVID pandemic that was especially harsh on children and their parents from marginalized populations, like those who live in our service area.

EMCC emphasizes equal opportunities and leveling the playing field for these underserved kids. We focus on creating opportunities for our kids to have experiences that many of their classmates are privileged to enjoy. EMCC accomplishes this by reducing participation barriers for kids and fundraising over two-thirds of its annual budget.

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	11	15
Black/African American	43	58
Asian	5	6
American Indian/Alaskan Native	2	3
Native Hawaiian/Other Pacific Islander	0	0
Multi-Racial	13	18
Balance/Other	0	0
Total:	74	100
Ethnicity		
Hispanic or Latino	4	5
Not Hispanic or Latino	70	95
Total:	74	100
Gender		
Boy/Man	30	40

Girl/Woman	44	60
Non-binary/GenderQueer	0	0
Prefer Not to Say	0	0
Total:	74	100

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

Located in the heart of a culturally diverse neighborhood, EMCC staff intentionally interweave age-appropriate lessons with students on inclusivity and cultural awareness. Some specific activities include weekly multicultural art classes that highlight history and culture, videos/discussion on foreign countries, and field trips (i.e., local festivals where students can experience different cultures and often meet the entertainers who provided the live performance.)

EMCC has two staff members that speak Hmong, the second most predominant language of our program participants. We also have two Spanish-speaking staff who can help with communication and translation. To fill the gap for all other languages - EMCC subscribes to Language Line Solutions. This company provides on-demand language interpretation and document translation services worldwide for law enforcement, healthcare organizations, schools, and businesses.

EMCC has long been invested in promoting cultural appreciation and sensitivity. Partially - because the staff members themselves are fascinated by individual differences and curious about the rest of the world. EMCC's three senior staff are world travelers. The Executive Director has visited almost 50 countries on five continents, pursuing his interest in cultures other than his own. Another reason for our commitment as advocates for diversity is that the EMCC's (small) staff is relatively diverse (African-American, Asian American, Hispanic, and Caucasian). As mentioned, the makeup of EMCC's staff (73% minority) closely mirrors that of our community. The Board our Directors is 85% people of color.

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

The East Madison Community Center utilizes a variety of methods to connect with the children and families in the surrounding neighborhoods to help promote community-wide involvement and participation, including ~ connecting with local elementary schools to provide information about afterschool programming and upcoming family engagement events. Our youth staff also collaborates on community initiatives, attends school functions, and maintains clear communication with crucial school staff ~ We recruit by distributing flyers door-to-door throughout the Center's service area ~ E-mailing and meeting with local neighborhood associations discussing upcoming programs and program coordination. ~Mailing newsletters to 3500 households throughout the eastside community (Our newsletter, CenterPoint's, was recently honored as America's #1 non-profit newsletter) ~Utilizing social media marketing strategies to stay connected with families and disseminate information ~Collaborating with the Community Development Authority's housing office to include monthly program calendars in area resident rent statements in the Truax and Webb/Rethke Housing areas. ~ EMCC posts program and center updates on bulletin boards and our updated website (www.eastmadisoncc.org). ~Monthly program calendars are distributed throughout the Center to program participants. ~We also have an outreach program to visit and welcome new residents to the community. A staff member goes to meet the new neighbors and shares some history and a packet of information about services at EMCC. The new residents are encouraged to come to the Center for a tour. After the tour, they will receive a \$25 gift card, an EMCC water bottle, a program schedule, and the opportunity to sign up for programs and/or volunteer (intake).

EMCC reduces barriers by offering free services, assistance with transportation, translation when needed, childcare when needed and a welcoming friendly environment.

3. PROGRAM DESCRIPTION AND STRUCTURE

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

During the critical hours when some parents are working, and kids are out of school, EMCC strives to keep “children happy, healthy, safe, connected, and busy developing skills. (Journal of Youth Development). We provide a safe, supervised, structured setting where kids can play, learn, meet new friends, and enjoy a nutritious school snack and dinner daily. Our regular daily, multi-focus program activities include ~ Learning Center and reading programs where elementary students study with tutors and mentors of color to engage in reading comprehension, math skills, educational games, cultural awareness, and school projects/homework in a bright, quiet, student-friendly learning environment.~ Fitness and Nutrition activities that promote healthy choices, drug prevention, positive self-image, and learning life-long fitness patterns.~ Field trips where students attend cultural, civic, and sporting events around Wisconsin, gently reminded that there is another world outside their neighborhood. Students also learn more about how others live and may gain a deeper appreciation of their own and other cultures. ~ Community Service Projects where students get a chance to demonstrate ownership of their community by addressing issues that are important to them in a positive manner. Kids help prepare meals, deliver holiday gifts to less fortunate kids, and participate in youth neighborhood clean-up days. ~ EMCC Summer Day Camp celebrates its 50th anniversary this year and is still free (as are all EMCC programs). The 8-week Camp allows students to engage in recreational, social, educational, and nutritional activities. Students also participate each day (throughout the year) in EMCC’s wildly successful Academic Improvement through Minority Mentors (AIMM) Program to maximize learning opportunities and minimize learning loss.

Elementary Multi-focused Programming is supervised by experienced role models that promote self-esteem, leadership, kindness, and family involvement for maximum positive impact. Positive values (manners, respect), healthy behaviors, learning new skills, and improving self-esteem are all part of student development. The long-term impact is preparing students to achieve academically, succeed in future vocations, and become caring, active, responsible community members. EMCC has been nationally recognized for “best practices” programs for children.

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

Table 1

Location(s):			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year	1:30	8:00
	Summer	9:00	4:30
Tuesday	School Year	2:30	6:30
	Summer	9:00	4:30
Wednesday	School Year	2:30	8:00
	Summer	9:00	4:30
Thursday	School Year	2:30	6:30

	Summer	9:00	4:30
Friday	School Year	2:30	8:00
	Summer	9:00	4:30
Saturday	School Year	9:00	5:00
	Summer		
Sunday	School Year		
	Summer		

Table 2

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

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

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

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location #1: East Madison Community Center					
School Year	6 days per week	4.0-6.5 hours	38	1:10	15
Summer	8 weeks camp, 2 weeks drop-in	7.5 hours/4 hours	11	1:10	35
Location #2 (if applicable):					
School Year					
Summer					

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

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

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

Additional Activities: EMCC will also provide participant’s families with free drop-in open recreation from 12:00 – 4:00 p.m. during the last two weeks of summer, winter break, spring break and on MMSD district-wide professional development days.

4. ENGAGEMENT, COORDINATION AND COLLABORATION

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

Parents/guardians are encouraged to meet with staff, tour the facility and have a dialogue about the needs and concerns for their children during out of school time. Input from parents, school and center personnel help provide a wrap-around support system for each child. This system prioritizes clear expectations and open communication for all parties. Flyers, phone calls and permission slips keep parents/guardians abreast of program activities. Families are encouraged to attend family night as well as adult evenings to be active participants in their child’s out of school time experience at EMCC. Elementary program parents sit on the EMCC Board of Directors and provide feedback to the Board; this provides insight on future programming. Program families complete surveys which provide feedback and other program suggestions.

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

EMCC includes input from a wide array of program participants, area residents, and community partners along with the EMCC board and staff. The community is surveyed at least twice a year to help gauge program interest, needs and elicit feedback on programs. The data received will continue to guide programs for school-age children and youth. EMCC staff collaborate with the Darbo Neighborhood Resource Team, Joining Forces for Families, Community Development Authority, Northside Neighborhood Resource Officer, Northside Planning Council, neighborhood associations and other northeast side community centers to inform residents/families of relative programs outside of the EMCC programs.

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Second Harvest	Nutrition Education and Healthy snacks/meals	Nikki Seignarack	Yes
DPI-Children and Adult Care Food Program	Provide meals to at-risk students according to DPI healthy guidelines	Bridget Resse	Yes
Goodman Community Center	Meal Program Vendor	Nellie Brown	Yes
UW-Extension	Eating Smart Classes	Eduard Huata	Yes
UW-Madison	Schools of Education & Social Work interns and work-study students	Jen Len	Yes
Madison College Wolfpack Volunteers	Student volunteer program	Briann Welch	Yes

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

Madison Reading Project - Books and literacy projects -Monthly delivery- Deirdre Steinmetz
First Tee - Ready Reading Program, 9 core lessons and golf lessons - Nate Savado
CDA - Family, adult and children's programs to meet needs of residents - Renee Robinson
Joining Forces for Families - Family support - Bridget Rogers
Hawthorne Elementary - Walking school bus for safe transit to/from school
River Food Pantry - Mobil lunch program, The Munch Truck - Weekly stop at EMCC
Dream Bus - Madison Public Library - Weekly stop at EMCC
Wheels for Winners - Earn a bike program through volunteering at EMCC
Fund for Women - Multicultural Arts Program
Ascendium Education Group - Education program funding and volunteer support
Oregon Correctional Horticulture Program - Plants for Children's Garden - David Markle
EMCC Community Gardeners - Volunteer in the children's garden
Reggie Skills Basketball Training for kids, etc.

How do these partnerships enhance this proposal?

EMCC expands programs to reflect the interests of the whole neighborhood. EMCC also relies on program partners to maximize expertise and minimize costs. Coordination of services are accomplished, in part, through long-term relationships with key staff at other agencies with agreements/contracts, consistent expectations, flexibility, and ongoing communication.

Formalized partnerships will provide expanded holistic programming to bolster the physical, social, emotional, health, and nutritional needs of participants. The experience of EMCC staff has benefitted for decades from our collaborations.

What are the decision-making agreements with each partner?

Decision-making agreements are based on program goals, requirements, schedule, age range of participants and benefit of participation and collaboration.

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

Program families receive wrap-around care through partnerships with Joining Forces for Families, the Community Development Authority East team, Access Community Health and other EMCC resources and referral services. EMCC office personnel and the Assistant Director assist families with locating the needed services. Primary office staff each have over 12 years experience in resources and referrals in Madison. United Way 211, and Find Help are just two of the database tools which staff use to locate additional resources.

Resources include, but not limited to, the food pantry, clothing and household items, digital literacy tools and training, employment search and applications, holiday toy and food baskets, arts and culture experiences through Overture and other venue programs, community activities (bingo, art, movies), books for kids, community garden program, Project Babies infant and young child resources and more.

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

- A. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements are addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)? Are there any other program quality standards, tools or measurements that you use with this program? If yes, please list and describe.

EMCC programs for elementary students are often aligned to complement input from the kids, teacher feedback, and other purposeful information based on research and best practices. (i.e. The Wallace Institute, The Search Institute, Forward Community Investments/CDD...) Our elementary programs are founded on decades of making intentional decisions in implementing, modifying, and evaluating services for the kids. Our programs are monitored via program evaluations, year-end program reports, monthly Youth Worker meetings, and suggestions from parents, guardians, and students.

The stability of our long-term, well-trained Youth Workers has allowed our programs to continue growing without troublesome staff turnovers. Our experienced staff has also built strong, mutually beneficial relationships with the children and their caregivers. Over the years, many neighborhood parents and youth have been hired to work/volunteer at EMCC. EMCC's programs were created to maintain safety, and supportive relationships, including community engagement. EMCC programs share other common core denominators, including inclusiveness, respect, and emphasis on quality. Many of the Center's most effective programs were developed 30 years ago and continue today with the help of committed staff, relationships with families and program partners. Our programs are safe and inclusive to best serve the diverse community.

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

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

Total program hours annually: 1700

- C. Program Outcomes

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

Outcome selection is based on the CDD 2023 survey regarding Child and Youth Programming as the community emerges from the pandemic. Wellness and Social Emotional Programming was a priority across all age groups and is an on-going priority for EMCC programs.

East Madison Community Center staff members attend numerous, specific trainings in an ongoing effort to capture meaningful outcome information that can be interpreted in the best interest of achieving measurable results. These trainings include national workshops on the "40 Developmental Assets" hosted by the renowned Minneapolis Search Institute, a training with the highly respected Pacific Institute of Research and Evaluation (PIRE), an intensive, two day training coordinated by United Way of Dane County, as well as other outcome and quality assurance trainings by the City of Madison, Edgewood College and the Madison Community Foundation, Office of Community Services.

The EMCC Youth Program Manager, is a part-time special education teacher with MMSD. He also has his Masters Degree in Special Education. That background has exposed and afforded him the training in development of objectives, and effective data collection and analysis.

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

Outcome Objective #1: Children who participate in the program at least 3 times per week will demonstrate an increase in their motivation to do well in school, improved study habits, active engagement to learn, and willingness to read for pleasure three times per week. This outcome will show increased growth in the importance they place on studying and academic achievement. (Sample of 20 children.)				
Performance Standard	Targeted Percent	80%	Targeted Number	16
Measurement Tool(s) and Comments: Attendance records and retrospective self-report survey using standardized instruments. 20 children will be randomly chosen to complete the survey. The percent will be applied to the total number served				

Outcome Objective #2: Children will demonstrate increased social emotional competency (self-esteem, positive attitudes, and positive behaviors) that reflect increased responsibility and positive decision-making skills (Sample of 20 children)				
Performance Standard	Targeted Percent	80%	Targeted Number	16
Measurement Tool(s) and Comments: Attendance records and retrospective self-report survey using standardized instruments. 20 children will be randomly chosen to complete the survey. The percent will be applied to the total number served				

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

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

- D. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses?

EMCC will use effective, measurable outcomes based on specific targets using standardized instruments and science-based evaluation methods. Focus groups, retrospective self-reporting, pre/post-tests, attendance, client surveys, and anecdotal information will be used as mechanisms for outcome measurement. Ongoing data collection and feedback from funders will also influence EMCC to modify its processes. The quality assessment plan will capture consistent, unbiased data that demonstrates how programs have an impact. The EMCC will use the MOST Information System to gather and report the data points required in this contract. EMCC staff contracted with a national evaluation company for a full year of mentorship.

6. PROGRAM LOCATION

A. Address(es) of the site where programs will occur: 8 Straubel Court Madison, WI 53704

7. PROGRAM STAFFING AND RESOURCES:

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

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Executive Director	College, EMCC orientation and training	EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.35	
Youth Program Manager	College, CPR, EMCC orientation and training	EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.45	
Assistant Director	College, CPR, EMCC orientation and training	EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.17	
Assistant Youth Program Manager	College, CPR, EMCC orientation and training	EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.41	
Youth Worker-FT	College, CPR, EMCC orientation and training	EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.64	
Youth Workers - 3 PT 20hrs/week	CPR, EMCC orientation and training	EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.72	
Multicultural Arts Director	EMCC orientation and training	EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.09	
Summer Counselors - 8.5 wks, 3 employees	EMCC orientation and training	EMCC	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/> X	0.19	
Janitor	EMCC orientation and training	EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.00	
Garden Coordinator	EMCC orientation and training	EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.31	
Junior Staff	EMCC orientation and training	EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.07	
Administrative Assistant	EMCC orientation and training, Microsoft Office	EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.19	
Clerical Assistant	EMCC orientation and training, Microsoft Office	EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.02	
Please complete the total FTE for the applicable time period	School Year:				
	Year-Round			3.42	
	Summer				0.19

*Use one line per individual employee

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

During mandatory volunteer training, we review the EMCC history/goals, volunteer position description, safety issues, non-discrimination guidelines, procedures for completing tasks, and situational role-playing exercises when appropriate. Volunteers that have direct contact with program participants undergo a nationwide background check/screening to ensure the safety of our clients. We also link volunteers with an EMCC staff for supervision and mentorship.

- B. Other program Resources/Inputs (such as program space, transportation or other resources necessary for the success of your program): Two 14 passenger vans and over 75 formal and informal partners

8. BUDGET

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

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

9. IF APPLICABLE, PLEASE COMPLETE THE FOLLOWING:

- A. Disclosure of Conflict of Interest
Disclose any potential conflict of interest due to any other clients, contracts, or property interests, e.g. direct connections to other funders, City funders, or potentially funded organizations, or with the City of Madison. NONE
- B. Disclosure of Contract Failures, Litigations
Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation. NONE



School-Age Child and Youth Development

2023 Request for Proposals

Submit Application to: cddapplications@cityofmadison.com

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

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

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

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

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

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

Legal Name of Organization:	East Madison Community Center	Total Amount Requested for this Program:	\$ 20,329		
Program Name:	Middle School	Total Program Budget:	\$ 93,549		
Program Contact:	Tom Moen	Email:	tmoen@eastmadi soncc.org	Pho ne:	608-249- 0861

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

Elementary

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

Middle School

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

High School

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

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

1. PROGRAM OVERVIEW

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

The COVID pandemic created "an emergency of an unprecedented scale" (Network for Education in Emergencies). The significant disruption in the lives of kids and their parents created a disconnect from regular schedules, including school, out-of-school activities, and almost all avenues of socialization. Even before the pandemic, many of the children and the families we serve were already challenged by the side effects of poverty, such as lack of nutrition, low self-esteem, absence of social services, transportation issues, mental health issues, learning challenges, and essentially the scarcity of available resources. "One of the primary strategies for enhancing youth development is accessible youth programming that fosters happy, healthy kids who will make positive contributions to society." (Journal of Youth Development). Fortunately, EMCC has a 57-year history of consistently making a documented impact with dozens of quality programs for children living in low-income housing. The Center is open morning, noon, night, and weekends (over 40 hours *a week) for children providing one-stop shopping for services in a community where EMCC is indeed, "the only show in town for families in this isolated area." *Most Madison Centers are open 20 hours or less for kids and rarely in the evening or on the weekends.

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

The overall goal of our programs for neighborhood children is to make available neighborhood-based programs designed to reflect the interests and challenges of marginalized kids. These programs, which EMCC has developed and implemented with feedback from those involved, address education, fitness, social/emotional learning, safe behavior, leadership development, alternatives to

aggression, and soft skills (manners, respect, kindness, and helping others). Kids participate in all aspects of their programs and are often involved in finding solutions.

C. Program Summary (3-5 sentences):

In summary, the Center provides a wide swath of holistic programming designed to help develop the "whole" child. These wrap-around services involve everything from developing and maintaining EMCC's Children's Garden to various community service projects. These long-term programs are constantly being fine-tuned to reflect changing interests and new opportunities - often co-created with some of our many (75) community collaborators. The transition of these young kids after only a few months of daily participation at EMCC is remarkable and should be seen to be believed. (Seriously)

2. POPULATION SERVED

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

Population Served: EMCC's Middle School programming serves mostly African-American and Asian students ages 10-14 that attend O'Keefe, Sherman and Montessori middle schools. Over 75% of students served live in single-female-headed households and without private transportation with an average household income of \$15,500.. Almost all of these students have lived their lives in an environment of poverty. More than 9 out of 10 students rely on the school district's Reduced and Free Meals Program. They have experienced significant disruptions in their young lives, most recently the COVID pandemic that was especially harsh on children and their parents from marginalized populations, like those who live in our service area.

EMCC emphasizes equal opportunities and leveling the playing field and reducing barriers for these underserved kids. We focus on creating age-specific opportunities for our kids to have experiences that many of their classmates are privileged to enjoy. EMCC accomplishes this by reducing participation barriers for kids and fundraising over two-thirds of its annual budget.

B. 2022 Participant Demographics (if applicable):

C.

Race	# of Participants	% of Total Participants
White/Caucasian	5	12
Black/African American	24	60
Asian	4	10
American Indian/Alaskan Native	0	0
Native Hawaiian/Other Pacific Islander	0	0
Multi-Racial	7	18
Balance/Other	0	0
Total:	40	100
Ethnicity		
Hispanic or Latino	4	10
Not Hispanic or Latino	36	90
Total:	40	100
Gender		

Boy/Man	22	55
Girl/Woman	18	45
Non-binary/GenderQueer	0	0
Prefer Not to Say	0	0
Total:	40	100

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

Located in the heart of a culturally diverse neighborhood, EMCC staff intentionally interweave age-appropriate lessons with students on inclusivity and cultural awareness. Some specific activities include weekly multicultural art classes that highlight history and culture, videos/discussion on foreign countries, and field trips (i.e., local festivals where students can experience different cultures and often meet the entertainers who provided the live performance.)

EMCC has two staff members that speak Hmong, the second most predominant language of our program participants. We also have two Spanish-speaking staff who can help with communication and translation. To fill the gap for all other languages - EMCC subscribes to Language Line Solutions. This company provides on-demand language interpretation and document translation services worldwide for law enforcement, healthcare organizations, schools, and businesses.

EMCC has long been invested in promoting cultural appreciation and sensitivity. Partially - because the staff members themselves are fascinated by individual differences and curious about the rest of the world. EMCC's three senior staff are world travelers. The Executive Director has visited almost 50 countries on five continents, pursuing his interest in cultures other than his own. Another reason for our commitment as advocates for diversity is that the EMCC's (small) staff is relatively diverse (African-American, Asian American, Hispanic, and Caucasian). As mentioned, the makeup of EMCC's staff (73% minority) closely mirrors that of our community. The Board our Directors is 85% people of color.

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

The East Madison Community Center utilizes a variety of methods to connect with the children and families in the surrounding neighborhoods to help promote community-wide involvement and participation, including ~ connecting with local elementary schools to provide information about afterschool programming and upcoming family engagement events. Our youth staff also collaborates on community initiatives, attends school functions, and maintains clear communication with crucial school staff ~ We recruit by distributing flyers door-to-door throughout the Center's service area ~ E-mailing and meeting with local neighborhood associations discussing upcoming programs and program coordination. ~Mailing newsletters to 3500 households throughout the eastside community (Our newsletter, CenterPoint's, was recently honored as America's #1 non-profit newsletter) ~Utilizing social media marketing strategies to stay connected with families and disseminate information ~Collaborating with the Community Development Authority's housing office to include monthly program calendars in area resident rent statements in the Truax and Webb/Rethke Housing areas. ~ EMCC posts program and center updates on bulletin boards and our updated website (www.eastmadisoncc.org). ~Monthly program calendars are distributed throughout the Center to program participants. ~We also have an outreach program to visit and welcome new residents to the community. A staff member goes to meet the new neighbors and shares some history and a packet of information about services at EMCC. The new residents are encouraged to come to the Center for a tour. After the tour, they will receive a \$25 gift card, an

EMCC water bottle, a program schedule, and the opportunity to sign up for programs and/or volunteer (intake).

EMCC reduces barriers by offering free services, assistance with transportation, translation when needed, childcare when needed and a welcoming friendly environment.

3. PROGRAM DESCRIPTION AND STRUCTURE

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

During the critical hours when some parents are working, and kids are out of school, EMCC keeps “children happy, healthy, safe, connected, and busy developing skills.” (Journal of Youth Development) We provide a safe, supervised, structured and unstructured setting where kids can play, learn, meet new friends, and enjoy a nutritious school snack and dinner daily. Our regular daily, multi-focus program activities include ~ Learning Center and reading programs where elementary students study with tutors and mentors of color to engage in reading comprehension, math skills, educational games, cultural awareness, and school projects/homework in a bright, quiet, student-friendly learning environment.~ Fitness and Nutrition activities that promote healthy choices, drug prevention, positive self-image, and learning life-long fitness patterns.~ Field trips where students attend cultural, civic, and sporting events around Wisconsin, gently reminded that there is another world outside their neighborhood. Students also learn more about how others live and may gain a deeper appreciation of their own and other cultures. ~ Community Service Projects where students get a chance to demonstrate ownership of their community by addressing issues that are important to them in a positive manner. Kids help prepare meals, deliver holiday gifts to less fortunate kids, and participate in youth neighborhood clean-up days. ~ EMCC Summer Day Camp celebrates its 50th anniversary this year and is still free (as are all EMCC programs). The 8-week Camp allows students to engage in recreational, social, educational, and nutritional activities. Students also participate each day (throughout the year) in EMCC’s wildly successful Academic Improvement through Minority Mentors (AIMM) Program to maximize learning opportunities and minimize learning loss..

Middle School Multi-focused Programming is supervised by experienced role models that promote self-esteem, leadership, kindness, and family involvement for maximum positive impact. Positive values (manners, respect), healthy behaviors, learning new skills, and improving self-esteem are all part of student development. The long-term impact is preparing students to achieve academically, succeed in future vocations, and become caring, active, responsible community members. EMCC is nationally recognized for “best practices” programs for children.

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

Table 1

Location(s):			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year	1:30	6:30
	Summer	9:00	5:00
Tuesday	School Year	2:30	8:30
	Summer	9:00	8:00
Wednesday	School Year	2:30	8:00

	Summer	9:00	5:00
Thursday	School Year	2:30	6:30
	Summer	9:00	8:00
Friday	School Year	2:30	9:00
	Summer	9:00	5:00
Saturday	School Year	9:00	5:00
	Summer		
Sunday	School Year		
	Summer		

Table 2

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

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

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

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location #1: East Madison Community Center					
School Year	6 days per week	4.0-6.5 hours	38	1:10	15
Summer	8 weeks camp, 2 weeks drop-in	7.5 hours/4 hours	11	1:10	35
Location #2 (if applicable):					
School Year					
Summer					

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

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

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

Additional Activities: EMCC will also provide participant’s families with free drop-in open recreation from 12:00 – 4:00 p.m. during the last two weeks of summer, winter break, spring break and on MMSD district-wide professional development days.

4. ENGAGEMENT, COORDINATION AND COLLABORATION

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

Parents/guardians are encouraged to meet with staff, tour the facility and have a dialogue about the needs and concerns for their children during out of school time. Input from parents, school and center personnel help provide a wrap-around support system for each child. This system prioritizes clear expectations and open communication for all parties. Flyers, phone calls and permission slips keep parents/guardians abreast of program activities. Families are encouraged to attend family night as well as adult evenings to be active participants in their child’s out of school time experience at EMCC. Elementary program parents sit on the EMCC Board of Directors and provide feedback to the Board; this provides insight on future programming. Program families complete surveys which provide feedback and other program suggestions.

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

EMCC includes input from a wide array of program participants, area residents, and community partners along with the EMCC board and staff. The community is surveyed at least twice a year to help gauge program interest, needs and elicit feedback on programs. The data received will continue to guide programs for school-age children and youth. EMCC staff collaborate with the Darbo Neighborhood Resource Team, Joining Forces for Families, Community Development Authority, Northside Neighborhood Resource Officer, Northside Planning Council, neighborhood associations and other northeast side community centers to inform residents/families of relative programs outside of the EMCC programs.

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Second Harvest	Nutrition Education and Healthy snacks/meals	Nikki Seignarack	Yes
DPI-Children and Adult Care Food Program	Provide meals to at-risk students according to DPI healthy guidelines	Bridget Resse	Yes
Goodman Community Center	Meal Program Vendor	Nellie Brown	Yes
UW-Extension	Eating Smart Classes	Eduard Huata	Yes
UW-Madison	Schools of Education & Social Work interns and work-study students	Jen Len	Yes

Madison College Wolfpack Volunteers	Student volunteer program	Briann Welch	Yes
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List any additional partners, their role & responsibilities, contract person and MOU information (if applicable):

Madison Reading Project - Books and literacy projects -Monthly delivery- Deirdre Steinmetz
 First Tee - Ready Reading Program, 9 core lessons and golf lessons - Nate Savado
 CDA - Family, adult and children’s programs to meet needs of residents - Renee Robinson
 Joining Forces for Families - Family support - Bridget Rogers
 Hawthorne Elementary - Walking school bus for safe transit to/from school
 River Food Pantry - Mobil lunch program, The Munch Truck - Weekly stop at EMCC
 Dream Bus - Madison Public Library - Weekly stop at EMCC
 Wheels for Winners - Earn a bike program through volunteering at EMCC
 Fund for Women - Multicultural Arts Program
 Ascendium Education Group - Education program funding and volunteer support
 Oregon Correctional Horticulture Program - Plants for Children’s Garden - David Markle
 EMCC Community Gardeners - Volunteer in the children’s garden
 Reggie Skills Basketball Training for kids, etc.

How do these partnerships enhance this proposal?

EMCC expands programs to reflect the interests of the whole neighborhood. EMCC also relies on program partners to maximize expertise and minimize costs. Coordination of services are accomplished, in part, through long-term relationships with key staff at other agencies with agreements/contracts, consistent expectations, flexibility, and ongoing communication.

Formalized partnerships will provide expanded holistic programming to bolster the physical, social, emotional, health, and nutritional needs of participants. The experience of EMCC staff has benefitted for decades from our collaborations.

What are the decision-making agreements with each partner?

Decision-making agreements are based on program goals, requirements, schedule, age range of participants and benefit of participation and collaboration.

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

Program families receive wrap-around care through partnerships with Joining Forces for Families, the Community Development Authority East team, Access Community Health and other EMCC resources and referral services. EMCC office personnel and the Assistant Director assist families with locating the needed services. Primary office staff each have over 12 years experience in resources and referrals in Madison. United Way 211, and Find Help are just two of the database tools which staff use to locate additional resources.

Resources include, but not limited to, the food pantry, clothing and household items, digital literacy tools and training, employment search and applications, holiday toy and food baskets, arts and culture experiences through Overture and other venue programs, community activities (bingo, art, movies), books for kids, community garden program, Project Babies infant and young child resources and more.

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

- A. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements are addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)? Are there any other program quality standards, tools or measurements that you use with this program? If yes, please list and describe.

EMCC programs for students are often aligned to complement input from the kids, teacher feedback, and other purposeful information based on research and best practices. (i.e. The Wallace Institute, The Search Institute, Forward Community Investments/CDD...) Our elementary programs are founded on decades of making intentional decisions in implementing, modifying, and evaluating services for the kids. Our programs are monitored via program evaluations, year-end program reports, monthly Youth Worker meetings, and suggestions from parents, guardians, and students.

The stability of our long-term, well-trained Youth Workers has allowed our programs to continue growing without troublesome staff turnovers. Our experienced staff has also built strong, mutually beneficial relationships with the children and their caregivers. Over the years, many neighborhood parents and youth have been hired to work/volunteer at EMCC. EMCC's programs were created to maintain safety, and supportive relationships, including community engagement. EMCC programs share other common core denominators, including inclusiveness, respect, and emphasis on quality. Many of the Center's most effective programs were developed 30 years ago and continue today with the help of committed staff, relationships with families and program partners. Our programs are safe and inclusive to best serve the diverse community.

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

Total Annual Unduplicated Children or Youth participating in proposed program: 50

Total program hours annually: 1700

A. Program Outcomes

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

Outcome selection is based on the CDD 2023 survey regarding Child and Youth Programming as the community emerges from the pandemic. Wellness and Social Emotional Programming was a priority across all age groups and is an on-going priority for EMCC programs.

East Madison Community Center staff members attend numerous, specific trainings in an ongoing effort to capture meaningful outcome information that can be interpreted in the best interest of achieving measurable results. These trainings include national workshops on the "40 Developmental Assets" hosted by the renowned Minneapolis Search Institute, a training with the highly respected Pacific Institute of Research and Evaluation (PIRE), an intensive, two day training coordinated by United Way of Dane County, as well as other outcome and quality assurance trainings by the City of Madison, Edgewood College and the Madison Community Foundation, Office of Community Services.

The EMCC Youth Program Manager, is a part-time special education teacher with MMSD. He also has his Masters Degree in Special Education. That background has exposed and afforded him the training in development of objectives, and effective data collection and analysis.

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

Outcome Objective #1: Youth who participate in the program at least 3 times per week will demonstrate an increase in their motivation to do well in school, improved study habits, active engagement to learn, and willingness to read for pleasure three times per week. This outcome will show increased growth in the importance they place on studying and academic achievement. (Sample of 20 children.)				
Performance Standard	Targeted Percent	80%	Targeted Number	16
Measurement Tool(s) and Comments: Attendance records and retrospective self-report survey using standardized instruments. 20 children will be randomly chosen to complete the survey. The percent will be applied to the total number served				

Outcome Objective #2: Youth will demonstrate increased social emotional competency (self-esteem, positive attitudes, and positive behaviors) that reflect increased responsibility and positive decision-making skills (Sample of 20 children)				
Performance Standard	Targeted Percent	80%	Targeted Number	16
Measurement Tool(s) and Comments: Attendance records and retrospective self-report survey using standardized instruments. 20 children will be randomly chosen to complete the survey. The percent will be applied to the total number served				

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

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

- B. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses?

EMCC will use effective, measurable outcomes based on specific targets using standardized instruments and science-based evaluation methods. Focus groups, retrospective self-reporting, pre/post-tests, attendance, client surveys, and anecdotal information will be used as mechanisms for outcome measurement. Ongoing data collection and feedback from funders will also influence EMCC to modify its processes. The quality assessment plan will capture consistent, unbiased data that demonstrates how programs have an impact. The EMCC will use the MOST Information System to gather and report the data points required in this contract. EMCC staff contracted with a national evaluation company for a full year of mentorship.

6. PROGRAM LOCATION

A. Address(es) of the site where programs will occur: 8 Straubel Court Madison, WI 53704

7. PROGRAM STAFFING AND RESOURCES:

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

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Executive Director	College	EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.06	
Youth Program Manager	College, CPR	EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.12	
Assistant Director	College, CPR	EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.01	
Assistant Youth Program Manager	College, CPR	EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.22	
Youth Worker-FT	College, CPR	EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.27	
Youth Workers - 3 PT 20hrs/week		EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.07	
Multicultural Arts Director		EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.04	
Summer Counselors - 8.5 wks, 3 employees		EMCC	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/> X		0.05
Janitor		EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.00	
Garden Coordinator		EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.00	
Junior Staff		EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.00	
Administrative Assistant		EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.03	
Clerical Assistant		EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.00	
Please complete the total FTE for the applicable time period	School Year:				
	Year-Round			0.82	
	Summer				0.05

*Use one line per individual employee

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

During mandatory volunteer training, we review the EMCC history/goals, volunteer position description, safety issues, non-discrimination guidelines, procedures for completing tasks, and

situational role-playing exercises when appropriate. Volunteers that have direct contact with program participants undergo a nationwide background check/screening to ensure the safety of our clients. We also link volunteers with an EMCC staff for supervision and mentorship.

- B. Other program Resources/Inputs (such as program space, transportation or other resources necessary for the success of your program): Two 14 passenger vans and over 75 formal and informal partners

8. BUDGET

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

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

9. IF APPLICABLE, PLEASE COMPLETE THE FOLLOWING:

- A. Disclosure of Conflict of Interest
Disclose any potential conflict of interest due to any other clients, contracts, or property interests, e.g. direct connections to other funders, City funders, or potentially funded organizations, or with the City of Madison. NONE

- B. Disclosure of Contract Failures, Litigations
Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation. NONE



School-Age Child and Youth Development

2023 Request for Proposals

Submit Application to: cddapplications@cityofmadison.com

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

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

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

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

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

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

Legal Name of Organization:	East Madison Community Center	Total Amount Requested for this Program:	\$ 10,794		
Program Name:	High School	Total Program Budget:	\$ 67,065		
Program Contact:	Tom Moen	Email:	tmoen@eastmadi soncc.org	Pho ne:	608-249- 0861

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

Elementary

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

Middle School

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

High School

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

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

1. PROGRAM OVERVIEW

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

The COVID pandemic created "an emergency of an unprecedented scale" (Network for Education in Emergencies). The significant disruption in the lives of kids and their parents created a disconnect from regular schedules, including school, out-of-school activities, and almost all avenues of socialization. Even before the pandemic, many of the children and the families we serve were already challenged by the side effects of poverty, such as lack of nutrition, low self-esteem, absence of social services, transportation issues, mental health issues, learning challenges, and essentially the scarcity of available resources. "One of the primary strategies for enhancing youth development is accessible youth programming that fosters happy, healthy kids who will make positive contributions to society." (Journal of Youth Development). Fortunately, EMCC has a 57-year history of consistently making a documented impact with dozens of quality programs for children living in low-income housing. The Center is open morning, noon, night, and weekends (over 40 hours *a week) for children providing one-stop shopping for services in a community where EMCC is indeed, "the only show in town for families in this isolated area." *Most Madison Centers are open 20 hours or less for kids and rarely in the evening or on the weekends.

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

The overall goal of our programs for neighborhood children is to make available neighborhood-based programs designed to reflect the interests and challenges of marginalized kids. These programs, which EMCC has developed and implemented with feedback from those involved, address education, fitness, social/emotional learning, safe behavior, leadership development, alternatives to

aggression, and soft skills (manners, respect, kindness, and helping others). Kids participate in all aspects of their programs and are often involved in finding solutions.

C. Program Summary (3-5 sentences):

In summary, the Center provides a wide swath of holistic programming designed to help develop the "whole" child. These wrap-around services involve everything from developing and maintaining EMCC's Job Training to various community service projects. These long-term programs are constantly being fine-tuned to reflect changing interests and new opportunities - often co-created with some of our many (75) community collaborators. The transition of these youth after only a few months of daily participation at EMCC is remarkable and should be seen to be believed. (Seriously)

2. POPULATION SERVED

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

Population Served: EMCC's High School programming serves predominantly African-American and Asian students ages 13-17 who attend East and La Follette High Schools. Over 75% of students served live in single-female-headed households and without private transportation and an average household income of \$15,520.. Almost all of these students have lived their lives in an environment of poverty. More than 9 out 10 students rely on the school district's Reduced and Free Meals Program. They have experienced significant disruptions in their young lives, most recently the COVID pandemic that was especially harsh on children and their parents from marginalized populations, like those who live in our service area.

EMCC emphasizes equal opportunities and leveling the playing field and reducing barriers for these underserved kids. We focus on creating opportunities for our kids to have experiences that many of their classmates are privileged to enjoy. EMCC accomplishes this by reducing participation barriers for kids and fundraising over two-thirds of its annual budget.

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	6	14
Black/African American	23	59
Asian	4	18
American Indian/Alaskan Native	0	0
Native Hawaiian/Other Pacific Islander	0	0
Multi-Racial	4	9
Balance/Other	0	0
Total:	40	100
Ethnicity		
Hispanic or Latino	4	9
Not Hispanic or Latino	36	91
Total:	40	100
Gender		
Boy/Man	22	55
Girl/Woman	18	45

Non-binary/GenderQueer	0	0
Prefer Not to Say	0	0
Total:	40	40

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

Located in the heart of a culturally diverse neighborhood, EMCC staff intentionally interweave age-appropriate lessons with students on inclusivity and cultural awareness. Some specific activities include weekly multicultural art classes that highlight history and culture, videos/discussion on foreign countries, and field trips (i.e., local festivals where students can experience different cultures and often meet the entertainers who provided the live performance.)

EMCC has two staff members that speak Hmong, the second most predominant language of our program participants. We also have two Spanish-speaking staff who can help with communication and translation. To fill the gap for all other languages - EMCC subscribes to Language Line Solutions. This company provides on-demand language interpretation and document translation services worldwide for law enforcement, healthcare organizations, schools, and businesses.

EMCC has long been invested in promoting cultural appreciation and sensitivity. Partially - because the staff members themselves are fascinated by individual differences and curious about the rest of the world. EMCC's three senior staff are world travelers. The Executive Director has visited almost 50 countries on five continents, pursuing his interest in cultures other than his own. Another reason for our commitment as advocates for diversity is that the EMCC's (small) staff is relatively diverse (African-American, Asian American, Hispanic, and Caucasian). As mentioned, the makeup of EMCC's staff (73% minority) closely mirrors that of our community. The Board our Directors is 85% people of color.

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

The East Madison Community Center utilizes a variety of methods to connect with the children and families in the surrounding neighborhoods to help promote community-wide involvement and participation, including ~ connecting with local high schools to provide information about afterschool programming and upcoming family engagement events. Our youth staff also collaborates on community initiatives and attends school functions ~ We recruit by distributing flyers door-to-door throughout the Center's service area ~ E-mailing and meeting with local neighborhood associations discussing upcoming programs and program coordination. ~Mailing newsletters to 3500 households throughout the eastside community (Our newsletter, CenterPoints, was recently honored as America's #1 non-profit newsletter) ~Utilizing social media marketing strategies to stay connected with families and disseminate information ~Collaborating with the Community Development Authority's housing office to include monthly program calendars in area resident rent statements in the Truax and Webb/Rethke Housing areas. ~ EMCC posts program and center updates on bulletin boards and our updated website (www.eastmadisoncc.org). ~Monthly program calendars are distributed throughout the Center to program participants. ~We also have an outreach program to visit and welcome new residents to the community. A staff member goes to meet the new neighbors and shares some history and a packet of information about services at EMCC. The new residents are encouraged to come to the Center for a tour. After the tour, they will receive a \$25 gift card, an EMCC water bottle, a program schedule, and the opportunity to sign up for programs and/or volunteer (intake).

EMCC reduces barriers by offering free services, assistance with transportation, translation when needed, childcare when needed and a welcoming friendly environment.

3. PROGRAM DESCRIPTION AND STRUCTURE

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

During the critical hours when some parents are working, and kids are out of school, EMCC keeps “children happy, healthy, safe, connected, and busy developing skills.” (Journal of Youth Development) We provide a safe, supervised, structured setting where kids can play, learn, meet new friends, and enjoy a nutritious school snack and dinner daily. Our regular daily, multi-focus program activities include ~ Learning Center and reading programs where elementary students study with tutors and mentors of color to engage in reading comprehension, math skills, educational games, cultural awareness, and school projects/homework in a bright, quiet, student-friendly learning environment.~ Fitness and Nutrition activities that promote healthy choices, drug prevention, positive self-image, and learning life-long fitness patterns.~ Field trips where students attend cultural, civic, and sporting events around Wisconsin, gently reminded that there is another world outside their neighborhood. Students also learn more about how others live and may gain a deeper appreciation of their own and other cultures. ~ Community Service Projects where students get a chance to demonstrate ownership of their community by addressing issues that are important to them in a positive manner. Kids help prepare meals, deliver holiday gifts to less fortunate kids, and participate in youth neighborhood clean-up days. ~ The 8-week youth program allows students to engage in recreational, social, educational, and nutritional activities. Students also participate each day (throughout the year) in EMCC’s wildly successful Academic Improvement through Minority Mentors (AIMM) Program to maximize learning opportunities and minimize learning loss..

High School Multi-focused Programming is supervised by experienced role models that promote self-esteem, leadership, kindness, and family involvement for maximum positive impact. Positive values (manners, respect), healthy behaviors, learning new skills, and improving self-esteem are all part of student development. The long-term impact is preparing students to achieve academically, succeed in future vocations, and become caring, active, responsible community members. EMCC has been nationally recognized for “best practices” programs for children.

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

Table 1

Location(s):			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year	1:30	6:30
	Summer	5:00	8:00
Tuesday	School Year	2:30	8:30
	Summer	5:00	8:00
Wednesday	School Year	2:30	6:30
	Summer	5:00	8:00
Thursday	School Year	2:30	8:30
	Summer	5:00	8:00
Friday	School Year	2:30	9:00

	Summer		
Saturday	School Year	5:00	8:00
	Summer		
Sunday	School Year		
	Summer		

Table 2

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

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

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

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location #1: East Madison Community Center					
School Year	6 days per week	4.0-6.5 hours	38	1:10	10
Summer	5 days a week	3 hours	10	1:10	10
Location #2 (if applicable):					
School Year					
Summer					

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

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

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

Additional Activities: EMCC will also provide participant’s families with free drop-in open recreation from 12:00 – 4:00 p.m. during the last two weeks of summer, winter break, spring break and on MMSD district-wide professional development days.

4. ENGAGEMENT, COORDINATION AND COLLABORATION

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

Parents/guardians are encouraged to meet with staff, tour the facility and have a dialogue about the needs and concerns for their children during out of school time. Input from parents, school and center personnel help provide a wrap-around support system for each child. This system prioritizes clear expectations and open communication for all parties. Flyers, phone calls and permission slips keep parents/guardians abreast of program activities. Families are encouraged to attend family night as well as adult evenings to be active participants in their child’s out of school time experience at EMCC. Elementary program parents sit on the EMCC Board of Directors and provide feedback to the Board about the program; this provides insight on future programming. Program families complete surveys which provide feedback and other program suggestions.

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

EMCC includes input from a wide array of program participants, area residents, and community partners along with the EMCC board and staff. The community is surveyed at least twice a year to help gauge program interest, needs and elicit feedback on programs. The data received will continue to guide programs for school-age children and youth. EMCC staff collaborate with the Darbo Neighborhood Resource Team, Joining Forces for Families, Community Development Authority, Northside Neighborhood Resource Officer, Northside Planning Council, neighborhood associations and other northeast side community centers to inform residents/families of relative programs outside of the EMCC programs.

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Second Harvest	Nutrition Education and Healthy snacks/meals	Nikki Seignarack	Yes
DPI-Children and Adult Care Food Program	Provide meals to at-risk students according to DPI healthy guidelines	Bridget Resse	Yes
Goodman Community Center	Meal Program Vendor	Nellie Brown	Yes
UW-Extension	Eating Smart Classes	Eduard Huata	Yes
UW-Madison	Schools of Education & Social Work interns and work-study students	Jen Len	Yes
Madison College Wolfpack Volunteers	Student volunteer program	Briann Welch	Yes

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

Madison Reading Project - Books and literacy projects -Monthly delivery- Deirdre Steinmetz
First Tee - Ready Reading Program, 9 core lessons and golf lessons - Nate Savado
CDA - Family, adult and children's programs to meet needs of residents - Renee Robinson
Joining Forces for Families - Family support - Bridget Rogers
Hawthorne Elementary - Walking school bus for safe transit to/from school
River Food Pantry - Mobil lunch program, The Munch Truck - Weekly stop at EMCC
Dream Bus - Madison Public Library - Weekly stop at EMCC
Wheels for Winners - Earn a bike program through volunteering at EMCC
Fund for Women - Multicultural Arts Program
Ascendium Education Group - Education program funding and volunteer support
Oregon Correctional Horticulture Program - Plants for Children's Garden - David Markle
EMCC Community Gardeners - Volunteer in the children's garden
Reggie Skills Basketball Training for kids, etc.

How do these partnerships enhance this proposal?

EMCC expands programs to reflect the interests of the whole neighborhood. EMCC also relies on program partners to maximize expertise and minimize costs. Coordination of services are accomplished, in part, through long-term relationships with key staff at other agencies with agreements/contracts, consistent expectations, flexibility, and ongoing communication.

Formalized partnerships will provide expanded holistic programming to bolster the physical, social, emotional, health, and nutritional needs of participants. The experience of EMCC staff has benefitted for decades from our collaborations.

What are the decision-making agreements with each partner?

Decision-making agreements are based on program goals, requirements, schedule, age range of participants and benefit of participation and collaboration.

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

Program families receive wrap-around care through partnerships with Joining Forces for Families, the Community Development Authority East team, Access Community Health and other EMCC resources and referral services. EMCC office personnel and the Assistant Director assist families with locating the needed services. Primary office staff each have over 12 years experience in resources and referrals in Madison. United Way 211, and Find Help are just two of the database tools which staff use to locate additional resources.

Resources include, but not limited to, the food pantry, clothing and household items, digital literacy tools and training, employment search and applications, holiday toy and food baskets, arts and culture experiences through Overture and other venue programs, community activities (bingo, art, movies), books for kids, community garden program, Project Babies infant and young child resources and more.

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

- A. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements are addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)? Are there any other program quality standards, tools or measurements that you use with this program? If yes, please list and describe.

EMCC programs for elementary students are often aligned to complement input from the kids, teacher feedback, and other purposeful information based on research and best practices. (The Wallace Institute, The Search Institute, Forward Community Investments/CDD...) Our elementary programs are founded on decades of making intentional decisions in implementing, modifying, and evaluating services for the kids. Our programs are monitored via program evaluations, year-end program reports, monthly Youth Worker meetings, and suggestions from parents, guardians, and students.

The stability of our long-term, well-trained Youth Workers has allowed our programs to continue growing without troublesome staff turnovers. Our experienced staff has also built strong, mutually beneficial relationships with the children and their caregivers. Over the years, many neighborhood parents and youth have been hired to work/volunteer at EMCC. EMCC's programs were created intentionally to maintain safety, and supportive relationships, including community engagement. EMCC programs share other common core denominators, including inclusiveness, respect, and emphasis on quality. Many of the Center's most effective programs were developed in the early 1990s and continue today with the help of committed staff, relationships with families and program partners. Our programs are safe and inclusive to best serve the diverse community.

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

Total Annual Unduplicated Children or Youth participating in proposed program: 40

Total program hours annually: 1700

- C. Program Outcomes

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

Outcome selection is based on the CDD 2023 survey regarding Child and Youth Programming as the community emerges from the pandemic. Wellness and Social Emotional Programming was a priority across all age groups and is an on-going priority for EMCC programs.

East Madison Community Center staff members attend numerous, specific trainings in an ongoing effort to capture meaningful outcome information that can be interpreted in the best interest of achieving measurable results. These trainings include national workshops on the "40 Developmental Assets" hosted by the renowned Minneapolis Search Institute, a training with the highly respected Pacific Institute of Research and Evaluation (PIRE), an intensive, two day training coordinated by United Way of Dane County, as well as other outcome and quality assurance trainings by the City of Madison, Edgewood College and the Madison Community Foundation, Office of Community Services.

The EMCC Youth Program Manager, is a part-time special education teacher with MMSD. He also has his Masters Degree in Special Education. That background has exposed and afforded him the training in development of objectives, and effective data collection and analysis.

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

Outcome Objective #1: Youth who participate in the program at least 3 times per week will demonstrate an increase in their motivation to do well in school, improved study habits, active engagement to learn, and willingness to read for pleasure three times per week. This outcome will show increased growth in the importance they place on studying and academic achievement. (Sample of 20 children.)				
Performance Standard	Targeted Percent	80%	Targeted Number	16
Measurement Tool(s) and Comments: Attendance records and retrospective self-report survey using standardized instruments. 20 youths will be randomly chosen to complete the survey. The percent will be applied to the total number served				

Outcome Objective #2: Youth will demonstrate increased social emotional competency (self-esteem, positive attitudes, and positive behaviors) that reflect increased responsibility and positive decision-making skills (Sample of 20 children)				
Performance Standard	Targeted Percent	80%	Targeted Number	16
Measurement Tool(s) and Comments: Attendance records and retrospective self-report survey using standardized instruments. 20 youths will be randomly chosen to complete the survey. The percent will be applied to the total number served				

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

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

- D. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses?

EMCC will use effective, measurable outcomes based on specific targets using standardized instruments and science-based evaluation methods. Focus groups, retrospective self-reporting, pre/post-tests, attendance, client surveys, and anecdotal information will be used as mechanisms for outcome measurement. Ongoing data collection and feedback from funders will also influence EMCC to modify its processes. The quality assessment plan will capture consistent, unbiased data that demonstrates how programs have an impact. The EMCC will use the MOST Information System to gather and report the data points required in this contract. EMCC staff contracted with a national evaluation company for a full year of mentorship.

6. PROGRAM LOCATION

- A. Address(es) of the site where programs will occur: 8 Straubel Court Madison, WI 53704

7. PROGRAM STAFFING AND RESOURCES:

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

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Executive Director	College	EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.04	
Youth Program Manager	College, CPR	EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.12	
Assistant Director	College, CPR	EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.01	
Assistant Youth Program Manager	College, CPR	EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.11	
Youth Worker-FT	College, CPR	EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.09	
Youth Workers - 3 PT 20hrs/week		EMCC	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.07	
Multicultural Arts Director		EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.09	
Summer Counselors - 8.5 wks, 3 employees		EMCC	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		0.05
Janitor		EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.00	
Garden Coordinator		EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.00	
Junior Staff		EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.00	
Administrative Assistant		EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.00	
Clerical Assistant		EMCC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> X	0.00	
Please complete the total FTE for the applicable time period	School Year:				
	Year-Round			0.53	
	Summer				0.05

*Use one line per individual employee

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

During mandatory volunteer training, we review the EMCC history/goals, volunteer position description, safety issues, non-discrimination guidelines, procedures for completing tasks, and situational role-playing exercises when appropriate. Volunteers that have direct contact with program participants undergo a nationwide background check/screening to ensure the safety of our clients. We also link volunteers with an EMCC staff for supervision and mentorship.

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Disclose any potential conflict of interest due to any other clients, contracts, or property interests, e.g. direct connections to other funders, City funders, or potentially funded organizations, or with the City of Madison. NONE

- B. Disclosure of Contract Failures, Litigations
Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation. NONE

APPLICATION FOR 2023 SCHOOL-AGE CHILD AND YOUTH PROGRAMS

1. ORGANIZATION CONTACT INFORMATION

Legal Name of Organization	East Madison Community Center, Inc.
Mailing Address	8 Straubel Court, Madison, WI 53704
Telephone	608-249-0861
FAX	
Director	Tom Moen
Email Address	tmoen@eastmadisoncc.org
Additional Contact	Regina McConnell
Email Address	rmcconnell@eastmadisoncc.org
Legal Status	Private: Non-Profit
Federal EIN:	39-1941839

2. PROPOSED PROGRAMS

Program Name:	2024		If currently City funded
	Letter	Amount Requested	2023 Allocation
Elementary Multi-Focus School Year & Contact: Tom Moen	A	\$68,027	\$46,748
Middle School; Mutli-Focus School Year Contact: Tom Moen	B	\$20,329	\$19,551
High School; Mutli-Focus School Year & Contact:	C	\$10,794	\$6,584
	D		
	E		
TOTAL REQUEST		\$99,150	

DEFINITION OF ACCOUNT CATEGORIES:

Personnel: Amount reported should include salary, taxes and benefits. Salary includes all permanent, hourly and seasonal staff costs.

Taxes/benefits include all payroll taxes, unemployment compensation, health insurance, life insurance, retirement benefits, etc.

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

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

Special Costs: Assistance to Individuals - subsidies, allowances, vouchers, and other payments provided to clients.

Payment to Affiliate Organizations - required payments to a parent organization. Subcontracts - the organization subcontracts for service being purchased by a funder to another agency or individual. Examples: agency subcontracts a specialized counseling

3. SIGNATURE PAGE

AFFIRMATIVE ACTION

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

CITY OF MADISON CONTRACTS

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

INSURANCE

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

4. SIGNATURE

Enter name:

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

DATE

INITIALS:

6. BOARD-STAFF DEMOGRAPHICS

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

DESCRIPTOR	BOARD		STAFF		MADISON*		
	Number	Percent	Number	Percent	GENERAL Percent	POVERTY Percent	R/POV** Percent
	TOTAL		100%		100%		
GENDER							
MAN	4	31%	7	64%			
WOMAN	9	69%	4	36%			
NON-BINARY/GENDERQUEER	0	0%	0	0%			
PREFER NOT TO SAY	0	0%	0	0%			
TOTAL GENDER	13	100%	11	100%			
AGE							
LESS THAN 18 YRS	0	0%	4	36%			
18-59 YRS	11	85%	6	55%			
60 AND OLDER	2	15%	1	9%			
TOTAL AGE	13	100%	11	100%			
RACE							
WHITE/CAUCASIAN	2	15%	3	27%	80%	67%	16%
BLACK/AFRICAN AMERICAN	7	54%	5	45%	7%	15%	39%
ASIAN	1	8%	1	9%	8%	11%	28%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	0	0%	<1%	<1%	32%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	1	8%	0	0%	0%	0%	0%
MULTI-RACIAL	0	0%	1	9%	3%	4%	26%
BALANCE/OTHER	2	15%	1	9%	1%	2%	28%
TOTAL RACE	13	100%	11	100%			
ETHNICITY							
HISPANIC OR LATINO	2	15%	1	9%	7%	9%	26%
NOT HISPANIC OR LATINO	11	85%	10	91%	93%	81%	74%
TOTAL ETHNICITY	13	100%	11	100%			
PERSONS WITH DISABILITIES	1	8%	3	27%			

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

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

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

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

Yes

8. AGENCY GOVERNING BODY

How many Board meetings were held in 2022	5
How many Board meetings has your governing body or Board of Directors scheduled for 2023?	5
How many Board seats are indicated in your agency by-laws?	20

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

Name	Tauri Robinson			
Home Address	S1075 Lyndon Road Wisconsin Dells, WI 53965			
Occupation	MSCR Center Director			
Representing	President			
Term of Office		From:	01/2023	To:
				12/2023
Name	Neri Haried			
Home Address	965 Baneberry Drive Sun Prairie, WI 53590			
Occupation	Community Banking Market, Manager, VP Old National Bank			
Representing	Vice President			
Term of Office		From:	01/2023	To:
				12/2023
Name	Ericka Brown			
Home Address	2617 Mission Circle Madison, WI 53713			
Occupation	CLC Director MMSD-MSCR			
Representing	Treasurer			
Term of Office		From:	01/2023	To:
				12/2023
Name	Alex Shade			
Home Address	5910 Mineral Point Road Madison, WI 53705			
Occupation	Director, Corporate Social Responsibility CUNA			
Representing	Community Representative			
Term of Office		From:	01/2023	To:
				12/2023
Name	Larry Hamlin			
Home Address	1321 Morrison Street Madison, WI 53704			
Occupation	Retired - Tenant Relations			
Representing	Community Representative			
Term of Office		From:	01/2023	To:
				12/2023
Name	Sharon Rice			
Home Address	1 Straubel Court #603 Madison, WI 53704			
Occupation	GHC			
Representing	Community Representative			
Term of Office		From:	01/2023	To:
				12/2023
Name	Tracy Lomax			
Home Address	PO Box 8095 Madison, WI 53708			
Occupation	Director EOC/AA			
Representing	Community Representative			
Term of Office		From:	01/2023	To:
				12/2023
Name	Rosie Haskins			
Home Address	3534 Straubel St Madison, WI 53704			
Occupation	Grocery Store Employee			
Representing	Community Representative			
Term of Office		From:	01/2023	To:
				12/2023

AGENCY GOVERNING BODY cont.

Name	Jamal Palmer				
Home Address	248 Wyalusing Drive Madison, WI 53718				
Occupation	Youth Training Navigator/Advisor Madison College				
Representing	Community Representative				
Term of Office		From:	01/2023	To:	12/2023
Name	Marbeli Bruno				
Home Address	1654 Wright Street Madison, WI 53704				
Occupation	Homemaker				
Representing	Community Representative				
Term of Office		From:	01/2023	To:	12/2023
Name	J. Alberto Quiroga				
Home Address	5020 Farwell St #312 McFarland, WI 53558				
Occupation	Court Commissioner				
Representing	Community Representative				
Term of Office		From:	01/2023	To:	12/2023
Name	Je'Dauri Robinson				
Home Address	15 Straubel Court Madison, WI 53704				
Occupation					
Representing	Community Representative				
Term of Office		From:	01/2023	To:	12/2023
Name	Meghan O'Dell				
Home Address	327 E Hill Pkwy #209 Madison, WI				
Occupation	MMSD Teacher				
Representing	Community Representative				
Term of Office		From:	01/2023	To:	12/2023
Name					
Home Address					
Occupation					
Representing					
Term of Office		From:	mm/yyyy	To:	mm/yyyy
Name					
Home Address					
Occupation					
Representing					
Term of Office		From:	mm/yyyy	To:	mm/yyyy
Name					
Home Address					
Occupation					
Representing					
Term of Office		From:	mm/yyyy	To:	mm/yyyy

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

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

REVENUE SOURCE	AGENCY 2024	PROGRAM A	PROGRAM B	PROGRAM C	PROGRAM D	PROGRAM E	NON APP PGMS
DANE CO HUMAN SVCS	0						
UNITED WAY DANE CO	0						
CITY CDD (This Application)	99,150	68,027	20,329	10,794			
City CDD (Not this Application)	100,000						100,000
OTHER GOVT*	0						
FUNDRAISING DONATIONS**	714,208	372,177	73,220	56,271			212,540
USER FEES	0						
TOTAL REVENUE	913,358	440,204	93,549	67,065	0	0	312,540

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

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

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

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

ACCOUNT CATEGORY	AGENCY 2024	TTL CITY REQUEST	PGM A	CITY SHARE	PGM B	CITY SHARE	PGM C	CITY SHARE	PGM D	CITY SHARE	PGM E	CITY SHARE	NON APP PGMS
A. PERSONNEL													
Salary	564,434	57,639	296,853	38,048	63,114	12,510	46,456	7,081					158,011
Taxes/Benefits	134,076	8,361	43,283	5,379	10,090	1,919	6,961	1,063					73,742
Subtotal A.	698,510	66,000	340,136	43,427	73,204	14,429	53,417	8,144	0	0	0	0	231,753
B. OTHER OPERATING													
Insurance	15,600	2,300	6,012	1,200	1,446	600	1,019	500					7,123
Professional Fees/Audit	32,208	0	12,413	0	2,986	0	2,103	0					14,706
Postage/Office & Program	100,380	25,700	45,709	20,000	7,177	4,000	4,319	1,700					43,175
Supplies/Printing/Photocopy	12,000	2,200	4,625	1,500	1,112	700	784	0					5,479
Equipment/Furnishings/Depr.	0	0	0	0	0	0	0	0					0
Telephone	0	0	0	0	0	0	0	0					0
Training/Conferences	3,600	0	360	0	180	0	180	0					2,880
Food/Household Supplies	34,800	0	24,682	0	5,937	0	4,181	0					0
Travel	9,000	700	3,469	400	834	200	588	100					4,109
Vehicle Costs/Depreciation	0	0	0	0	0	0	0	0					0
Other	0	0	0	0	0	0	0	0					0
Subtotal B.	207,588	30,900	97,270	23,100	19,672	5,500	13,174	2,300	0	0	0	0	77,472
C. SPACE													
Rent/Utilities/Maintenance	7,260	2,250	2,798	1,500	673	400	474	350					3,315
Mortgage Principal/Interest	0	0	0	0	0	0	0	0					0
Depreciation/Taxes	0	0	0	0	0	0	0	0					0
Subtotal C.	7,260	2,250	2,798	1,500	673	400	474	350	0	0	0	0	3,315
D. SPECIAL COSTS													
Assistance to Individuals	0	0	0	0	0	0	0	0					0
Contractors/Subcontractors	0	0	0	0	0	0	0	0					0
Pymt to Affiliate Orgs	0	0	0	0	0	0	0	0					0
Other	0	0	0	0	0	0	0	0					0
Subtotal D.	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL (A.-D.)	913,358	99,150	440,204	68,027	93,549	20,329	67,065	10,794	0	0	0	0	312,540

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

	2024	2024	2024	2024	2024	2024	2024	2024	2024	2024	2024
Title of Staff Position*	Program A FTE**	Program B FTE**	Program C FTE**	Program D FTE**	Program E FTE**	Total FTE	Annualized Salary	Payroll Taxes and Fringe Benefits	Total Amount	Hourly Wage***	Amount Requested from the City of Madison
Executive Director	0.35	0.06	0.04			0.45	122,345	35,534	157,879	58.82	0
Youth Program Manager	0.45	0.12	0.12			0.69	105,618	20,214	125,832	50.78	14,000
Assistant Director (30hr/wk)	0.17	0.01	0.01			0.19	106,461	12,156	118,617	51.18	0
						0.00	0	0	0	0.00	0
Assistant Youth Prgm Mgr	0.41	0.22	0.11			0.74	59,465	9,717	69,182	28.59	12,000
Youth Worker -Full Time	0.64	0.27	0.09			1.00	41,600	6,460	48,060	20.00	25,000
Youth Workers - 3 Part Time 20hr/wk	0.72	0.07	0.07			0.86	118,560	9,070	127,630	19.00	10,000
Multi Cultural Arts Director	0.09	0.04	0.09			0.22	35,360	2,705	38,065	17.00	0
						0.00	0	0	0	0.00	0
Summer Counselors-8.5 wks - 3 employees	0.19	0.05	0.05			0.29	121,124	9,266	130,390	19.41	5,000
Janitor	0.00	0.00	0.00			0.00	60,815	4,652	65,467	29.24	0
Garden Coordinator	0.31	0.00	0.00			0.31	37,440	2,864	40,304	18.00	0
Junior Staff	0.07	0.00	0.00			0.07	16,640	1,273	17,913	8.00	0
Admin Assistant	0.19	0.03	0.00			0.22	65,002	10,759	75,761	31.25	0
Clerical Assistant	0.02	0.00	0.00			0.02	36,035	446	36,481	17.32	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
SUBTOTAL/TOTAL:	3.61	0.87	0.58	0.00	0.00	5.06	926465.00	125116.12	1051581.12	368.59	66000.00

CONTINUE BELOW IF YOU NEED MORE ROOM FOR STAFF POSITIONS

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

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

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

Program Summary

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

Pgm Letter	Program Name	Program Expenses	2024 City Request
A	Elementary Multi-Focus School Year & Summer	PERSONNEL	43,427
		OTHER OPERATING	23,100
		SPACE	1,500
		SPECIAL COSTS	0
		TOTAL	68,027
B	Middle School; Mutli-Focus School Year & Summer and Weekend and Summer Evenings	PERSONNEL	14,429
		OTHER OPERATING	5,500
		SPACE	400
		SPECIAL COSTS	0
		TOTAL	20,329
C	High School; Mutli-Focus School Year & Summer and Weekend and Summer Evenings	PERSONNEL	8,144
		OTHER OPERATING	2,300
		SPACE	350
		SPECIAL COSTS	0
		TOTAL	10,794
D	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
E	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
TOTAL FOR ALL PROGRAMS			99,150