



# Current City Funded Neighborhood Centers: Center Support Application for 2020

Submit Application to: [cddapplications@cityofmadison.com](mailto:cddapplications@cityofmadison.com)

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

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

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

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

Neighborhood Center:	Bride Lakepoint Waunona Neighborhood Center		
Contact Person:	Thomas Solyst	Email:	thomas@blwcenter.org
Address:	1917 Lake Point Drive, Madison, WI 53704	Telephone:	608-441-6991

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

## **Section 1: Geography and Populations Served**

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

### **Using the Data Toolkit (LINK)**

#### **1. Geography and Demographics**

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

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

BLW Center is unique in community members are limited in access to other resources due to the barriers surrounding the neighborhood within the 1/2 mile and 3/4 mile radius. On one side is Lake Monona and on the other is South Towne commercial area, the Beltline, and West Broadway. The 3/4 mile radius also includes a portion of City of Monona.

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

According to the Neighborhood Indicator Project, the demographics of this area are as follows: 16% Latino, 14% Black, 3% Multicultural, 63% White, and 4% Asian; 110 of the family households are in poverty (24%). According to the City of Madison City Funded Neighborhood Center Map, the demographics are as follows: 16% Black, 5% Asian, 18% Latino, 3% Multicultural, 59% White.

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

BLW is utilized by many families across the City of Madison especially for the food pantry, Los Niños Primero early childhood program, the Latino Family Resource Center, and the Latino Academy of Workforce Development. The center is located on the bus line.

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

Residents in this neighborhood live in a diverse array of housing types, including cooperatives, below-market and at-market rental units, starter homes, and lake homes.

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

N/A

## **2. Meeting the Needs and Interests of Residents**

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

Our neighborhood center provides free after-school and summer camp programming, bilingual programming, a food pantry, nutritious food, academic support, cultural events, the Latino Family Resource Center, adult employment training and GED classes, and events/classes developed specifically in response to resident feedback.

BLW aims to address critical needs in the community, such as the following:

- The BLW community has a history of high-crime. Many residents feel that the partnership between the BLW Center and residents has helped lower the crime rate in the area.

- Our area has a high number of economically disadvantaged students. Therefore, Los Niños Primero is raising our area's low numbers in children's kindergarten readiness, and our Children and Teen

program are providing the academic support necessary to progress toward high school graduation.

- Unemployment is higher in this area than the City's average. Therefore, Latino Academy is increasing the number of adults with GEDs and family-sustaining careers.

- This area is considered a food desert. BLW provides a food pantry to ensure families have access to nutritious food regardless of their income or access to transportation.

- Residents have requested leadership development, and in response, Community Leadership at BLW Center is a program that provides 10 residents with the skills necessary to design and implement a civic engagement project that addresses a neighborhood need of interest.

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

Yes. BLW's program participation records show the following demographics in 2018: 14% White, 32% Black, 7% Multiracial, and 46% Latino. The percentages for Black and Latino participants is higher than the Neighborhood Indicators since the City survey includes the Waunona Way neighborhood; current programming prioritizes LMI programming. In the future with the new community center, BLW will increase outreach to the Waunona Way neighborhood to increase participation from that part of the community as well. City surveys are skewed by the lake houses in the Waunona Way neighborhood; current programming prioritizes LMI programming. In the future with the new community center, BLW will increase outreach to the Waunona Way neighborhood to increase participation from that part of the community as well. BLW anticipates that the new Census in the coming year will better reflect our current neighborhood demographics.

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

BLW Center plans to expand adult programming in the new center as a result of the capital campaign.

## **Section 2: Physical Description of the Neighborhood Center**

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

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

Computer Lab	X	
Recording Studio		
Performance Space		
Other:		

### Directions for Sections 3-8:

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

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

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

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

Requirement:	Benchmark:	Tier 1 Expectation:	Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? <i>Check only one box.</i>
Ensure Surrounding Neighborhoods and Stakeholders have Access to the Facility	Square footage	5,000-9,999 square feet	10,000+ square feet	<input type="checkbox"/> Tier 2 Expectation Met <input checked="" type="checkbox"/> Tier 1 Expectation Met <input type="checkbox"/> Not yet meeting Tier 1 Expectation
Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility	Facility use hours	250-2,140 facility use hours per year	2,141+ facility use hours per year	<input checked="" type="checkbox"/> Tier 2 Expectation Met <input type="checkbox"/> Tier 1 Expectation Met <input type="checkbox"/> Not yet meeting Tier 1 Expectation
Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility	Facility use participants	200-2,150 unduplicated facility use participants per year	2,151+ unduplicated facility use participants per year	<input type="checkbox"/> Tier 2 Expectation Met <input checked="" type="checkbox"/> Tier 1 Expectation Met <input type="checkbox"/> Not yet meeting Tier

				1 Expectation
Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility	Facility policies and plan	<ul style="list-style-type: none"> <li>• Have a facility use policy that provides low/no cost options for residents.</li> <li>• Have a maintenance and facility update plan.</li> <li>• Have a language access plan for facility and programs.</li> </ul>		<input checked="" type="checkbox"/> Expectations Met <input type="checkbox"/> Not yet meeting Tier 1 Expectation
Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility	Facility available for community use on weekends and evenings	<ul style="list-style-type: none"> <li>• Center is available for facility use at least 5 or more Saturdays or Sundays per year.</li> <li>• Center is available for facility use until 7pm at least 2 days per week.</li> </ul>	<ul style="list-style-type: none"> <li>• Center is available for facility use at least 12 Saturdays or Sundays per year.</li> <li>• Center is available for facility use until 8 pm at least 3 days per week.</li> </ul>	<input checked="" type="checkbox"/> Tier 2 Expectation Met <input type="checkbox"/> Tier 1 Expectation Met <input type="checkbox"/> Not yet meeting Tier 1 Expectation

### 1. Square Footage

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

5,300

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

A new center will be built that will be between 12,000-15,000 square feet.

List Rooms available for Facility Use	Square footage of Room	Room Features (tables, chairs, A/V)	Occupancy Capacity of space
Community Room	768	Tables, chairs, computers, A/V	75
Training Room	384	Tables, chairs, A/V	19
Conference Room	228	Tables, chairs, A/V	11
Kitchen	180	Food preparation area, kitchen appliances, refrigerator, freezer	2
Childcare Room	1,265	Tables, chairs	30


**2. Facility Use Hours**

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

3,696

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

In the new BLW center, we anticipate opening the center for additional facility use programming to continue exceeding Tier 2 expectations.

**3. Facility Use Participants**

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

2,131

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

No, the space we currently have is only large enough to host our regular programming. Our evenings are currently booked with adult programs, specifically for Latino Academy of Workforce Development classes.

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

In the new BLW center, we anticipate opening the center for private events and facility use programming in order to best serve the needs of our community. This will allow us to exceed Tier 2 expectations.

**4. Facility Policies and Plans**

a. Do you have a maintenance and facility update plan?

Yes  No

*\*Attach your maintenance and facility update plan.*

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

Yes  No

c. Is it posted on your website?

Yes  No

*\*Attach your facility use policy.*

d. Do you have a language access plan and resources for the facility?

Yes  No

*\*Attach your language access plan and resources.*

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

N/A

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

a. How many Saturdays and Sundays is the center available per year for facility use?

0-4 days per year  5-11 days per year  12 or more days per year

b. Is the center available for facility use until 7pm at least 2 days per week (excluding holidays and bi-yearly maintenance and cleaning weeks)?

Yes  No

c. Is the center available for facility use until 8pm at least 3 days per week (excluding holidays and bi-yearly maintenance and cleaning weeks)?

Yes  No

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

Monday-Friday until 9pm and every weekend.

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

Program staff oversee the center during open hours on evenings and weekends.

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

Our website, Facebook, newsletters, NextDoor, and/or communication with center staff (email/phone/meeting).

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

Holidays

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

BLW Center plans to hire a Facility Use Coordinator.

**Section 4: Engage and Connect with the Community**

Requirement:	Benchmark:	Tier 1 Expectation:	Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? <i>Check only one box.</i>
Engage and Connect with the Community	Resident Involved Planning or Governing	<ul style="list-style-type: none"> <li>● At least 4 events or processes that provide documented resident input into planning for center functions.</li> <li>● Center staff should reflect the demographics of the participants served.</li> <li>● Center Board should reflect the</li> </ul>		<input checked="" type="checkbox"/> Expectations Met  <input type="checkbox"/> Not yet meeting Tier 1 Expectation

		demographics of the participants served.		
Engage and Connect with the Community	Community outreach	<ul style="list-style-type: none"> <li>At least 2 resident informed community-building events per year.</li> </ul>	<ul style="list-style-type: none"> <li>At least 4 resident informed community-building events per year.</li> </ul>	<input checked="" type="checkbox"/> Tier 2 Expectation Met <input type="checkbox"/> Tier 1 Expectation Met <input type="checkbox"/> Not yet meeting Tier 1 Expectation

### 1. Resident Involved Planning or Governing

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

BLW Center hosts focus groups. These are led both in Spanish and English and childcare is provided to remove barriers. Parents meet with youth staff to provide feedback on programming. BLW also has a Steering Committee, Senior Steering Committee, Garden Sub-Committee, Communications Sub-Committee, and Fundraising & Development Sub-Committee. Committee participants are all local residents or local employees. Residents are involved on hiring panels. Level of participation includes volunteering, membership, and leadership from residents. The number of participants are tracked through required sign-ins for every person who walks through our doors.

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

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

BLW Center plans to increase the number of focus groups, especially as we transition into a new space.

### 2. Community Outreach

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

- b. Describe the events.

Some of our events include: Lakepoint Picnic (hosted in collaboration with the neighborhood landlords and Police Department), the Waunona Picnic (hosted by the Waunona Neighborhood Association), the End-of-School-Year Celebration, Resident Panels, weekly community meals, dance recitals (dance classes for youth are led by volunteer), community garden events, Community Coffee, and Cooking Classes.

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

Requirement:	Benchmark:	Tier 1 Expectation:	Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? <i>Check only one box.</i>
Offer Programs and Services to a Variety of Age Groups	Programming and Resources Offered	<ul style="list-style-type: none"> <li>Programming for at least two of the following age groups offered: Elementary, Middle, and High School aged</li> </ul>	<ul style="list-style-type: none"> <li>Elementary, Middle, and High School aged programming required. 24 or more planned activities at the Center for adults per year.</li> </ul>	<input checked="" type="checkbox"/> Tier 2 Expectation Met <input type="checkbox"/> Tier 1 Expectation Met



		programming. ● 12 or more planned activities at the Center for adults per year. ● Have a plan to connect residents with needed resources and services. ● Have a food pantry in Center or relationship with food pantry in area.	● Have a plan to connect residents with needed resources and services. ● Have a food pantry in Center or close relationship with food pantry in area. ● One or more of the following: Adult Employment, Early Childhood, and Older Adult programming.	<input type="checkbox"/> Not yet meeting Tier 1 Expectation
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### 1. Programming and Resources Offered

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

<b>Program Type</b>	<b>Program Timing:</b> <i>Select one</i>	<b>City Funded?</b> <i>Select one</i>	<b>Continuing or Proposed Program?</b> <i>Select one</i>
<b>Elementary</b>	Year Round	Yes	Continuing
<b>Middle</b>	Year Round	Yes	Continuing
<b>High School</b>	Year Round	Yes	Continuing
<b>Early Childhood</b>	Year Round	Yes	Continuing
<b>Older Adult</b>	Year Round	Yes	Continuing
<b>Adult Employment</b>	Year Round	Yes	Continuing

b. How many planned activities for adults did you have at the neighborhood center in 2018?

- 0-11    12-23    24 or more

Please describe the types of activities.

Activities include community meals, senior enrichment programming, fitness classes, nutrition and cooking classes, walking club, knitting, jewelry and crafts, field trips, and gardening.

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

Our Latino Family Resource Center works with both Spanish-speaking clients. BLW also has a partnership with Ascendium for legal support, Joining Forces for Families for additional community resources, and New Bridge for additional senior programming.

d. Do you have a food pantry in-house?

- Yes    No

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

Fresh produce, non-perishable items, and toiletries are available. The hours are 10am-1pm once per month. Approximately 1,000 residents use the pantry per year. Yes, it is staffed.

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

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

We plan to offer an increased number of planned activities for adults.

**Section 6: Build Organizations and Administrative Capacity**

<b>Requirement:</b>	<b>Benchmark:</b>	<b>Tier 1 Expectation:</b>	<b>Tier 2 Expectation:</b>	<b>Tier 1 or Tier 2 Expectations Met? Check only one box.</b>
Build Organizational and Administrative Capacity	Total Agency Budget	\$200,000-\$520,699	\$520,700+	<input type="checkbox"/> Tier 2 Expectation Met <input checked="" type="checkbox"/> Tier 1 Expectation Met <input type="checkbox"/> Not yet meeting Tier 1 Expectation
Build Organizational and Administrative Capacity	Total Agency FTE	3-7.9 FTE	8.0+ FTE	<input checked="" type="checkbox"/> Tier 2 Expectation Met <input type="checkbox"/> Tier 1 Expectation Met <input type="checkbox"/> Not yet meeting Tier 1 Expectation
Build Organizational and Administrative Capacity	Policy and Planning	<ul style="list-style-type: none"> <li>• Have a current strategic plan.</li> <li>• Submit annual reports on board and staff demographics.</li> <li>• Have an existing personnel policy that addresses key elements required in contract.</li> </ul>		<input checked="" type="checkbox"/> Tier 2 Expectation Met <input type="checkbox"/> Tier 1 Expectation Met <input type="checkbox"/> Not yet meeting Tier 1 Expectation

**1. Total Agency Budget**

a. Indicate the total agency budget for 2019 for the neighborhood center.

Below \$200,000  \$200,000-\$520,699  \$520,700 or more

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

Upon completion of the capital campaign and moving into a new center, the total operating budget will exceed Tier 2 expectations in direct response to meeting the community's needs.

## 2. Total Agency FTE

- a. Indicate the total agency FTE for the neighborhood center.  
 Below 3.0 FTE    3.0-7.9 FTE    8 or more FTE
- b. Indicate staff positions that will be supported with Center Support Funds

Position Title <i>Enter one position title per line</i>	Qualifications or Required Training
Executive Director	Nonprofit management, supervisory, and budget experience
Development Director	Fundraising experience, Master's Degree, youth education experience
Development Associate	Fundraising experience, Bachelor's Degree, youth education experience
Program Director	Bachelor's Degree, bilingual
Custodian	

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

All volunteers who work with center program participants must fill out an application, pass a background check, and complete an orientation with and are supervised by program coordinators. BLW is very fortunate to have dedicated volunteers, most of which work with us for an average of five years, and some who have been with us for more than 12 years.

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

When we move into the new building, we anticipate an increase in the total agency FTE, which will be determined by each program's unique needs.

## 3. Organizational Policies and Plans

- a. Does the neighborhood center have a current strategic plan?  
 Yes    No
- b. Is it posted on your website? Please attach if it is not posted.  
 Yes    No
- c. When was it last updated?  
 2019
- d. Do you agree to submit annual reports on board and staff demographics?  
 Yes    No
- e. Does the neighborhood center have existing agency and personnel policies that address key elements required in the contract? Check all currently in use by the center.  
 Vulnerable Populations  
 Ban the Box  
 Weapons Prohibitions

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

### Section 7: Collect and Use Data

Requirement:	Benchmark:	Tier 1 and Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? <i>Check only one box.</i>
Collect and Use Data	Sampling and Data Informed Decision-Making	<ul style="list-style-type: none"> <li>● Participate in sampling.</li> <li>● Use data in decision-making (data toolkit and other resources).</li> <li>● Collect data to track program outcomes.</li> </ul>	<input checked="" type="checkbox"/> Expectations Met  <input type="checkbox"/> Not yet meeting Expectations

#### 1. Sampling and Data Informed Decision-Making

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

We will conduct surveys to determine expanded adult programs, use data toolkit to identify gaps in available programs and services in the neighborhood.

b. How do you track facility use data?

All facility participants/users must sign in.

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

N/A

### Section 8: Benchmark summary

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

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

**Total number of Tier 1 Benchmarks not currently meeting: 0/12**

1. If your agency is not currently meeting Tier 1 benchmarks, please list the benchmarks not yet met and describe how you plan to meet them in the next 2 years.

**Total number of Tier 2 Benchmarks Currently Meeting: 9/12**

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

We wish to be considered for Tier 2 since the unduplicated facility users benchmark was only 20 short of the Tier 2 requirement. In 2018, BLW served 2,131 unduplicated facility. We anticipate exceeding the Tier 2 threshold in 2019 through increased community engagement. Within the next two years, we will also be in a new building that is greater than 10,000 square feet and increase our operating budget to more that \$520,700 through a capital campaign.

**Section 9: Funding Projection**

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

<b>Program Type</b>	<b>2019 Allocation</b>	<b>Amount Shifted</b>	<b>2020 Proposal</b>
Center Support	\$119,002	-\$19,002	\$100,000
Elementary Programs	\$34,374	+\$19,002	\$53,376
Middle School Programs	\$41,227	\$0	\$41,227
High School Programs	\$0	\$0	\$0
Other City-funded Programs			\$32,453
<b>Total</b>	<b>\$194,603</b>	<b>\$19,002</b>	<b>\$227,056</b>

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

We are shifting \$19,002 of Center Support to our Elementary Program to cover administrative, space, and general overhead costs of the Elementary Program.

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

When we move into the new building our operation costs will increase.

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

Program Type	Start Time	End Time
<b>MONDAY</b>		
<b>Elementary</b>		
Multi Focused Afterschool	1:30	5:30
Multi Focused Summer	8:30	4:30
Topical/Skill/Population Focused		
<b>Middle School</b>		
Multi Focused Afterschool		
Multi Focused Summer	12:00	4:00
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		
<b>High School</b>		
Multi Focused Afterschool		
Multi Focused Summer	12:00	4:00
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		

Program Type	Start Time	End Time
<b>TUESDAY</b>		
<b>Elementary</b>		
Multi Focused Afterschool	2:45	5:30
Multi Focused Summer	8:30	4:30
Topical/Skill/Population Focused		
<b>Middle School</b>		
Multi Focused Afterschool	3:00	8:00
Multi Focused Summer	8:30	4:30
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		
<b>High School</b>		
Multi Focused Afterschool	3:00	5:00
Multi Focused Summer	12:00	4:00
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		

Program Type	Start Time	End Time
<b>WEDNESDAY</b>		
<b>Elementary</b>		
Multi Focused Afterschool	2:45	5:30
Multi Focused Summer	8:30	4:30
Topical/Skill/Population Focused		
<b>Middle School</b>		
Multi Focused Afterschool	3:00	8:00
Multi Focused Summer	12:00	4:00
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		
<b>High School</b>		
Multi Focused Afterschool	5:00	8:00
Multi Focused Summer	12:00	4:00
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		

Program Type	Start Time	End Time
<b>THURSDAY</b>		
<b>Elementary</b>		
Multi Focused Afterschool	2:45	5:30
Multi Focused Summer	8:30	4:30
Topical/Skill/Population Focused		
<b>Middle School</b>		
Multi Focused Afterschool	3:00	8:00
Multi Focused Summer	12:00	4:00
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		
<b>High School</b>		
Multi Focused Afterschool	3:00	5:00
Multi Focused Summer	12:00	4:00
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		

Program Type	Start Time	End Time
<b>FRIDAY</b>		
<b>Elementary</b>		
Multi Focused Afterschool	2:45	5:30
Multi Focused Summer	8:30	4:30
Topical/Skill/Population Focused		
<b>Middle School</b>		
Multi Focused Afterschool		
Multi Focused Summer	12:00	4:00
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		
<b>High School</b>		
Multi Focused Afterschool		
Multi Focused Summer	12:00	4:00
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		

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



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

**-SIGNATURE PAGE-**

City of Madison Contracts:

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

1. Affirmative Action:

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

<https://www.cityofmadison.com/dcr/aaFormsCBO.cfm>

2. Insurance

If funded, applicant agrees to secure insurance coverage in the following areas to the extent required by the City Office of Risk Management:

- Commercial General Liability
- Automobile Liability
- Worker's Comp
- Professional Liability

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

A sample contract that includes standard provisions is available on the [CDD Funding Process website](#).

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

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

Signature:

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

Applicant Signature:

Enter Name: Thomas Solyst

Date: 7/26/2019

By entering your initials in the box,

TS

You are electronically signing your name and agreeing to the terms above.



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

Submit Application to: [cddapplications@cityofmadison.com](mailto:cddapplications@cityofmadison.com)

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

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

This application should be used to apply for multi-focused afterschool and multi-focused summer programs (section 1), and topical/skill/population focused programs (section 2) for elementary-age youth implemented by current City-funded Neighborhood Centers. The intent of this application and subsequent contract is for all organizations to present a set of opportunities within the umbrella of one contracted program for each age group, i.e. elementary, middle and high school. Only opportunities that involve both a completely different group of participants for that age group and staff who are not working in the comprehensive multi-focused afterschool and/or summer program, should be considered a stand-alone program with a separate narrative (#1-3) and placed in the Topical/Skill/Population (TSP) program structure, and schedule.

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

Organization:	Bridge Lake Point Waunona Neighborhood Center	Amount Requested:	\$ 53,376
Programs applied for:	X Multi-focus School Year   X Multi-focus Summer Topical/ Skills/Population		
Contact Person	Thomas Solyst	Email:	tsolyst@blwcenter.org
Address:	1917 Lake Point Drive, Madison, WI 53713	Telephone:	608-441-6991

## **SECTION 1: ELEMENTARY MULTI-FOCUSED PROGRAMMING**

### **1. PROGRAM DESCRIPTION**

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

The goal of the Children's Program at Bridge Lake Point Waunona Neighborhood Center (BLW) is to provide year-round comprehensive programming for elementary school students that: (1) improves student literacy levels, math proficiency, and rates of homework completion, (2) fosters positive attitudes toward education and learning, (3) develops skills and behaviors that promote academic success, (4) exposes children to a diverse array of enrichment activities that nurture lifelong learning and promotes learning outside of the classroom, and (5) increase children's understanding of healthy communication practices and conflict resolution skills. These goals align with the scope of work described in the RFP guidelines, as our Children's Program focuses on holistic programming that supports positive youth development through a variety of facets. BLW's multi-activity afterschool and summer programs emphasize physical and mental health, social emotional learning, cognitive development, and the development of strong relationships between family and community.

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

The intended service population is elementary-aged children in first through fifth grade. According to the Neighborhood Indicators Project, the demographics of the area served are as follows: 16% Latino, 14% Black, 3% Multiracial, 63% White, and 4% Asian. However, the demographics of the Children's Program are as follows: 32% Black, 46% Latino, 7% Multiracial, and 14% White; 86% low-income; and English language proficiency is approximately 90%.

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

BLW recruits participants through regular communication with Glendale Elementary School, communicating with neighborhood residents, and obtaining referrals from other programs and services offered at BLW, such as the Latino Family Resources Center, the Latino Academy of Workforce Development, and our bilingual early childhood program, Los Niños Primero.

The Children's Program engages program participants and families in a multitude of ways: (1) We encourage input from all elementary-age participants, as it is their ideas that keep our program exciting, relevant, and aligned with participants' interests and needs; (2) Feedback and concerns are requested of families to ensure that we are responding to the needs of the community. For example, some parents request that the Children's Program Coordinator attend parent-teacher conferences with them in order to best advocate for the child and set him or her up for success; (3) A variety of cultures and languages are celebrated at BLW. For instance, enrichment programming is based on our students' interests and cultural backgrounds, and we utilize extra-linguistic

supports, including pictures and maps, practicing vowel sounds, and spending time understanding each child's individual needs and academic experience.

BLW addresses major barriers of economic and geographic isolation that the BLW community faces. Programming is offered at no charge, it is within walking distance for a majority of families, and program staff speak multiple languages.

The Children's Program follows an intake procedure for each participant. It begins with a review of expectations with children and families prior to the child's first day of programming. Additionally, BLW staff contact the child's elementary school to notify school staff that this child is enrolled in programming at BLW. At this time, BLW staff obtain reading and math levels from teachers, discuss any social-emotional or behavioral concerns or needs, and review learning styles or specific strategies for effective learning.

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

The Children's Program is a 38-week after-school and 8-week summer program that focuses on dynamic learning experiences through the following activities: individualized homework and tutoring time, enrichment clubs (Girl Neighborhood Power, Art, Science, Cooking, Gardening, etc.), hands-on STEM learning opportunities, child-led experiential learning, fitness, and field trips.

The individualized homework and tutoring during our programming dramatically strengthen the Children's Program both on an academic and social-emotional level; students who engage in tutoring demonstrate increased confidence and motivation to succeed, improved literacy and math proficiencies, and higher homework completion rates. This, in combination with enrichment programming and participant-driven clubs and activities, foster positive attitudes toward education and learning overall. Specifically, Girl Neighborhood Power builds leadership and life skills, while exposing youth to a diverse array of enrichment activities that cultivate lifelong learning. This club has also led to the development of regular mindfulness activities among all our youth at BLW Center, thereby fostering healthy communication practices and conflict resolution skills.

In addition, the Children's Program focuses on student engagement, which research demonstrates increases student attention, focus, and critical thinking skills, while promoting meaningful learning experiences.

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

- BLW staff maintain contact with our participants' classroom teachers to ensure that academic support is aligned with teaching practices.
- BLW staff are bilingual and live in the BLW community. This dramatically strengthens our program, as bilingual education can strengthen the brain's executive function, and staff are able to better understand children's and families' needs and concerns.
- Our curriculum that is more enrichment-based is built upon a variety of resources and organizations that have expertise in specialized areas. For example, our STEM

education is based on the Adult Role Models in Science (ARMS) program at UW-Madison.

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
After-School	September-May
Summer Camp	June-August
Girl Neighborhood Power	Year-round

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

As a result of community feedback gathered through partnerships with Joining Forces for Families, Briarpatch Youth Services, Glendale Elementary School, and ongoing discussions directly with community members, the Children’s Program develops activities and goals that are reflective of community needs, concerns, and interests.

For example, BLW has developed a community garden for children, families, seniors, and other community members to address food insecurity that the BLW community faces. The garden responds to needs and interests identified by all ages of BLW community members and has led to intergenerational programming. Specifically, Children’s Program participants engage in more interactive STEM activities, Gardening Club, Cooking Club, Reading in the Garden, and outdoor mindfulness and yoga. In addition, parents have requested leadership skills training and increased opportunities in science for their children. In response, BLW hosts Family Science Night with the Edgewood College ROSE Project

Furthermore, we encourage input from all of our elementary-age participants, as it is their ideas that keep our program exciting, relevant, and aligned with our students’ interests and needs.

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

Linguistically-responsive practices are essential in supporting our students, as many Children’s Program participants reside in households in which English is not the adult caregiver’s first language. Specific practices include the utilization of extra-linguistic supports, such as pictures and maps, practicing vowel sounds, and spending time understanding each child’s individual needs and academic experience. In addition, we have staff members who speak Spanish, French, and Portuguese and are able to answer questions of non-English speaking youth and families.

BLW ensures that programming is culturally relevant through a variety of learning opportunities that are based on our participants’ cultural backgrounds, such as educational materials and books in multiple languages and dolls/toys representing a

variety of ethnicities. Our staff receive training on topics of cultural competency, such as an upcoming training on implicit bias.

Lastly, the Children's Program makes it a priority to employ staff from diverse racial and ethnic populations as a method of promoting cultural competency within programming. Currently 10 out of 14 full-time positions are filled by racially diverse staff, including BLW's Program Director, Latino Family Resource Coordinator, and Children's Program Coordinator. BLW is also dedicated to recruiting former participants, immediate community members, and bilingual individuals.

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

**1. Intentional Program Design:** BLW has designed the Children's Program with the community's needs and interests in mind. We connect our activities (response 1d) to the program's goals listed in response 1a. Instead of only focusing on academics or enrichment, we incorporate both aspects of programming into our day-to-day curriculum because together, they support positive youth development better than they would alone. Our clubs and activities build upon one another, and we incorporate new activities and interactive field trips into our program based on participant interest areas.

**2. Supportive Relationships with Youth:** One of the greatest aspects of our Children's Program is that it is like an extension of the home for our participants. A major reason for this is due to the authentic, strong relationships between staff and youth. Our staff get to know each child's strengths and needs through one-on-one interactions, breaking into clubs and activities based on youth interests, and regularly talking with participants about their dreams and goals. In addition, BLW's Program Director, the Children's Program Coordinator, and youth workers work together to determine appropriate expectations for consistent behavior management. This ensures that participants and staff understand their roles and boundaries.

**3. Youth Voice and Leadership:** Girl Neighborhood Power is a club that focus on building leadership skills and empowering youth to take an active role in positively impacting their community. Youth take ownership over clubs, after-school programming, and summer camp by sharing their ideas for activities and discussions. For example, youth have expressed a concern that they have difficulty focusing on their schoolwork. As a result, our participants have worked with staff to create a Mindfulness Club and advocated for more educational activities outdoors, rather than in indoor spaces designed similarly to a classroom (e.g. Reading in the Garden, journaling and homework time outside). Additionally, our youth are involved in neighborhood clean-ups and take a leadership role in promoting a clean and safe neighborhood.

**4. Racial & Cultural Inclusion:** BLW celebrates our community's diversity and supports racial and cultural inclusion through enrichment activities reflective of participants' cultural backgrounds, books with characters that represent a variety of backgrounds and cultures, linguistically-responsive practices to support children whose first language is not English, and staff and volunteers whose backgrounds reflect those of program participants.

**5. Community & Family Engagement:** The Children's Program serves as a bridge between school and home to create a cohesive learning experience for our participants by partnering with the families. BLW hosts events and workshops, including family nights in which parents learn about what their children are doing in programming. These types

of interactions also provide opportunities for families to give feedback, allow staff to develop meaningful relationships with families, enable families to get to know one another, and strengthen the connection between school and home.

**6. Organizational Management & Staff Support:** BLW staff understand that the mission of our center is to support individuals in strengthening their own lives and strengthening the lives of others, and this impacts program design and daily activities. In addition, BLW is dedicated to recruiting former participants, immediate community members, bilingual individuals, and individuals of color. Highly competent staff are developed through approximately ten professional development trainings per year (e.g. Compassionate Listening, Cultural Bias, and Beyond the Bubbler Trainings through Madison Public Library). Appropriate supervision and support are provided through weekly meetings in which supervisors meet one-on-one with supervisees, weekly program staff meetings, and monthly all-staff meetings. The Program Director and Program Coordinator ensure that we have sufficient materials to support activities and learning opportunities.

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

BLW will monitor the Children’s Program in order to ensure alignment with the MOST Effective Practices in the following ways:

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

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

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



Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
MMSD	Professional development, curriculum development, student liaison	Benjamin Ketterer	No
Second Harvest Foodbank of Southern Wisconsin	Fresh fruits and vegetables and other food items for snacks and meals	Andrea Draeger	Yes
Madison Area Out of School Time	Professional Development	Nathan Beck	No
Madison Public Library	Education, literacy support, professional development	Sarah Lawton	No
UW Adult Role Models in Science/WISCIENCE	STEM education, professional development	Kevin Niemi	No
Madison College	Provides Children's Program with interns	Cemil Nuriler	Yes
Lussier Family Heritage Center	Use of indoor and outdoor facilities, recreational and educational activities within Dane County Parks	Lael Pascual	No

How do these partnerships enhance this proposal?

These partnerships strengthen the Children's Program in numerous ways. First, our relationship with MMSD ensures that academic support provided at BLW is aligned with teaching practices and school learning priorities. Second, our relationship with Second Harvest helps provide reliable, healthy snacks and meals for our children. Madison Area Out of School Time helps BLW to build the strongest youth program that we possibly can by developing our staff and enhancing our program structure. Madison Public Library is instrumental in introducing new and innovative learning opportunities for youth, while expanding the tools and teaching styles of our staff to best meet the needs of participants. The UW Adult Role Models in Science Program/WISCIENCE exposes BLW children who often do not have access to science experiences outside of school to science education. The program also helps BLW staff build skills and understanding around science education, while increasing comfort with leading science activities. Madison College provides interns who are studying to become social workers, which increases the amount of individualized attention for each child, improves BLW's ability to address any behavioral or social emotional concerns, and more. BLW's partnership with Lussier exposes Children's Program participants to increased outdoor and educational activities.

What are the decision-making agreements with each partner?

MOUs or other contracts are in place with Second Harvest and Madison College. These contracts are reviewed with our partners on an annual basis.

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

BLW emphasizes the importance of safety, support, and wellbeing for children and families. In order for our children to learn and grow, we recognize that it is essential to connect our families with resources and support in the following ways:

- BLW connects individuals to a social worker and the Latino Family Resource Center for translation services, legal support, help finding housing or obtaining medical services, and more.
- BLW connects individuals with consistent, reliable access to healthy food through a monthly food pantry, weekly community meals, and daily snacks and meals for children in programming
- BLW connects individuals to bilingual employment training programs and job placement through the Latino Academy of Workforce Development.

### 3. PROGRAM STRUCTURE AND STAFFING

- a. Anticipated Frequency, Duration and Attendance:

Elementary Multi-Focused Program	Frequency*	# of Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Multi-Focused Afterschool	5 days per week	2.75-4	38 weeks	1:7	28
Multi-Focused Summer	5 days per week	8	8 weeks	1:7	30

\*Frequency=number of times per week, month, year (ie. 5 days per week, 2x per mth, 4x per yr)

\*\*Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

- b. Total Annual Unduplicated Elementary-Age Children: Anticipated unduplicated number of individual elementary-age children in proposed program:

40

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

The Children’s Program provides approximately 6-8 activities, field trips, and events per year to our participants outside of typical programming. These include trips to the Overture Center and other theaters for shows, two ballet recitals, end-of-the-school year and summer picnics, trips to museums, and a trip downtown to an event hosted by former NFL players. These activities can range in duration from 2-8 hours in the evening or on weekends, depending on the activity and travel time.

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

Position Title Use one line per individual employee	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total
Center Program Director e r s :	Bachelor's degree in related field or equivalent in education and experience. At least 4 years' experience with program management, staff supervision, budget management and advanced administrative skills	.10	.025	.325	.45
Elem Program Director f	At least 2 years' experience overseeing school age programming, supervising staff and working with families.	.58	.12	0.00	.70
Youth Workers o l	At least 2 years' experience working with youth in an academic or summer camp setting.	.66	0.00	0.00	.66
Camp Counselor u n t	At least 2 years' experience working with youth in an academic or summer camp setting.	0.00	.35	0.00	.35
MS/HS Coordinator e r	At least 2 years' experience working with elementary aged children in the areas of mentoring and group facilitation	.25	.05	0.00	.30
Kids Café Cook w e	Experience cooking for large groups in a community or educational setting, Serve Safe Certified, ability to work with youth and staff.	.21	.04	0.00	.25
UW Madison or Madison College Intern v	Enrolled in a Human Services, Social Science, Education or Nonprofit Leadership Programs	.40	0.00	0.00	.40

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

All Children's Program volunteers fill out an application, complete a background check, and complete an orientation with and are supervised by the Children's Program Coordinator. BLW is very fortunate to have dedicated volunteers, most of which work with us for an average of five years. However, one of our volunteers has been with us for 12 years. She teaches a dance class with the elementary participants and organizes two dance performances per year.

#### 4. DATA MANAGEMENT AND MEASURES OF SUCCESS

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

All participants' families fill out an information form during program registration that includes demographic information. The program is intentionally structured and designed to incorporate a diverse array of activities that help us reach our program goals. Participants who attend program are recorded each day, homework surveys are completed once per quarter, and reading and math assessments are conducted regularly (at least twice per year) by our staff. Program expenses are tracked every month and reviewed by our accountant.

Client confidentiality is of utmost importance at BLW, and our policy is reviewed with all staff upon hire and again prior to summer camp. Participant information is never released to the general public, and names are omitted from any surveys that are conducted. Contract compliance is maintained by requiring staff to complete quarterly reports and through regular staff meetings that provide an opportunity to check in on program activities, outcome measures, and progress toward goals.

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

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

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

**PROGRAM NAME:** \_\_\_\_\_

**1. PROGRAM DESCRIPTION**

- a. Goal Statement: What is the goal of your program and how does it align with the strategies described in the RFP guidelines?
  
- b. Intended Service Population: Describe the intended service population that will be impacted by this program (e.g. ages, race/ethnicities, income ranges, English language proficiency etc.). Refer to [Data Tool Kit](#).
  
- c. Recruitment, Engagement, Intake and Assessment: Describe your plan to recruit, engage and address barriers to participation for the identified service population; and explain the intake and assessment procedure you will use for this program.
  
- d. Activities: Describe your proposed program activities. Include information about key parts of your program that help us understand how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.
  
- e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date

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

- g. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and or their families. Describe aspects of the proposed programming that will have cultural relevance to the population served.
- h. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements is addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)?

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

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

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

How do these partnerships enhance this proposal?

What are the decision-making agreements with each partner?

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

**3. PROGRAM STRUCTURE AND STAFFING**

- a. Anticipated Frequency, Duration and Attendance:

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

\*Frequency=number of times per week, month, year (ie. 5 days per week, 2x per mth, 4x per yr)

\*\*Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

- a. Total Annual Unduplicated Elementary-Age Children: Anticipated unduplicated number of individual elementary-age children in proposed program:
  
- b. Additional Activities: Do you anticipate providing activities for the topical, skill or population focused Elementary program that are not included in the table above? Please describe these activities including frequency, hours and duration (i.e. special event, field trips, workshops or meetings).
  
- c. Program Staffing: Full-Time Equivalent – Include employees, Americorps members and adult interns. **1 FTE =2080 hours annually**

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

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

**4. DATA MANAGEMENT AND MEASURES OF SUCCESS**

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

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







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

Submit Application to: [cddapplications@cityofmadison.com](mailto:cddapplications@cityofmadison.com)

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

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

This application should be used to apply for multi-focused afterschool and multi-focused summer programs (section 1), weekend and summer evenings programs (section 2), and topical/skill/population focused programs (section 3) for middle school-age youth implemented by current City-funded Neighborhood Centers. The intent of this application and subsequent contract is for all organizations to present a set of opportunities within the umbrella of one contracted program for each age group, i.e. elementary, middle and high school. Only opportunities that involve both a completely different group of participants for that age group and staff who are not working in the comprehensive multi-focused afterschool and/or summer program, should be considered a stand-alone program with a separate narrative (#1-3) and placed in the Topical/Skill/Population (TSP) program structure, and schedule.

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

Organization:	Bridge Lake Point Waunona Neighborhood Center	Amount Requested:	\$ 41,227
Programs applied for:	<input checked="" type="checkbox"/> Multi-focus School Year <input checked="" type="checkbox"/> Multi-focus Summer Topical/ Skills/Population Weekend and/or Summer Evenings		
Contact Person	Thomas Solyst	Email:	tsolyst@blwcenter.org
Address:	1917 Lake Point Drive, Madison, WI 53713	Telephone:	608-441-6991

## **SECTION 1: MIDDLE SCHOOL MULTI-FOCUSED PROGRAMMING**

### **1. PROGRAM DESCRIPTION**

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

The goal of the Teen Program at Bridge Lake Point Waunona Neighborhood Center (BLW) is to provide year-round comprehensive programming for middle school students that: (1) improves student reading levels, math proficiency, rates of homework completion, school attendance, and GPA (2) fosters positive attitudes toward college and a belief that a future in college is realistic and attainable, (3) develops skills and behaviors that promote academic success in middle school, high school, and beyond, and (4) increases students' responsibility and ownership over their own learning and studying. These goals align with the scope of work described in the RFP guidelines, as our Teen Program focuses on holistic programming that supports positive youth development through a variety of facets. BLW's multi-activity afterschool and summer programs emphasize academic support, physical and mental health, social emotional learning, cognitive development, and the development of strong relationships between family and community.

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

The intended service population is middle school students in sixth through eighth grade. According to the Neighborhood Indicators Project, the demographics of the area served are as follows: 16% Latino, 14% Black, 3% Multiracial, 63% White, and 4% Asian. However, the demographics of the Teen Program are as follows: 18% Black, 58% Latino, 13% Multiracial, and 11% White; 87% low-income; and English language proficiency is approximately 92%.

In addition to serving students in the Bridge, Lake Point, Waunona, and Owl Creek Neighborhoods, this program will serve students who reside across Southeast Madison and attend Sennett Middle School.

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

BLW recruits participants through regular communication with local middle schools, communicating with neighborhood residents, and obtaining referrals from other programs and services offered at BLW, such as the Latino Family Resources Center, the Latino Academy of Workforce Development, and our early childhood and children's programming.

The Teen Program engages program participants and families in a multitude of ways: (1) We encourage input from all teenage participants, as it is their ideas that keep our program exciting, relevant, and aligned with participants' interests and needs; (2) Feedback and concerns are requested of families to ensure that we are responding to

the needs of the community. For example, some parents request that the Teen Program Coordinator attend parent-teacher conferences with them in order to best advocate for the student and set him or her up for success; (3) A variety of cultures and languages are celebrated at BLW. For instance, enrichment programming is based on our students' interests and cultural backgrounds, and we utilize extra-linguistic supports, such as spending time understanding each student's individual needs and academic experience.

BLW addresses major barriers of economic and geographic isolation that the BLW community faces. Programming is offered at no charge, it is within walking distance for a majority of families, and program staff speak multiple languages.

The Teen Program follows an intake procedure for each participant. It begins with a review of expectations with youth and families prior to the student's first day of programming. Additionally, BLW staff contact the student's school to notify school staff that this student is enrolled in programming at BLW. At this time, BLW staff obtain reading and math levels from teachers, discuss any social-emotional or behavioral concerns or needs, and review learning styles or specific strategies for effective learning.

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

The Teen Program is a 38-week after-school and 8-week summer program that encompasses the following activities: tutoring, academic case management, educational enrichment activities and field trips, career exploration, college visits, and first-generation college student guest speakers.

Individualized tutoring and academic case management dramatically strengthen the Teen Program both on an academic and social-emotional level; students who engage in tutoring demonstrate increased confidence and motivation to succeed, improved literacy and math proficiencies, and higher homework completion rates. This, in combination with hands-on enrichment activities relevant to students' personal career/educational goals and in alignment with the Madison Metropolitan School District's curriculum, foster positive attitudes toward higher education and learning overall.

In addition, Girl Neighborhood Power builds leadership and life skills, while exposing youth to a diverse array of enrichment activities that cultivate lifelong learning. This club has also led to the development of regular mindfulness activities among all our youth at BLW Center, thereby fostering healthy communication practices and conflict resolution skills. There is also a men's mentoring group that focuses on building leadership and life skills. Our middle school boys have greatly benefit from regular mindfulness activities as well.

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

- BLW combines high standards for student performance with youth-led goal setting. Youth meet with their tutors and the Teen Coordinator at the beginning of the academic year to set goals for attendance, behavior, and GPA. This increases the stake youth hold in programming and their own results. Staff meet with students at least once a quarter to check in on progress.

- BLW staff coordinates with parents and the school. An emphasis is placed on relationship building between parents, teachers, and Teen staff to create a supportive environment for youth participants. Additionally, the involvement of teachers and school staff in the Teen Program increases its relevance to academic outcomes, improves tutoring practices, and strengthens connections between the classroom and community. Teachers provide feedback on participants' development, social workers collaborate with staff to remove barriers to academic development for individual students, and school staff assist in the recruitment of potential Prep participants. Collaboration between teachers and tutors specifically increases the impact of tutoring as all adults working with students use complementary approaches, avoiding confusion for youth.
- Staff participate in professional development. Tutoring methods are continually improved via training for all tutors. Training, offered through AmeriCorps, the National College Access Network, Madison Metropolitan School District, and others, keeps tutors informed on evolving best practices for instructing and supporting youth.
- BLW staff are bilingual and live in the BLW community. This dramatically strengthens our program, as bilingual education can strengthen the brain's executive function, and staff are able to better understand children's and families' needs and concerns.

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
After-School	September-May
Summer Camp	June-August
Girl Neighborhood Power	Year-Round

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

As a result of community feedback gathered through partnerships with Joining Forces for Families, Briarpatch Youth Services, Sennett Middle School, and ongoing discussions directly with community members, the Teen Program develops activities and goals that are reflective of community needs, concerns, and interests.

Historically, Teen has been a middle school program offered only two nights per week focusing on the development of social emotional skills. However, students have continuously requested an academic program that would provide them with daily academic support. Therefore, BLW has designed a middle school program that does exactly this, while also addressing a need for career and college exploration programming.

Furthermore, we encourage input from all of our teens on an ongoing basis, as it is their ideas that keep our program exciting, relevant, and aligned with our students' interests and needs.

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

Linguistically-responsive practices are essential in supporting our students, as many Teen Program participants reside in households in which English is not the adult caregiver's first language. Specific practices include the utilization of extra-linguistic supports, such as pictures and maps, practicing vowel sounds, and spending time understanding each child's individual needs and academic experience. In addition, we have staff members who speak Spanish, French, and Portuguese and are able to answer questions of non-English speaking youth and families.

BLW ensures that programming is culturally relevant through a variety of learning opportunities that are based on our participants' cultural backgrounds, such as educational materials and books in multiple languages. Our staff receive training on topics of cultural competency, such as an upcoming training on implicit bias.

Lastly, the Teen Program makes it a priority to employ staff from diverse racial and ethnic populations as a method of promoting cultural competency within programming. Currently 10 out of 14 full-time positions are filled by racially diverse staff, including BLW's Program Director, Latino Family Resource Coordinator, and Teen Program Coordinator. BLW is also dedicated to recruiting former participants, immediate community members, and bilingual individuals.

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

**1. Intentional Program Design:** BLW has designed the Teen Program with the community's needs and interests in mind. We connect our activities (response 1d) to the program's goals listed in response 1a. Instead of only focusing on academics or enrichment, we incorporate both aspects of programming into our day-to-day curriculum because together, they support positive youth development better than they would alone. Our clubs and activities build upon one another, and we incorporate new activities and interactive field trips into our program based on participant interest areas.

**2. Supportive Relationships with Youth:** One of the greatest aspects of our Teen Program is that it is like an extension of the home for our participants. A major reason for this is due to the authentic, strong relationships between staff and youth. Our staff get to know each student's strengths and needs through one-on-one interactions, breaking into clubs and activities based on youth interests, and regularly talking with participants about their dreams and goals. In addition, BLW's Program Director, the Teen Program Coordinator, AmeriCorps, and youth workers work together to determine appropriate expectations for consistent behavior management. This ensures that participants and staff understand their roles and boundaries.

**3. Youth Voice and Leadership:** Girl Neighborhood Power is a club that focus on building leadership skills and empowering youth to take an active role in positively impacting their community. Youth take ownership over clubs, after-school programming, and summer camp by sharing their ideas for activities and discussions. For example, youth have expressed a concern that they have difficulty focusing on their schoolwork. As a result, our participants have worked with staff to create a Mindfulness Club and

advocated for more educational activities outdoors, rather than in indoor spaces designed similarly to a classroom (e.g. homework and reading time outside). Additionally, our youth are involved in neighborhood clean-ups and take a leadership role in promoting a clean and safe neighborhood.

**4. Racial & Cultural Inclusion:** BLW celebrates our community's diversity and supports racial and cultural inclusion through enrichment activities reflective of participants' cultural backgrounds, books with characters that represent a variety of backgrounds and cultures, linguistically-responsive practices to support children whose first language is not English, and staff and volunteers whose backgrounds reflect those of program participants.

**5. Community & Family Engagement:** The Teen Program serves as a bridge between school and home to create a cohesive learning experience for our participants by partnering with the families. BLW hosts events and workshops, including family nights in which parents learn about what their kids are doing in programming. These types of interactions also provide opportunities for families to give feedback, allow staff to develop meaningful relationships with families, enable families to get to know one another, and strengthen the connection between school and home.

**6. Organizational Management & Staff Support:** BLW staff understand that the mission of our center is to support individuals in strengthening their own lives and strengthening the lives of others, and this impacts program design and daily activities. In addition, BLW is dedicated to recruiting former participants, immediate community members, bilingual individuals, and individuals of color. Highly competent staff are developed through approximately ten professional development trainings per year (e.g. Compassionate Listening, Cultural Bias, and Beyond the Bubbler Trainings through Madison Public Library). Appropriate supervision and support are provided through weekly meetings in which supervisors meet one-on-one with supervisees, weekly program staff meetings, and monthly all-staff meetings. The Program Director and Program Coordinator ensure that we have sufficient materials to support activities and learning opportunities.

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

## 2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
AmeriCorps PASS	Academic support, in-school and after-school tutoring, social emotional learning skills, youth service activities	Connie Bettin	Yes
MMSD	Professional development, curriculum development, student liaison	Daniel Kigeya	Yes
Second Harvest Foodbank of Southern Wisconsin	Fresh fruits and vegetables and other food items for snacks and meals, volunteer opportunities for teens	Andrea Draeger	Yes
Madison Area Out of School Time	Professional Development	Nathan Beck	No
Madison Public Library	Education, literacy support, professional development	Sarah Lawton	No
UW Adult Role Models in Science/WISCIENCE	STEM education, professional development	Kevin Niemi	No
Lussier Family Heritage Center	Use of indoor and outdoor facilities, recreational and educational activities within Dane County Parks	Lael Pascual	No

How do these partnerships enhance this proposal?

These partnerships strengthen the Teen Program in numerous ways. First, our partnership with AmeriCorps provides 16 middle school students with one-on-one intensive tutoring for the entire school year. AmeriCorps members tutor in the students' school classrooms 3-4 times per week. Secondly, our relationship with MMSD ensures that academic support provided at BLW is aligned with teaching practices and school learning priorities. Thirdly, our relationship with Second Harvest helps provide reliable, healthy snacks and meals for youth. Madison Area Out of School Time helps BLW to build the strongest youth program that we possibly can by developing our staff and enhancing our program structure. Madison Public Library is instrumental in introducing new and innovative learning opportunities for youth, while expanding the tools and teaching styles of our staff to best meet the needs of participants. UW Adult Role Models in Science/WISCIENCE exposes BLW youth who often do not have access to science experiences outside of school to science education. The program also helps BLW staff build skills and understanding around science education, while increasing comfort with leading science activities. BLW's partnership with Lussier exposes Teen Program participants to increased outdoor and educational activities.

What are the decision-making agreements with each partner?

BLW has an MOU or other contract with AmeriCorps PASS, MMSD, and Second Harvest. These contracts are reviewed with partners on an annual basis.

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

BLW emphasizes the importance of safety, support, and wellbeing for youth and families. In order for our children to learn and grow, we recognize that it is essential to connect our families with resources and support in the following ways:

- BLW connects individuals to a social worker and the Latino Family Resource Center for translation services, legal support, help finding housing or obtaining medical services, and more.
- BLW connects individuals with consistent, reliable access to healthy food through a monthly food pantry, weekly community meals, and daily snacks and meals for children in programming
- BLW connects individuals to bilingual employment training programs and job placement through the Latino Academy of Workforce Development.

### 3. PROGRAM STRUCTURE AND STAFFING

- a. Anticipated Frequency, Duration and Attendance:

Middle School Multi-Focused Program	Frequency*	# of Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Multi-Focused Afterschool	3 days per week	5	38 weeks	3:22	22
Multi-Focused Summer	5 days per week	4-8	8 weeks	1:5	20

\*Frequency=number of times per week, month, year (ie. 5 days per week, 2x per mth, 4x per yr)

\*\*Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

- b. Total Annual Anticipated Unduplicated Middle School-Age Youth: Anticipated unduplicated number of individual middle school-age children in the proposed programs:

40

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



The Teen Program provides approximately 3 activities, field trips, and events per year to our participants outside of typical programming. These include end-of-the-school year and summer picnics and an annual overnight camping trip at the end of summer camp. One field trip day per week during the summer is an eight-hour day, and may involve a trip to go hiking at Devil's Lake State Park, rock climbing, etc.

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

Position Title Use one line per individual employee	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total
e. <u>Center Program Director</u>	Bachelor's Degree in related field or equivalent in education and related experience as well as 4 years' experience with program management, staff supervision, budget management and advanced administrative skills	.10	.025	.2145	.34
<u>M/S/HS Program Coordinator</u>	At least 2 years' experience overseeing school age programming, supervising staff and working with families.	.25	.05	0.00	.30
<u>ElemProgram Coordinator</u>	At least 2 yrs' experience as the lead staff coordinating and facilitating youth programs.	.25	.05	0.00	.30
<u>Teen Coordinator</u>	At least 2 years' experience working with elementary aged children in the areas of mentoring and group facilitation	.42	.08	0.00	.50
<u>Kids Café Cook</u>	Experience cooking for large groups in a community or education setting, Serve Safe Certified, ability to work with youth and staff.	.21	.04	0.00	.25
<u>AmeriCorps Member</u>	Experience working as mentor or tutor with school age youth as well as a desire to serve the larger community.	.50	.10	0.00	.60
<u>WU or Madison College Intern</u>	Enrolled in a Human Services, Social Science, Education or Nonprofit Leadership Programs	.40	0.00	0.00	.40

have direct contact with program participants, how are volunteers vetted, trained and supervised?

All Teen Program volunteers fill out an application, complete a background check, and complete an orientation with and are supervised by the Teen Program Coordinator. BLW is very fortunate to have dedicated volunteers, most of which work with us for an average of five years.

#### **4. DATA MANAGEMENT AND MEASURES OF SUCCESS**

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

All participants' families fill out an information form during program registration that includes demographic information. The program is intentionally structured and designed to incorporate a diverse array of activities that help us reach our program goals. Participants who attend program are recorded each day, homework surveys are completed once per quarter, and reading and math assessments are conducted regularly (at least twice per year) by our staff. Program expenses are tracked every month and reviewed by our accountant.

Client confidentiality is of utmost importance at BLW, and our policy is reviewed with all staff upon hire and again prior to summer camp. Participant information is never released to the general public, and names are omitted from any surveys that are conducted. Contract compliance is maintained by requiring staff to complete quarterly reports and through regular staff meetings that provide an opportunity to check in on program activities, outcome measures, and progress toward goals.

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

## **SECTION 2: MIDDLE SCHOOL WEEKEND AND SUMMER EVENING PROGRAM**

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

### **1. PROGRAM DESCRIPTION**

- a. Goal Statement: What is the goal of your program and how does it align with the scope of work described in the RFP guidelines?
- b. Intended Service Population: Describe the intended service population that will be impacted by this program (e.g., ages, race/ethnicities, income ranges, English language proficiency etc.). Please refer to the Data Tool Kit.
- c. Recruitment, Engagement, Intake and Assessment: Describe your plan to recruit, engage and address barriers to participation for the identified service population; and explain the intake and assessment procedure you will use for this program.
- d. Activities: Describe your proposed program activities. Include information about key parts of your program that help us understand how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.
- e. Proposed Timeline for Implementation:

<b>Activity</b>	<b>Estimated Start and Completion Date</b>

- f. Community Engagement: Briefly describe how children, families and the community who may benefit from the proposed program have been involved in the development of this proposal and/or will be involved in the implementation and assessment of program activities and outcomes.
- g. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and or their families. Describe aspects of the proposed programming that will have cultural relevance to the population served.

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

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

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

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

How do these partnerships enhance this proposal?

What are the decision-making agreements with each partner?

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

**3. PROGRAM STRUCTURE AND STAFFING**

- a. Anticipated Frequency, Duration and Attendance:

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

\*Frequency=number of times per week, month, year (ie. 5 days per week, 2x per mth, 4x per yr)

\*\*Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

- b. Total Annual Unduplicated Middle School-Age Youth: Anticipated unduplicated number of individual middle school-age children in the proposed program:

- c. Additional Activities: Do you anticipate providing activities for the weekend and summer evenings middle school program that are not included in the table above? Please describe these activities including frequency, hours and duration (i.e. special event, field trips, workshops or meetings).
- d. Program Staffing: Full-Time Equivalent – Include employees, Americorps members and adult interns. **1 FTE =2080 hours annually**

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

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

**4. DATA MANAGEMENT AND MEASURES OF SUCCESS**

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

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

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

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

**PROGRAM NAME:** \_\_\_\_\_

**1. PROGRAM DESCRIPTION**

- a. Goal Statement: What is the goal of your program and how does it align with the strategies described in the RFP guidelines?
  
- b. Intended Service Population: Describe the intended service population that will be impacted by this program (e.g., ages, race/ethnicities, income ranges, English language proficiency etc.). Please refer to the Data Tool Kit.
  
- c. Recruitment, Engagement, Intake and Assessment: Describe your plan to recruit, engage and address barriers to participation for the identified service population; and explain the intake and assessment procedure you will use for this program.
  
- d. Activities: Describe your proposed program activities. Include information about key parts of your program that help us understand how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.
  
- e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date

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

- g. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and or their families. Describe aspects of the proposed programming that will have cultural relevance to the population served.
- h. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements is addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the MOST Effective Practices?

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

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

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

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

How do these partnerships enhance this proposal?

What are the decision-making agreements with each partner?

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

**3. PROGRAM STRUCTURE AND STAFFING**

- a. Anticipated Frequency, Duration and Attendance:

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

b. Total Annual Unduplicated Middle School-Age Youth: Anticipated unduplicated number of individual middle school-age children in the proposed programs:

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

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

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

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

## 2. DATA MANAGEMENT AND MEASURES OF SUCCESS

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



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





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

Submit Application to: [cddapplications@cityofmadison.com](mailto:cddapplications@cityofmadison.com)

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

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

This application should be used to apply for multi-focused afterschool and multi-focused summer programs (section 1), weekend and summer evenings programs (section 2), and topical/skill/population focused programs (section 3) for high school-age youth implemented by current City-funded Neighborhood Centers. The intent of this application and subsequent contract is for all organizations to present a set of opportunities within the umbrella of one contracted program for each age group, i.e. elementary, middle and high school. Only opportunities that involve both a completely different group of participants for that age group and staff who are not working in the comprehensive multi-focused afterschool and/or summer program, should be considered a stand-alone program with a separate narrative (#1-3) and placed in the Topical/Skill/Population (TSP) program structure, and schedule.

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

Organization:	Bridge Lake Point Waunona Neighborhood Center	Amount Requested:	\$ 0
Programs applied for:	<input checked="" type="checkbox"/> Multi-focus School Year <input checked="" type="checkbox"/> Multi-focus Summer <input type="checkbox"/> Topical/ Skills/Population <input type="checkbox"/> Weekend and/or Summer Evenings		
Contact Person	Thomas Solyst	Email:	tsolyst@blwcenter.org
Address:	1917 Lake Point Drive, Madison, WI 53713	Telephone:	608-441-6991

**SECTION 1: HIGH SCHOOL MULTI-FOCUSED PROGRAMMING**

## 1. PROGRAM DESCRIPTION

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

The goal of the High School Prep Program (Prep) at Bridge Lake Point Waunona Neighborhood Center (BLW) is to help students begin high school with a strong academic foundation through the following: (1) tutoring and academic case management, (2) educational enrichment activities and field trips, (3) career and college visits and first-generation college student guest speakers, and (4) paid internships during the summer with the opportunity to also receive high school credits. Through these activities, Prep aims to:

- Improve student reading levels, math proficiency, rates of homework completion, school attendance, and GPA
- Foster positive attitudes toward college and a belief that a future in college is realistic and attainable
- Develop skills and behaviors that promote academic success in high school and beyond
- Increase students' responsibility and ownership over their own learning and studying
- Provide an opportunity for non-promotional eighth grade students to obtain high school credit and develop leadership skills through a summer internship

These goals align with the scope of work described in the RFP guidelines, as Prep focuses on holistic programming that supports positive youth development through a variety of facets. BLW's multi-activity afterschool and summer internship program emphasize physical and mental health, social emotional learning, cognitive development, and the development of strong relationships between family and community.

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

The intended service population is ninth grade students and non-promotional eighth grade students. According to the Neighborhood Indicators Project, the demographics of the area served are as follows: 16% Latino, 14% Black, 3% Multiracial, 63% White, and 4% Asian. However, the demographics of the High School Prep Program are as follows: 17% Black, 59% Latino, 15% Multiracial, and 9% White; 88% low-income; and English language proficiency is approximately 95%.

In addition to serving students in the Bridge, Lake Point, Waunona, and Owl Creek Neighborhoods, this program will serve students who reside across Southeast Madison and attend Lafollette High School.

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

BLW recruits participants through regular communication with local middle and high schools, communicating with neighborhood residents, and obtaining referrals from other programs and services offered at BLW, such as the Latino Family Resources Center, the

Latino Academy of Workforce Development, and our early childhood, children, and teen programming.

Prep engages program participants and families in a multitude of ways: (1) We encourage input from all participants, as it is their ideas that keep our program exciting, relevant, and aligned with participants' interests and needs; (2) Feedback and concerns are requested of families to ensure that we are responding to the needs of the community. For example, some parents request that our program coordinators attend parent-teacher conferences with them in order to best advocate for the student and set him or her up for success; (3) A variety of cultures and languages are celebrated at BLW. For instance, enrichment programming is based on our students' interests and cultural backgrounds, and we utilize extra-linguistic supports, such as spending time understanding each student's individual needs and academic experience.

BLW addresses major barriers of economic and geographic isolation that the BLW community faces. Programming is offered at no charge, it is within walking distance for a majority of families, and program staff speak multiple languages.

Prep follows an intake procedure for each participant. It begins with a review of expectations with youth and families prior to the student's first day of programming. Additionally, BLW staff contact the student's school to notify school staff that this student is enrolled in programming at BLW. At this time, BLW staff obtain baseline academic assessment information from teachers, discuss any social-emotional or behavioral concerns or needs, and review learning styles or specific strategies for effective learning.

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

During the school year (38 weeks), Prep provides tutoring, homework help, case management, educational activities and field trips, career and college visits, and guest speakers for six hours a week. The curriculum during this time is designed in part from experience leading the successful Rise program at Vera Court, and in part from feedback from BLW's current teens. Every day the teens will complete at least an hour of homework or study time with help from the Prep Coordinator, Youth Workers, AmeriCorps team members, and volunteer tutors. After homework is complete, the teens will participate in hands-on enrichment activities relevant to their personal career/educational goals and in alignment with the Madison Metropolitan School District's curriculum.

During the summer there is an internship for non-promotional eighth grade students. The internship will last 45 hours and will result in a State Youth Leadership Skill Certificate and  $\frac{1}{4}$  high school credit. The curriculum consists of two parts: one week of employment training (e.g., time management, communication, customer service) and three weeks of work experience (e.g. receptionist duties, food pantry, gardening, meal prep, data entry).

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

- Individualized tutoring and academic case management dramatically enhance the Prep program both on an academic and social-emotional level; students who engage in tutoring demonstrate increased confidence and motivation to succeed, improved literacy and math proficiencies, and higher homework completion rates. This, in combination with hands-on enrichment activities relevant to students' personal career/educational goals and in alignment with the Madison Metropolitan School District's curriculum, foster positive attitudes toward higher education and learning overall.
- BLW combines high standards for student performance with youth-led goal setting. Youth meet with their tutors and the Prep Coordinator at the beginning of the academic year to set goals for attendance, behavior, and GPA. This increases the stake youth hold in programming and their own results. Staff meet with students at least once a quarter to check in on progress.
- BLW staff coordinates with parents and the school. An emphasis is placed on relationship building between parents, teachers, and staff to create a supportive environment for youth participants. Additionally, the involvement of teachers and school staff in Prep increases its relevance to academic outcomes, improves tutoring practices, and strengthens connections between the classroom and community. Teachers provide feedback on participants' development, social workers collaborate with staff to remove barriers to academic development for individual students, and school staff assist in the recruitment of potential Prep participants. Collaboration between teachers and tutors specifically increases the impact of tutoring as all adults working with students use complementary approaches, avoiding confusion for youth.
- Staff participate in professional development. Tutoring methods are continually improved via training for all tutors. Training, offered through AmeriCorps, the National College Access Network, Madison Metropolitan School District, and others, keeps tutors informed on evolving best practices for instructing and supporting youth.
- BLW staff are bilingual and live in the BLW community. This dramatically strengthens our program, as bilingual education can strengthen the brain's executive function, and staff are able to better understand children's and families' needs and concerns

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
After-school	September-May
Summer Internship	June-August

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

As a result of community feedback gathered through partnerships with Joining Forces for Families, Briarpatch Youth Services, local high schools, and ongoing discussions directly with community members, Prep develops activities and goals that are reflective of community needs, concerns, and interests.

Specifically, the Prep program has been created because of feedback from teens in BLW's community asking for academic support. BLW led a focus group with its participants to find out what they wanted in this new, expanded program and how we could best support them in reaching their academic goals. BLW develops all of its programs with student input in mind, and we encourage input from all of our teens on an ongoing basis, as it is their ideas that keep our program exciting, relevant, and aligned with our students' interests and needs.

The internship portion of the program was developed in response to more than 1,000 hours of community listening sessions (including a three-part session at BLW Center) completed by Superintendent Cheetham. BLW piloted the internship in 2018 and used feedback from the participants to fine tune the curriculum moving forward. Specifically, BLW staff learned that we need to invest more time into daily training since this was the first time that many of our students needed to follow a work schedule or tasks delegated by a supervisor.

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

Linguistically-responsive practices are essential in supporting our students, as many BLW participants reside in households in which English is not the adult caregiver's first language. Specific practices include the utilization of extra-linguistic supports, such as pictures and maps, practicing vowel sounds, and spending time understanding each child's individual needs and academic experience. In addition, we have staff members who speak Spanish, French, and Portuguese and are able to answer questions of non-English speaking youth and families.

BLW ensures that programming is culturally relevant through a variety of learning opportunities that are based on our participants' cultural backgrounds, such as educational materials and books in multiple languages and first-generation college student guest speakers who represent a variety of backgrounds and cultures. In addition, our staff receive training on topics of cultural competency, such as implicit bias.

Lastly, Prep makes it a priority to employ staff from diverse racial and ethnic populations as a method of promoting cultural competency within programming. Currently 10 out of 14 full-time positions are filled by racially diverse staff, including BLW's Program Director, Latino Family Resource Coordinator, and Program Coordinators. BLW is also dedicated to recruiting former participants, immediate community members, and bilingual individuals.

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

**1. Intentional Program Design:** BLW has designed Prep with the community's needs and interests in mind. We connect our activities (response 1d) to the program's goals listed in response 1a. Instead of only focusing on academics or enrichment, we incorporate both aspects of programming into our day-to-day curriculum because together, they support positive youth development better than they would alone. Our



activities build upon one another, and we incorporate new activities and hands-on learning opportunities into our program based on participant interest areas.

**2. Supportive Relationships with Youth:** One of the greatest aspects of Prep is that it is like an extension of the home for our participants. A major reason for this is due to the authentic, strong relationships between staff and youth. Our staff get to know each student's strengths and needs through one-on-one interactions, case management, and regularly talking with participants about their dreams and goals. In addition, BLW's Program Director, the Program Coordinator, AmeriCorps, and youth workers work together to determine appropriate expectations for consistent behavior management. This ensures that participants and staff understand their roles and boundaries.

**3. Youth Voice and Leadership:** Youth take ownership over this program through sharing their ideas for activities, discussions, college visits, and career exploration topics. Above all, this program is being created due to youth speaking up and expressing their needs. Students have continuously requested an academic program that would provide them with daily homework support, rather than enrichment-only programming. This speaks volumes about our teens, as they are willing to take ownership over their education and advocate for themselves and their learning.

**4. Racial & Cultural Inclusion:** BLW celebrates our community's diversity and supports racial and cultural inclusion through activities reflective of participants' cultural backgrounds. Prep prioritizes college exploration and preparation activities that are sensitive to the challenges our students may face as first-generation college students. BLW staff will recruit guest speakers who are in college or recent graduates and are first-generation and/or students of color to present on college admissions, scholarships, financial aid, majors and courses, and the college experience.

**5. Community & Family Engagement:** Prep serves as a bridge between school and home to create a cohesive learning experience for our participants by partnering with the families. BLW hosts events and workshops, including family nights in which parents learn about what their kids are doing in programming. These types of interactions also provide opportunities for families to give feedback, allow staff to develop meaningful relationships with families, enable families to get to know one another, and strengthen the connection between school and home.

**6. Organizational Management & Staff Support:** BLW staff understand that the mission of our center is to support individuals in strengthening their own lives and strengthening the lives of others, and this impacts program design and daily activities. In addition, BLW is dedicated to recruiting former participants, immediate community members, bilingual individuals, and individuals of color. Highly competent staff are developed through approximately ten professional development trainings per year (e.g. Compassionate Listening, Cultural Bias, and Beyond the Bubbler Trainings through Madison Public Library). Appropriate supervision and support are provided through weekly meetings in which supervisors meet one-on-one with supervisees, weekly program staff meetings, and monthly all-staff meetings. The Program Director and Program Coordinator ensure that we have sufficient materials to support activities and learning opportunities.

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

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

## 2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
AmeriCorps PASS	Academic support, after-school tutoring, social emotional learning skills, youth service activities	Connie Bettin	Yes
Second Harvest Foodbank of Southern Wisconsin	Fresh fruits and vegetables and other food items for snacks and meals, volunteer opportunities for teens	Andrea Draeger	Yes
Madison Area Out of School Time	Professional Development	Nathan Beck	No
Madison Public Library	Education, literacy support, professional development	Sarah Lawton	No
UW Adult Role Models in Science/WISCIENCE	STEM education, professional development	Kevin Niemi	No
MMSD	Professional development, curriculum development, student liaison	Daniel Kigeya	Yes

How do these partnerships enhance this proposal?

These partnerships strengthen Prep in numerous ways. First, our partnership with AmeriCorps provides students with one-on-one intensive tutoring for the entire school year. AmeriCorps members tutor in the students' school classrooms 3-4 times per week. Our relationship with Second Harvest helps provide reliable, healthy snacks and meals for youth. Madison Area Out of School Time helps BLW to build the strongest youth program that we possibly can by developing our staff and enhancing our program structure. Madison Public Library is instrumental in introducing new and innovative learning opportunities for youth, while expanding the tools and teaching styles of our staff to best meet the needs of participants. UW Adult Role Models in Science/WISCIENCE exposes BLW youth who often do not have access to science experiences outside of school to science education. The program also helps BLW staff build skills and understanding around science education, while increasing comfort with leading science activities.

What are the decision-making agreements with each partner?

BLW has an MOU or contract with Second Harvest, MMSD, and AmeriCorps PASS. Contracts are reviewed with partners on an annual basis.

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

BLW emphasizes the importance of safety, support, and wellbeing for youth and families. In order for our students to learn and grow, we recognize that it is essential to connect our families with resources and support in the following ways:

- BLW connects individuals to a social worker and the Latino Family Resource Center for translation services, legal support, help finding housing or obtaining medical services, and more.
- BLW connects individuals with consistent, reliable access to healthy food through a monthly food pantry, weekly community meals, and daily snacks and meals for children in programming
- BLW connects individuals to bilingual employment training programs and job placement through the Latino Academy of Workforce Development.

### 3. PROGRAM STRUCTURE AND STAFFING

- a. Anticipated Frequency, Duration and Attendance:

High School Multi-Focused Program	Frequency*	# of Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Multi-Focused Afterschool	3 days per week	2-5 hours	38 weeks	1:10	10
Multi-Focused Summer	5 days per week	4 hours	4 weeks	3:5	5

\*Frequency=number of times per week, month, year (ie. 5 days per week, 2x per mth, 4x per yr)

\*\*Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

- b. Total Annual Anticipated Unduplicated High School-Age Youth: Anticipated number of individual high school-age youth across all of the proposed programs:

25

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

The Prep Program provides approximately 5 activities, field trips, and events per year to our participants outside of typical programming. These include end-of-the-school year and summer picnics, an annual overnight camping trip at the end of summer camp, and college visits.

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

Position Title Use one line per individual employee	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total
e. Center Program Director  I u n t e e	Bachelor's Degree in related field or equivalent in education and related experience. 4 years' experience with program management, staff supervision, budget management and advanced administrative skills	.08	.02	.11	.21
MS/HS Program Coordinator  I	At least 2 years' experience overseeing school age programming, supervising staff and working with families.	.42	.08	0.00	.40
AmeriCorps Member  v o l u n t	Bachelor's Degree in related field or equivalent in education and related experience as well as demonstrated knowledge of academic teaching methods that is culturally competent.	.33	.07	0.00	.40

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

All Prep volunteers fill out an application, complete a background check, and complete an orientation with and are supervised by the Prep Program Coordinator. BLW is very fortunate to have dedicated volunteers, most of which work with us for an average of five years.

#### 4. DATA MANAGEMENT AND MEASURES OF SUCCESS

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

All participants' families fill out an information form during program registration that includes demographic information. The program is intentionally structured and designed to incorporate a diverse array of activities that help us reach our program goals. Participants who attend program are recorded each day, homework, grades, and attendance surveys are completed once per quarter, and academic assessments are conducted regularly (at least twice per year) by our staff. Program expenses are tracked every month and reviewed by our accountant.

Client confidentiality is of utmost importance at BLW, and our policy is reviewed with all staff upon hire and again prior to summer camp. Participant information is never released to the general public, and names are omitted from any surveys that are conducted. Contract compliance is maintained by requiring staff to complete quarterly reports and through regular staff meetings that provide an opportunity to check in on program activities, outcome measures, and progress toward goals.

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

**SECTION 2: HIGH SCHOOL WEEKEND AND SUMMER EVENING PROGRAM**

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

**1. PROGRAM DESCRIPTION**

- a. Goal Statement: What is the goal of your program and how does it align with the scope of work described in the RFP guidelines?
  
- b. Intended Service Population: Describe the intended service population that will be impacted by this program (e.g., ages, race/ethnicities, income ranges, English language proficiency etc.). Please refer to the [Data Tool Kit](#).
  
- c. Recruitment, Engagement, Intake and Assessment: Describe your plan to recruit, engage and address barriers to participation for the identified service population; and explain the intake and assessment procedure you will use for this program.
  
- d. Activities: Describe your proposed program activities. Include information about key parts of your program that help us understand how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed
  
- e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date

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

- g. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and or their families. Describe aspects of the proposed programming that will have cultural relevance to the population served.
- h. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements is addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)?

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

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

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

How do these partnerships enhance this proposal?

What are the decision-making agreements with each partner?

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

**3. PROGRAM STRUCTURE AND STAFFING**

- a. Anticipated Frequency, Duration and Attendance:

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

\*Frequency=number of times per week, month, year (ie. 5 days per week, 2x per mth, 4x per yr)

\*\*Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

b. Total Annual Unduplicated High School-Age Youth: Anticipated unduplicated high school-age youth in proposed programs:

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

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

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

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

#### 4. DATA MANAGEMENT AND MEASURES OF SUCCESS

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

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



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

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

**PROGRAM NAME:** \_\_\_\_\_

**1. PROGRAM DESCRIPTION**

- a. Goal Statement: What is the goal of your program and how does it align with the Scope of Work described in the RFP guidelines?
  
- b. Intended Service Population: Describe the intended service population that will be impacted by this program (e.g., ages, race/ethnicities, income ranges, English language proficiency etc.). Please refer to the [Data Tool Kit](#).
  
- c. Recruitment, Engagement, Intake and Assessment: Describe your plan to recruit, engage and address barriers to participation for the identified service population; and explain the intake and assessment procedure you will use for this program.
  
- d. Activities: Describe your proposed program activities. Include information about key parts of your program that help us understand how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed
  
- e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date

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

- g. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and or their families. Describe aspects of the proposed programming that will have cultural relevance to the population served.
- h. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements is addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)?

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

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

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

How do these partnerships enhance this proposal?

What are the decision-making agreements with each partner?

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

**3. PROGRAM STRUCTURE AND STAFFING**

- a. Anticipated Frequency, Duration and Attendance:

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

\*Frequency=number of times per week, month, year (ie. 5 days per week, 2x per mth, 4x per yr)

\*\*Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

- b. Total Annual Unduplicated High School-Age Youth: Anticipated unduplicated number of individual high school-age youth in the proposed programs:
  
- c. Additional Activities: Do you anticipate providing activities for the TSP high school program that are not included in the table above? Please describe these activities, including frequency, hours and duration (i.e. special event, field trips, workshops or meetings).
  
- d. Program Staffing: Full-Time Equivalent – Include employees, Americorps members and adult interns with direct program implementation responsibilities. **1 FTE =2080 hours annually**

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

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

**4. DATA MANAGEMENT AND MEASURES OF SUCCESS**

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

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



AGENCY NAME: **Bridge Lake Point Waunona Neighborhood Center**

**STAFF-BOARD-VOLUNTEER DEMOGRAPHICS**

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

DESCRIPTOR	STAFF		BOARD		VOLUNTEER	
	Number	Percent	Number	Percent	Number	Percent
<b>TOTAL</b>	77	100%	455	100%	11	100%
<b>GENDER</b>						
MALE	29	38%	164	36%	8	73%
FEMALE	48	62%	288	63%	3	27%
UNKNOWN/OTHER	0	0%	3	1%	0	0%
TOTAL GENDER	77	100%	455	100%	11	100%
<b>AGE</b>						
LESS THAN 18 YRS	2	3%	26	6%	0	0%
18-59 YRS	72	94%	369	81%	6	55%
60 AND OLDER	3	4%	60	13%	5	45%
TOTAL AGE	77	100%	455	100%	11	100%
<b>RACE*</b>						
WHITE/CAUCASIAN	63	82%	360	79%	8	73%
BLACK/AFRICAN AMERICAN	10	13%	61	13%	3	27%
ASIAN	3	4%	10	2%	0	0%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	1	0%	0	0%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%	0	0%
MULTI-RACIAL:	1	1%	23	5%	0	0%
Black/AA & White/Caucasian	1	1%	23	5%	0	0%
Asian & White/Caucasian	0	0%	0	0%	0	0%
Am Indian/Alaskan Native	0	0%	0	0%	0	0%
Am Indian/Alaskan Native	0	0%	0	0%	0	0%
BALANCE/OTHER	0	0%	0	0%	0	0%
TOTAL RACE	77	100%	455	100%	11	100%
<b>ETHNICITY</b>						
HISPANIC OR LATINO	33	43%	110	24%	0	0%
NOT HISPANIC OR LATINO	44	57%	345	76%	11	100%
TOTAL ETHNICITY	77	100%	455	100%	11	100%
<b>PERSONS WITH DISABILITIES</b>	0	0%	19	4%	1	9%

\*These categories are identified in HUD standards.

Based on the demographics in the chart above and the demographic data on the neighborhoods surrounding your Center available in the Data Toolkit, how does your staff and board align with the demographics of the neighborhood?

Three out of eleven of our board members, and 61% of BLW staff identify as persons of color.



## Language Access Plan

The Vera Court Neighborhood Center, Inc. nonprofit (Vera Court Neighborhood Center and Bridge Lake Point Waunona Neighborhood Center) prioritizes language access for all of its programs and facility use. Spanish speaking staff are available at both centers and French speaking staff are available at Vera Court. More than 50% of Agency staff are bilingual. A Latino Family Resource Center Coordinator is available to assist residents in accessing social services and in providing interpretation, and our Latino Academy of Workforce Development provides bilingual, culturally competent adult education, job training, and placement. Both websites have a page in Spanish with resources. All after-school and summer camp program forms are translated into Spanish.

Vera Court Neighborhood Center  
614 Vera Court | Madison, WI 53704  
608.246.8372 | [general@veracourt.org](mailto:general@veracourt.org)

Latino Academy of Workforce Development  
1917 Lake Point Drive | Madison, WI 53713  
608.441.6991 | [general@latinoacademywi.org](mailto:general@latinoacademywi.org)

Bridge Lake Point Waunona Center  
1917 Lake Point Drive | Madison, WI 53713  
608.441.6991 | [general@blwcenter.org](mailto:general@blwcenter.org)

**Bridge Lake Point Waunona Neighborhood Center (BLW Center) Strategic Plan 2019**  
**Created by BLW Steering Committee, Board of Directors, and Staff**  
***DRAFT 7.25.2019***

**ABOUT US**

Vera Court Neighborhood Center, Inc. (Vera Court, Inc.) is a nonprofit organization that includes Vera Court Neighborhood Center, Bridge Lake Point Waunona Neighborhood Center (BLW Center), and the Latino Academy of Workforce Development (LAWD). The mission for the overarching agency is to support its community in addressing the needs identified by its residents.

**Our Vision -**

A community that supports individuals in both strengthening their own lives and strengthening the lives of others.

**Our Values-**

Celebrate Diversity  
Take Ownership  
Be Part of Something Bigger

BLW Center, a community center on Madison's South Eastside, joined the Vera Court Neighborhood Center, Inc. 501(c)3 nonprofit in 2004. In the past, BLW Center was somewhat isolated from the community; many residents, especially along the lakeside, didn't know that BLW existed or didn't know that it offered programming relevant to their interests. At the time, BLW did not offer its own programming. Instead, outside organizations came in to run after-school programming. The place was predominantly seen as a center solely for children from lower-income families. Crime?

BLW has flourished in the last 15 years to a home away from home for community members from all walks of life. It's youth programming is now run by the center and includes an early childhood, children, and teen program. Programming has expanded to include senior programming, a Latino Family Resource Center, food pantry, community meals and picnics, cultural events, and more. Everyday the Center is open for residents to grab a cup of coffee, read the paper, use the computers and phone, and connect with others. While programming is mainly shaped by residents in the Bridge, Lake Point, and Waunona neighborhoods, participants come from all over Dane County. Besides providing high-need services, BLW provides a family to everyone who enters its doors. Many participants tell stories of how BLW helped them graduate from high school, obtain a higher-paying job, make a difference in their community, or connecting them with the social services they need to provide a stable home for their family. As one Steering Committee member said, "BLW changes lives."

BLW is a safer, thriving community thanks to the partnership between community members and the community center. In the last couple years, Madison Neighborhood Indicators Project shows that were at an all-time low for crimes against persons (12 in 2018), crimes against property (38 in 2017), and crimes against society (60 in 2018).

The Steering Committee still identifies space and outreach as a challenge. Even though participation from the Waunona community has increased, many residents still only know BLW as the place to vote. However, in order to accommodate more residents, BLW will need a larger space. The current converted apartment building is at its capacity, therefore limiting its potential to bring together everyone in the community.

## **THE FUTURE OF BLW**

A new, expanded community center will provide a place for **everyone** in the community. The new center will allow BLW to offer programming for all ages simultaneously and to increase the frequency and scope of programming. BLW will expand upon its center-run programming by including resident-led events and workshops, and services and programs led by partnering organizations (e.g. facility-use partners).

The future of BLW is not only about services though. **Our vision is that residents will not only receive support, but also give back.** Residents will receive training and resources to become leaders in our community. We see a resident-driven community center. Residents will participate on the Board of Directors, lead Steering Committees and Subcommittees, volunteer in youth programming, help at the food pantry or community meals, or lead workshops or classes of interest (e.g. knitting, Spanish).

Our long-term goal is a new community center that boosts community cohesion and safety, provides programs and services in response to the needs and interests identified by residents, is led by staff from the community and a powerful volunteer core, and is supported by local corporations and residents.

Success will be measured by reaching the following indicators in the next five years:

- Community center funded in part by the City of Madison and in part by the local residents, corporations, and foundations
- Expand donor base by X%
- Increase center usage by X%



- Offer programming and community events that encourage residents from all socioeconomic and racial backgrounds to attend, thereby shifting participation demographics to more accurately reflect those of the neighborhood
- Increase volunteer base by X%
- Increase facility use hours by X%
- Maintain a high staff retention rate of X%

Potential obstacles toward this goal include financing, siloed neighborhoods, racial or political issues, and a location that is separated from the rest of the City. BLW Center is strengthening their foundation in order to reach this goal through wider outreach (e.g. Outreach and Communications Subcommittee, focus groups, social media, community events) and resident-led Steering Committees and Subcommittees.

Our timeline to reach this goal is included below. Every year, BLW intends to host a community engagement session similar to an “Annual Meeting” to share progress on goals and gain feedback on next steps. Note that this is in addition to the listening sessions for the new community center.



### Agency Capital Improvement Plan

Vera Court Neighborhood Center updated the entire center in 2017. Maintenance at Vera Court is completed by Meridian, the property owner. Meridian manages all CIPs and determines maintenance priorities.

Bridge Lake Point Waunona Neighborhood Center intends to build a new center in 2020, at which point a CIP will be created for ongoing maintenance. Maintenance at Bridge Lake Point Waunona is managed by the Facility Director. The center's interior and exterior are cleaned of debris daily. Annual maintenance includes the following:

- Check the condition of floors, ceilings, and walls
- Look for leaks or water damage in bathrooms and ceilings
- Check that doors lock and unlock easily
- Make sure that exits are clearly marked, with additional signage as needed
- Test smoke and carbon monoxide detectors and change batteries
- Check that all lights (interior and exterior) are working, replacing bulbs as needed
- Conduct routine pest inspections and treatments
- Check the condition of the windows and look for any that might be broken
- Clean debris from the roof and gutters
- Check the condition of sidewalks and parking lots
- Look at the condition of exterior paint or siding
- Test the fire alarm system and sprinkler system
- Check the HVAC or heating and cooling systems



### Agency Facility Use Policy

Vera Court Neighborhood Center, Inc. (including both Vera Court and Bridge Lake Point Waunona Neighborhood Centers) provides space for community organizations and residents to rent. The space is free to rent Monday-Friday during the day and evening (8am-8pm). A fee of \$75 is required to rent the space on weekends during the day or evening (8am-8pm) to cover cleaning costs.

A deposit of \$200 is required for residents renting the space for parties. No alcohol, candles, or smoking is permitted. Decorations may not be adhered to the walls or ceilings using tape, tacks, nails, etc. Groups may utilize the kitchen, computers, and projector if these are not being used by programming at the same time.

Rentals will be made and fees will be adjusted at the discretion of the Agency. Longer-term facility use contracts may be subject to different fees and requirements. Reservations are required by calling the center.