



Current City Funded Neighborhood Centers: Center Support Application for 2020

Submit Application to: cddapplications@cityofmadison.com

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

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

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

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

Neighborhood Center:	Bayview International Center for Education and the Arts		
Contact Person:	Alexis London, Executive Director	Email:	alexislondon@bayviewfoundation.org
Address:	601 Bayview	Telephone:	608-256-7808

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).

Bayview's Community Center, The International Center for Education and the Arts, is located at 601 Bayview in Madison, Wisconsin. The center is part of Bayview Foundation, Inc. which is a 501c3 non profit organization that also owns and operates 102 units of affordable housing for low to moderate income families. The 6.4-acre property is part of Madison's "Triangle" neighborhood and is bordered by Regent Street on the north, West Washington Avenue on the east, and is accessed via Braxton Street from the west. Located in the heart of Madison's historic "Greenbush" neighborhood, the center and housing development sits just under one mile from the Wisconsin State Capitol building.

The center is located within a 1/2 and 3/4 mile radius of Brittingham Park, the shores of Monona Bay and the University of Wisconsin-Madison (UW). In addition to Bayview Townhouses and Community Center, the "Triangle" neighborhood is home to affordable housing owned and operated by Community Development Authority (CDA), an ethnic grocery store and medical facilities and clinics. The Monona Bay neighborhood is to the east of Bayview, immediately across West Washington Ave. The immediate area surrounding Bayview can be difficult for nearby residents to commute by foot due to high-traffic, busy streets and large intersections.

- 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 data gathered by the Neighborhood Indicators Project, the City Funded Neighborhood Center Map shows the 1/2 mile area surrounding Bayview as densely populated. There were 13,880 residents (Census 2010) with 20% of dwelling units being campus-only units and 7.6% being subsidized units (Census 2018). Of the 5,157 housing units within a 1/2 mile area, only 5% are owner-occupied, an indicator that there are more apartment housing units in the surrounding area than there are single-family houses, which can account for the high population.

In the Monona Bay Neighborhood (MBN), 44% of dwelling units are subsidized. Of the 627 total households, 11.3% are families with children and 3.8% are female-headed families with children. The median household income is \$25,454, which is less than half the City of Madison's median household income of \$59,387. MBN is home to a high minority and low-income population: 25.5% are Asian; 9.8%, Black or African American; and 8.7%, Hispanic or Latino. Youth in the neighborhood account for 14.7% of the population and seniors account for 7.5% of the population (Census 2010).

It's important to point out that the data from MMSD and DPI does not separate Southeast Asian students from the general Asian population, including Chinese, Korean and Japanese students. Thus, the data is skewed and doesn't reflect the deep disparities that exist between the various Asian ethnic groups. Bayview is in the process of working with MMSD and DPI to collect demographic data specific to the ethnic and racial groups living in the Bayview community. Some of the data included in the Dane County Health Needs Assessment is reflective of the challenges and issues facing Hmong youth, the predominant population served within Bayview's youth programs. Based on data reported in the 2018 Dane County Youth Assessment, 93.2% of Hmong students live at home with their parents. When surveyed about the financial situation of their household only 29.7% reported that "money is not a problem." Compared to the Dane County totals, Hmong students experience more financial struggles than their peers by nearly double. The following additional data from the Dane County Youth Assessment illustrates the need for intentionally designed and culturally specific programming for Hmong youth: 68% have never been involved in leadership programming; 61% have never been involved in arts (visual, dance, drama and music) programming during their out of school time; 61% have never been involved in

academic support programming, such as tutoring or homework club; 34% are looking for employment but can't find work; and, only 13% have been involved in community service and volunteer work.

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

n/a

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

The data cited below is specific to the "Triangle" portion of the neighborhood and includes residential demographics from Bayview Townhouses and Community Development Authority (CDA), as well demographic information included in the recently completed Triangle Monona Bay Neighborhood Plan (2019).

Based on Bayview's June 2019 report, 310 low to moderate income residents live at Bayview Townhouses. The community is extremely diverse and most residents come from immigrant and refugee backgrounds, including: 48% Hmong; 10% Vietnamese, Cambodian, or Laotian; 25% Latino; 15% African/African American; and 2% White/Native American. There are more than 110 children between the ages of 0 and 18 and approximately 70 seniors over the age of 60 living at Bayview. The majority of the apartments have female heads of household. The primary languages spoken at Bayview include: Hmong, English, Spanish, Vietnamese, Russian and Cambodian. Approximately 50% adults and seniors living at Bayview are non-English speakers and have very limited proficiency in English reading, writing and speaking. The other 50% of adults have some proficiency and/or are bilingual in more than one language, including English and their native language/s. Though English is not the primary language spoken at Bayview, nearly all of the children at Bayview are bilingual. Residents at Bayview are low to moderate income and the average annual income is \$17,000 per year.

Bayview's immediate neighbor on the Triangle is Community Development Authority (CDA) which owns and operates four unique affordable housing developments on the Triangle, including: Brittingham Apartments (163 units), Gay Braxton (60 units), Karabis (20 units) and Parkside Tower and Townhouses (95). Approximately 370 residents live at CDA and most are seniors or adults. Data from 2018 indicates that approximately 80% of CDA residents living on the Triangle have mobility issues and/or varying degrees of other physical and mental health challenges. CDA residents have very low incomes, having a median income of \$10,000. The majority of CDA residents are White (58%) and African American (37%).

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

Though no significant changes are anticipated in 2020, it's important to note that the Triangle neighborhood will undergo many significant changes in the next five to ten years. Planning for the redevelopment of Bayview, including the demolition and rebuilding of all the apartment units as well as the community center, is underway with construction expected to start in late 2020 or early 2021. Bayview has conducted an extensive resident engagement process that included involvement from over 70% of its current residents. The redevelopment project includes the addition of one bedroom apartment units as well as an increase in three bedroom apartment units. The overall population of Bayview will likely increase to 500 total residents by 2023. This number includes a projected 200-300% increase in the number of children living at Bayview. CDA is also planning to update and renovate its affordable housing on the Triangle. They also anticipate an overall increase in the number of low to moderate income residents being housed and served in the area. In addition to the expected reconstruction and renovation

to housing, the City's recently adopted Triangle Monona Bay Neighborhood Plan includes a new public road be added to the Triangle. This road will start where Braxton Place ends and serve as a narrow, slow traffic north/south connector street between Regent Street and West Washington Avenue. Bayview plans to expand and relocate its community center to the new street so that the center is more easily accessible to all users within the community, including Bayview, CDA and Monona Bay residents.

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.

Bayview's Center provides extensive youth programming for 100 unduplicated neighborhood youth a year as well as educational, wellness and literacy programs and resources for adults and seniors. Bayview's Center primarily serves the low-income and culturally diverse residents that live at Bayview Townhouses who otherwise might not have access to, or know of, programs and resources available to them outside of the center. A large majority of residents speak English as a second language and Bayview currently employs nine full and part-time staff who can assist with interpretation and translation. Lanugae interpretation in Hmong and Spanish is provided at every meeting and event hosted by Bayview. Additionally, Plain English and pictorial icons is used in printed materials and informational flyers distributed to families.

In addition to educational, cultural and wellness programs, Bayview provides extensive resource and referral services to residents. Given that Bayview housing and community services are provided by the same non-profit organization, and under the same leadership, there is continual interaction between housing and community center staff and, thus, an integration of services and supports. For example, if a child in the youth program mentions not having access to food at home, Bayview youth staff can address this concern immediately and directly with housing staff to better understand what the situation might be at home. Confidentiality is of the utmost importance, but it's important to highlight the manner in which services are wholistic and integrated.

Access to healthy, culturally appropriate food and sustaneance gardening is big part of the daily life at Bayview. The majority of residents use their front yards as spaces for growing food for their families. Bayview also partners with CDA to offer garden plots to residents, as requested. Bayview plans culturally sensitive communitiy meals and snacks within all programs. In addition, resdients are often hired to plan and prepare snacks and meals for youth and seniors. Bayview programming emphasizes food as evident in the following initiaitves that are food and/or garden focused: Healthy Cooking Club for elementary and middle/high school youth, senior meals, Tea and Talk, Giving Garden, Children's Heritage Garden and weekly Food Recovery Network meal pick-up.

A unique and defining aspect of Bayview's mission is arts and culture. Since the 1980's Bayview has devoted time and resources to the development of art projects, including public and community based art, as well as the cultivation of local talent. Both Arts Wisconsin and Call for Peace Drum and Dance started at Bayview. Bayview was also the organizer and primary sponsor of the annual Triangle Ethnic Fest which took place for 35 years. Bayview's commitment to the arts continues today with ongoing arts education and employment programs in addition to annual public and community art projects. Recent project include: La Mariposa de la Vida (The Butterfly of Life), a 19 ft mosaic mural that reflects the diversity of the people living at Bayview, and Patterns of Bayview, a 300 ft banner mural installed on Regent Street. Arts and cultural programs are designed to be responsive to the needs of the residents and neighborhood, reflecting the richness and beauty of the community.

- 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, approximately 90% of all Bayview programs and services involve the low to moderate income individuals and families who live in Bayview Townhouses. As stated earlier, the average household income for Bayview's primary users is \$17,000 per year and the racial and ethnic breakdown of participants is as follows: Southeast Asian (58%), Latino (25%), African/African American (15%) and Native American or White (2%). Bayview also serves a growing number of low income CDA residents who primarily participate in the center's food access programs.

- 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).

Bayview is in the midst of an intensive planning process due to plans to redevelop all of the housing and the community center. Bayview plans to add 28 additional affordable housing units to the development which will include 24 one bedroom apartment units (all current units are either two or three bedrooms). With the addition of one bedroom units, Bayview has the opportunity to "right size" households, so 1-2 person households will be able to move into the one bedroom units which will make more room for 4-6 person households to move into the two and three bedroom units. With these adjustments, Bayview anticipates that the total number of residents living at Bayview and utilizing center services and programs will increase dramatically within the the next 3-4 years. Specifically, the number of children ages 0-18 may increase up to 300%, going from 110 to 300. Being a Section 8 housing development, and a non-profit with the mission of serving low to moderate income families, the majority of Bayview current and future residents will be low income, people of color. To accommodate the growth within the Bayview community, as well as the anticipated increase in service to CDA and Monona Bay residents, Bayview's new center will grow in size and capacity. The center will be approximately 9,000 square feet and will serve hundreds more residents per month. Programs and services will grow to match the needs of the community and staffing will increase accordingly. Some anticipated adjustments include: separate lower and upper elementary programs, separate middle and high school programs, early childhood programming five days per week, daily senior programs, fitness/wellness facilities, expanded dry and refrigerated pantry, and increased adult education, food access and community building programs.

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	Included in redevelopment plan
Gymnasium		
Large Activity Room	X	Included in redevelopment plan
Reception Area	X	Included in redevelopment plan
Executive Director Office	X	
Staff Office Space	X	
Commercial Kitchen		Included in redevelopment plan
Non-Commercial Kitchen	X	

Food Pantry	X	Included in redevelopment plan
Outdoor Green Space	X	Included in redevelopment plan
Outdoor Play Area - without Equipment		Included in redevelopment plan
Outdoor Play Area - with Equipment	X	
Exercise Room		Included in redevelopment plan
Computer Lab	X	
Recording Studio		
Performance Space		
Other: Art Classroom/Multipurpose Arts Studio Space	X	Included in redevelopment plan

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	Facility use hours	250-2,140 facility use hours per year	2,141+ facility use hours per year	<input type="checkbox"/> Tier 2 Expectation Met <input checked="" type="checkbox"/> Tier 1 Expectation Met

have Access to the Facility				<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"> • Have a facility use policy that provides low/no cost options for residents. • Have a maintenance and facility update plan. • Have a language access plan for facility and programs. 		<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"> • Center is available for facility use at least 5 or more Saturdays or Sundays per year. • Center is available for facility use until 7pm at least 2 days per week. 	<ul style="list-style-type: none"> • Center is available for facility use at least 12 Saturdays or Sundays per year. • Center is available for facility use until 8 pm at least 3 days per week. 	<input type="checkbox"/> Tier 2 Expectation Met <input checked="" 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:

5,500 square feet

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

No changes anticipated for 2020. However, as outlined in an earlier section, a new center is being planned as part of Bayview's redevelopment project that includes the complete reconstruction of all Bayview housing, community center and green space. If funding is secured, construction of the new community center would start in 2022. It's expected that the new center would be approximately 9,000 interior square feet.

List Rooms available for Facility Use	Square footage of Room	Room Features (tables, chairs, A/V)	Occupancy Capacity of space
Downstairs Classroom	925	Tables, chairs	100
Upstairs Classroom	775	Tables, chairs, A/V	100

Art Room/Multi-purpose Classroom	450	Tables, chairs	20
Conference Room/Senior Classroom	50	Tables, chairs, couch, A/V	10
Kitchen	120	Range, oven, dishwasher, prep area	5

2. Facility Use Hours

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

2019 is the first year in which Bayview has received Center Support funding and reporting for this year is still ongoing. Through previous internal reporting from 2018, it was estimated that Bayview provided 250 of facility use hours.

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

Facility use hours are expected to increase by 15% in 2020 due to an increase in evening and weekend programming for middle and high school age youth.

3. Facility Use Participants

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

2019 is the first year in which Bayview has received Center Support funding and reporting for this year is still ongoing. Through previous internal reporting from 2018, Bayview provided facility use for 300 unduplicated participants.

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

Yes, Bayview has an established facility use room reservation form and guidelines. On an annual basis, rooms within the community center are reserved by area residents for the following purposes: neighborhood association meetings, baby showers, holiday parties, birthday parties, family gatherings, and cultural events.

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

Bayview doesn't anticipate any significant changes to its facility use participants.

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.
No changes are planned for 2020.

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

- a. How many Saturdays and Sundays is the center available per year for facility use?
 0-4 days per year 5-11 days per year 12 or more days per year
- b. Is the center available for facility use until 7pm at least 2 days per week (excluding holidays and bi-yearly maintenance and cleaning weeks)?
 Yes No
- c. Is the center available for facility use until 8pm at least 3 days per week (excluding holidays and bi-yearly maintenance and cleaning weeks)?
 Yes No

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

Bayview's business offices are open to the public from 8:30am to 5pm Monday through Friday. On a regular basis, Bayview's community center is open until 7pm or 8pm (depending on programming) Monday through Thursday and until 6pm on Friday. Bayview's center is open on Saturdays for programming, as scheduled.

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

Bayview's front desk is staffed until 7pm Monday through Thursday and until 6pm on Friday. Full time, part time and contracted staff are also present in the building during these times. The front desk is staffed until 6pm and as needed/requested on Saturdays and Sundays. Program staff are scheduled as needed.

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

Bayview's program schedule and facility use and room reservation information is available on its website at www.bayviewfoundation.org. To reserve a space at Bayview, interested individuals and/or groups must complete and submit the room reservation form to Bayview's Outreach Coordinator and/or front desk staff. Requests are then reviewed, confirmed and scheduled, as appropriate and as space and scheduling permits.

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

Bayview is closed on the following holidays: Thanksgiving, Christmas Eve, Christmas Day, Labor Day, Memorial Day, Martin Luther King Jr Holiday, Forth of July, New Years Eve and New Year's Day. Regular youth programs follow the annual MMSD schedule and close during the winter and spring breaks. The youth programs also break for 7-10 days immediately after the end of the school year and until the start of summer programming, as well as for 7-10 days immediately following the end of summer programming and before the start of the school year. Facility maintenance and cleaning takes place during the scheduled program breaks.

- h. Describe any anticipated changes to your facility policies and plans in 2020.
No changes are planned for 2020.

Section 4: Engage and Connect with the Community

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

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.

Bayview has a very strong commitment to resident and/or participant involvement in program planning and organizational governance. Bayview residents are involved in the following governing boards and/or advisory committees: board of directors (4 members; 36%), housing committee (5 residents), programming committee (up to 2 residents), and senior programming committee (up to 8 residents). Youth voice and agency is a key philosophical underpinning within all youth programs and program staff are creative in how they gather input and facilitate involvement in program and activity decision making (surveys, tallys, visual preference, etc.). Some tools and strateiges used to gather input from residents who are not currently involved in committee and/or programs include: community meetings and Q&A, one to one/door to door interviews and surveys conducted by other residents, visual preference surveys in Bayview's lobby, informal interviews by housing staff during the annual recertification (Section 8 income verification and compliance) process.

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.

No mayor changes are planned for 2020. Bayview's redevelopment planning will continue into 2020 and will involve up to 75% of all residents. Community center and site features (including: gardens, play spaces, green space, public and community art and storage areas) will be discussed, identified and vetted by residents. Several planning and design review meetings will be planned to gather specific input for architects and designers.

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.

Bayview hosts a minimum of six community building events per year. These events include: community meals (quarterly), annual Summer Showcase event, annual Holiday Party, and family fun programming and events. In addition, Bayview hosts several other outreach events and programs, including: back to school supply give-away, Thanksgiving meal give-away, holiday gift drive, and more than 10 community/resident meetings per year.

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"> Programming for at least two of the following age groups offered: Elementary, Middle, and High School aged programming. 12 or more planned activities at the Center for adults per year. Have a plan to connect residents with needed resources and services. Have a food pantry in Center or relationship with food pantry in area. 	<ul style="list-style-type: none"> Elementary, Middle, and High School aged programming required. 24 or more planned activities at the Center for adults per year. Have a plan to connect residents with needed resources and services. Have a food pantry in Center or close relationship with food pantry in area. One or more of the following: Adult Employment, Early Childhood, and Older Adult programming. 	<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. Programming and Resources Offered

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

Program Type	Program Timing: <i>Select one</i>	City Funded?	Continuing or Proposed Program?
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		<i>Select one</i>	<i>Select one</i>
Elementary	Year Round	Yes	Continuing
Middle	Year Round	Yes	Continuing
High School	Year Round	Yes	Continuing
Early Childhood	School Year	No	Continuing
Older Adult	Year Round	No	Continuing
Adult Employment	n/a	n/a	n/a

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

- 0-11 12-23 24 or more

Please describe the types of activities.

The following activities for adults took place in 2018: Tea and Talk (senior social and arts/crafts program), Senior Meal and Bingo, Community Meals (4 x year), ESL classes, computer literacy classes, gardening programs, pest management and education workshops, Zumba, Zumba Strong, field trips, yoga, senior walking program, voting education, senior/adult creative arts classes and workshops.

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

Bayview's housing and outreach staff are available to assist residents and members of the general public gain information and access to community resources and services, such as: Food Share, Childcare, affordable housing, health care access information, voting information and registration, MMSD school registration, local food and basic need pantries, emergency financial assistance, mental health services, language interpretation and translation services, transportation and much more. Bayview partners regularly with the following agencies: Food Share, CDA, Journey Mental Health, Reach Dane, Play and Learn, MMSD, Joining Forces for Families, ABC Health, Literacy Network, etc.

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.

The current food pantry is very limited in its offerings. Breads, sweets and some canned goods are delivered twice weekly by volunteers. Fresh vegetables from various local, organic farms are available during the summer and early fall months, typically June through October. Approximately, 50 people use the pantry at least once per week. In addition, Bayview's current food access program includes a partnership with UW's Food Recovery Network and meals are delivered twice weekly to the Center, typically on Monday and Thursday evenings. The meal program is perishable and must be picked up and eaten or refrigerated within a couple of hours.

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.

In addition to Bayview's small food pantry and its partnership with UW's Food Recovery Network, Bayview has a relationship with the food pantry program offered once monthly at Brittingham Apartments, Bayview's neighbor on the Triangle. Many Bayview residents secure food from this pantry each month. Members of the Triangle Ministry, through a partnership with SSM Health and Second Harvest, manage the pantry.

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

No significant changes are anticipated in 2020 with the exception of increased programming for Southeast Asian seniors. Bayview is continually tweaking its youth programs due to growing numbers of elementary age youth and the ongoing adaptations to middle and high school programs based on the needs and interests of the youth involved.

Section 6: Build Organizations and Administrative Capacity

Requirement:	Benchmark:	Tier 1 Expectation:	Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? <i>Check only one box.</i>
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 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	Policy and Planning	<ul style="list-style-type: none"> • Have a current strategic plan. • Submit annual reports on board and staff demographics. • Have an existing personnel policy that addresses key elements required in contract. 		<input type="checkbox"/> Tier 2 Expectation Met <input checked="" 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.

Bayview is proposing hiring a Community Programs Manager in 2020. This new position would add approximately \$60,000 to the annual Center budget. Bayview is also in the midst of preparing to embark on a capital campaign that would likely launch in spring 2020. A capital campaign consultant will be hired in fall 2019 to start work that will include a feasibility study and capital campaign consulting and support.

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
Elementary Program Coordinator	Minimum of 3 years experience working with youth in a multi-focus out of school setting, background in education or related field, cultural/racial competency, experience working with culturally, racially, ethnically and linguistically diverse people.
Middle and High School Program Coordinator	Minimum of 3 years experience working with youth in a multi-focus out of school setting, background in education or related field, cultural/racial competency, experience working with culturally, racially, ethnically and linguistically diverse people.
Outreach Coordinator	Minimum of 3 years experience working with all ages in a multi-focus community setting, background in education, outreach or related field, cultural/racial competency, experience working with culturally, racially, ethnically and linguistically diverse people.
Front Desk Staff/Reception	Minimum of two years experience in office and/or customer service experience; highly organized and efficient.
After School Staff	Experience and/or strong interest in working with youth in out of school setting, background and/or interest in education and/or related field, cultural/racial competency.
PASS Americorps Member	Experience and/or strong interest in working with youth in out of school setting, background and/or interest in education and/or related field, cultural/racial competency.

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

Program volunteers who have direct contact with Bayview participants are required to complete a Volunteer Application form that is submitted to Bayview staff. If the volunteer's interests, skills and availabilities match program needs, then an in-person meeting and/or orientation is scheduled. All volunteers who work directly with participants are required to undergo a background check process. Once a volunteer is placed in a program, he/she is oriented and/or trained as needed by program staff. Volunteers sign in and out, tracking their hours, at the Center's front desk. Program staff monitor and supervise all volunteers and provide coaching and redirecting as needed. If volunteers come from UW, MATC and/or Edgewood, and receive class credit for their volunteer work, their progress is both monitored by Bayview as well as their individual professors. Bayview staff communicate with partner college and university staff and teachers, as needed, if issues arise.

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

Bayview is contemplating hiring a full time Community Programs Manager in 2020. This new position would be responsible for overseeing and managing all community center operations, management and evaluation, including: personnel, programming, facility use, outreach, facilities, budgeting and marketing.

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?
 2016

- 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"> ● Participate in sampling. ● Use data in decision-making (data toolkit and other resources). ● Collect data to track program outcomes. 	<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.

Bayview relies on data as well as quantitative and qualitative outcome measures to evaluate program and facility use objectives. Program and outreach staff meet on a monthly basis to review program information and identify strengths and opportunities. If data demonstrates that certain programs are not popular, and that data is verified with other reports, the program, project or event is modified. Bayview is mindful of its limited resources and is nimble enough to make changes and adjustments quickly in order to better meet the needs and interests of center users.

- b. How do you track facility use data?

Bayview currently uses the following tools to document and track facility use data: sign in forms, MOST MIS, facility use calendar, and tally counters for large gatherings and community events. Currently, different staff use different systems. For example, youth program staff use MMSD's MIS system and outreach staff use sign in forms and attendance sheets. All the data is combined and tracked using Excel spreadsheets.

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

Bayview recently hired an Administrative Associate who will evaluate the center's current facility use hours and unduplicated participant tracking systems and determine if a more efficient and less cumbersome system is possible. Since different staff use different systems for tracking data, we want to determine if there is a more consistent approach. This evaluation will involve contacting other centers to find out more about the systems they have in place and what works/doesn't work well. As Bayview grows, we anticipate looking into purchasing a participant and/or program tracking database, but that likely wouldn't be until the new center is completed.

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.
n/a

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

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.

With the redevelopment plans, Bayview will be in a position to move to Tier 2 within 3-4 years. As stated earlier in the application, the new center will increase in size, staffing, facility use, unduplicated participants, capacity and programming hours. Please see the other sections of the application for more detailed information about the anticipated changes.

Section 9: Funding Projection

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

Program Type	2019 Allocation	Amount Shifted	2020 Proposal
Center Support			\$80,000
Elementary Programs	\$15,820		\$23,000
Middle School Programs	\$15,454		\$11,500
High School Programs	\$14,849		\$11,623
Other City-funded Programs			
Total			

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.

Bayview anticipates being funded at the Center Support Tier 1 level of \$80,000 in 2020. The funds will be used to augment operational costs including but not limited to the following: personnel, insurance, and supplies/equipment. Bayview currently receives a total of \$46,123 in City funding for its youth programs including elementary (\$15,820), middle (\$15,454) and high (\$14,849) school programs. These funds will be redistributed to better reflect the needs of each program. The anticipated new distribution will be as follows: elementary (\$23,000), middle (\$11,500) and high (\$11,623) school programs.

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

Bayview is proposing hiring a Community Programs Manager in 2020. This new position would add approximately \$60,000 to the annual Center budget. Bayview is also in the midst of preparing to embark on a capital campaign that would likely launch in spring 2020. A capital campaign consultant will be hired in fall 2019 to start work that will include a feasibility study and capital campaign consulting and support.

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

Program Type	Start Time	End Time
MONDAY		
Elementary		
Multi Focused Afterschool	1	5:30
Multi Focused Summer	8:30	3:30
Topical/Skill/Population Focused		
Middle School		
Multi Focused Afterschool	2:30	5:30
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		
High School		
Multi Focused Afterschool	2:45	6
Multi Focused Summer	8:30	3:30
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		

Program Type	Start Time	End Time
TUESDAY		
Elementary		
Multi Focused Afterschool	3	5:30
Multi Focused Summer		
Topical/Skill/Population Focused		
Middle School		
Multi Focused Afterschool	5:30	7
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		
High School		
Multi Focused Afterschool	5:30	7
Multi Focused Summer	10	4
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		

Program Type	Start Time	End Time
WEDNESDAY		
Elementary		
Multi Focused Afterschool	2:45	6
Multi Focused Summer	8:30	3:30
Topical/Skill/Population Focused		
Middle School		
Multi Focused Afterschool	3	5:30
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		
High School		
Multi Focused Afterschool	5:30	7
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		

Program Type	Start Time	End Time
THURSDAY		
Elementary		
Multi Focused Afterschool	2:45	6
Multi Focused Summer	8:30	3:30
Topical/Skill/Population Focused		
Middle School		
Multi Focused Afterschool	3	8
Multi Focused Summer	10	6
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		
High School		
Multi Focused Afterschool	3	8
Multi Focused Summer	10	6
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		

Program Type	Start Time	End Time
FRIDAY		
Elementary		
Multi Focused Afterschool	2:45	5:30
Multi Focused Summer	8:30	3:30
Topical/Skill/Population Focused		
Middle School		
Multi Focused Afterschool	3	6
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		
High School		
Multi Focused Afterschool	3	6
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		

Program Type	Start Time	End Time
SATURDAY		
Elementary		
Multi Focused Afterschool		
Multi Focused Summer		
Topical/Skill/Population Focused		
Middle School		
Multi Focused Afterschool		
Multi Focused Summer		
Summer Evening		
Weekends Day	12	3
Weekend Eve.		
Topical/Skill/Population Focused		
High School		
Multi Focused Afterschool		
Multi Focused Summer		
Summer Evening		
Weekends Day	12	3
Weekend Eve.		
Topical/Skill/Population Focused		

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

-SIGNATURE PAGE-

City of Madison Contracts:

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

1. Affirmative Action:

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

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

2. Insurance

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

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

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

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

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

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

Signature:

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

Applicant Signature:

Enter
Name: Alexis London, Executive Director

Date: 07/29/19

By entering your initials
in the box,

al

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



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

Submit Application to: cddapplications@cityofmadison.com

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

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

This application should be used to apply for 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:	Bayview Foundation	Amount Requested:	\$ 23,000
Programs applied for:	x Multi-focus School Year x Multi-focus Summer Topical/ Skills/Population		
Contact Person	Alexis London, Executive Director	Email:	alexislondon@bayviewfoundation.org
Address:	601 Bayview , Madison WI 53715	Telephone:	(608) 256-7808

SECTION 1: ELEMENTARY MULTI-FOCUSED PROGRAMMING

1. PROGRAM DESCRIPTION

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

Bayview's Elementary Program exists to support the growth of school-aged children through a holistic lens. In connection and collaboration with families, schools, and community partners, we endeavor to ensure that all youth will:

Academic and Career Success

- Attain grade level proficiency in all subject areas and graduate from high school
- Identify personal goals and take pride in accomplishments
- Access the support and guidance needed to succeed in all aspects of life

Social, Emotional and Physical Wellness

- Enter the world with the confidence to achieve personal goals
- Respect themselves and take good care of their bodies and minds
- Engage in healthy and mutually respectful relationships
- Embrace their unique backgrounds and feel a sense of connection, pride and engagement to their cultures

Art, Creativity and Culture

- Express themselves through the arts with creativity, confidence and pride
- Ask questions, take risks, and think critically about the world around them
- Increase awareness of artistic and cultural traditions from around the world

Youth Leadership

- Serve as leaders in community and school settings
- Make and implement decisions that lead to real change in their life and the lives of others
- Harness the strengths of a group to organize and mobilize
- Determine how and when to seek additional support and resources to meet a specific goal

Community Engagement and Sustainability

- Understand and value their role in making Bayview a better place to live
- Get involved in issues that are important to them
- Invest in Bayview being a beautiful, welcoming and safe place
- Contribute to the health, wellbeing and longevity of Bayview
- Expand their definition of community to include all of Madison, in addition to Bayview

Bayview's goals for youth are integrated into both daily programming and long-term program planning. The result is high-quality, free out of school time programming for children who live at Bayview and in the neighborhood. The goals are multifaceted, approaching youth development with an intentional focus on academic, social-emotional learning, physical and mental health, and healthy relationships.

- a. 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 data below comes from Bayview's housing database and is much more detailed and neighborhood-specific than the data available in the Data Tool Kit. Based on Bayview's June 2019 report, 310 low to moderate income residents live at Bayview Townhouses. The community is extremely diverse and most residents come from immigrant and refugee backgrounds, including: 48% Hmong; 10% Vietnamese, Cambodian, or Laotian; 25% Latino; 15% African/African American; and 2% White/Native American. There are more than 110 children between the ages of 0 and 18 and approximately 70 seniors over the age of 60 living at Bayview. The majority of the apartments have female heads of household. The primary languages spoken at Bayview include: Hmong, English, Spanish, Vietnamese, Russian and Cambodian. Approximately 50% adults and seniors living at Bayview are non-English speakers and have very limited proficiency in English reading, writing and speaking. The other 50% of adults have some proficiency and/or are bilingual in more than one language, including English and their native language/s. English is not the primary language spoken in the majority of homes at Bayview; however, nearly all of the children at Bayview are bilingual. Residents at Bayview are low to moderate income and the average annual income is \$17,000 per year. Some program participants come from the surrounding housing developments, including CDA apartments and the Monona Bay neighborhood. According to CDA data, the average household income for CDA residents living on the Triangle is \$10,000. For Monona Bay residents, the average household income is approximately \$25,000 (as cited in the Neighborhood Indicators Project data set).

Bayview's elementary program is reflective of the overall Bayview resident population and includes approximately 65% Hmong or Vietnamese, 20% Latino and 15% African/African American. On average during the school year, 24 children ages 6-11 attend programming. On average during the summer programs, 40 children ages 6-11 attend programming. Given that the highest population is Hmong, data from the Dane County Youth Assessment is most useful in illuminating needs, challenges and opportunities. Based on data reported in the 2018 Dane County Youth Assessment, 93.2% of Hmong students live at home with their parents. When surveyed about the financial situation of their household only 29.7% reported that "money is not a problem." Compared to the Dane County totals, Hmong students experience more financial struggles than their peers by nearly double. The following additional data from the Dane County Youth Assessment illustrates the need for intentionally designed and culturally specific programming for Hmong youth: 68% have never been involved in leadership programming; 61% have never been involved in arts (visual, dance, drama and music) programming during their out of school time; 61% have never been involved in academic support programming, such as tutoring or homework club; 34% are looking for employment but can't find work; and, only 13% have been involved in community service and volunteer work.

- b. 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.

Bayview provides youth program registration information to all families who live at Bayview Townhouses. Information and registration forms are discussed and shared when new families move into apartment units and are also distributed to each household during the program registration periods which include late summer for school year programming and late spring for summer programs. Information about other out of school programs, special projects and events are shared throughout the year via the following methods: flyers distributed door to door, postings at the community center, word of mouth, phone calls and email (when provided). Program information is also emailed to the housing manager at CDA apartments on the Triangle.

Bayview staff schedule in-person, open program registration periods in late summer and late spring to assist families with completing the forms and submitting the required documentation. Given the number of families who speak ESL, it's very important to host in-person registration. Bayview staff who are bilingual call families to make sure they have the information needed and understand the registration process. Bayview residents receive priority; however, if space permits, programming is open to the public, including CDA residents. Bayview's youth programs are free of charge. Other than the completion of the registration form which includes parent/guardian signatures in several areas, there is no other intake and/or assessment process in place. If a student needs special support and/or medical attention during their participation in Bayview programs, their situation is evaluated by staff and Bayview determines if the organization has the capacity to meet their needs. Bayview staff have strong relationships to families and parents and issues can be addressed quickly and directly as they arise. Bayview staff are in regular contact with MMSD teachers, guidance counselors, bilingual resource specialists and social workers to understand and address any issues and/or concerns that may impact program participation.

- c. **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.

Bayview's Elementary Program exists to support the growth of children ages 6-11 through a holistic lens. When implementing our 38 weeks of after school programming and 8 weeks of summer programming, all activities and curriculum are designed, implemented, and evaluated with the following philosophies in mind:

Healthy Relationships

We believe that kindness and respect must be at the core of every interaction and relationship. Staff build and model healthy relationships with children and each other and actively encourage children to build healthy relationships with one another.

Learning Powered by Curiosity

Elementary programming at Bayview is the expansion of the school day, not the extension. Learning in the after school and summer environment should be rooted in curiosity, play, and discovery. Whenever possible, learning should be child initiated and led.

Supporting Positive Behavior

All children want to be successful and happy and are capable of attaining this success. In collaboration with families, schools, and community partners, and through redirection

rooted in love and respect, staff guide children and help them find their own unique success.

Importance of Environment

The environment is the third teacher; the way we organize, set up, and maintain program spaces communicates to children what will happen, what is acceptable and expected in the environment, and most importantly, how much the adults value them. Great care is given to planning and maintaining physical spaces.

Collaboration

We are at our best when we work in communicative teams. Working in connection with families, schools, and community partners is the best way to support children holistically. Similarly, Bayview staff work together as a united team to provide the highest quality programming possible.

With these core philosophies as the starting point, staff plan and implement a variety of daily activities that align with the goals outlined in the previous section. Activities are designed to suit the needs and interests of children while also promoting their overall development. Bayview staff create and adjust activities to suit the changing needs and interests of children. Specific program activities include but are not limited to:

- Healthy Cooking Club (weekly)
- Gardening Club (weekly, June-August)
- Visual Art Classes (weekly)
- Soccer Club (weekly, April-October)
- Mud Run Club (weekly, June-August)
- Triathlon Club (weekly, April-August)
- Child initiated free-play (daily)
- Gross motor outdoor play (daily)
- Swimming lessons at YMCA (June)
- Free swim at Goodman Pool (twice weekly, July-August)
- Field Trips (minimum of twice quarterly)
- Nature Club and Adventure Club (weekly)
- Facilitated STEM activities (weekly)
- Madison Reading Project (monthly)

d. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
Registration for Multi-focused school year program	August-September 2019
Fall semester for Multi-focused school year program	September 2019-December 2019
Spring semester of Multi-focused school year program	January-June 2020
Registration for Multi-focused summer program	April-June 2020
Multi focused summer program	June-August 2020
Registration for multi-focused school year program	August September 2020
Fall semester of multi-focused school year program	September-December 2020

- e. 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.

Staff design, evaluate, and redesign program to meet the needs of children and families. Staff solicit and consider children’s opinions when implementing activities. Recognizing that collaboration with families and the broader community is the most effective way to support holistic, positive youth development, staff endeavor to build rapport and connections with youth and their families.

First and foremost, Bayview staff listen to the youth involved in programming. Informal polls and tallys are taken on a regular basis in order to evaluate interest levels and/or priorities. Program staff are trained to pay close attention to youth in the program so that the programs and activities are in alignment with youth agency and voice.

Bayview is in the process of developing better strategies for engaging parents/guardians. The level of trust that current families have in Bayview programs and program staff is wonderful, yet more can be done to cultivate a closer relationship, one that is also rooted in conversation and engagement with issues that are most important to families. In spring 2019, Bayview formed a parent group that aims to meet on a quarterly basis. Four families attended the first meeting and some of the topics that came up included: the need to improve race relations among the various racial/ethnic/cultural groups living at Bayview, increasing the number of social, community building opportunities for families, and increasing parent-staff communication.

Bayview’s programming committee is an advisory body initiated by Bayview’s Board of Directors in 2016. The programming committee is made up of residents (adult and youth), Bayview Board members (residents and non-residents) and Bayview staff. The committee is scheduled to meet on a quarterly basis to review, assess and evaluate Bayview’s programming and outreach initiatives. In 2016, Bayview’s programming committee led an extensive effort to gather resident input on a community-wide needs assessment. Over 60% of households participated and shared ideas, preferences and needs as they relate to educational, recreational, cultural and career programming. The results of the survey were used by program staff to assess current offerings and develop new programs and

initiatives. A new needs assessment is planned for 2020 in order to better understand and evaluate a similar set of needs and priorities in relation to the development and expansion of the new community center as part of Bayview's redevelopment project. The results of the survey will be presented to Bayview's board of directors and will inform program planning and development.

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.

As outlined in the demographic section, the majority of Bayview's adult residents are non-native English speakers and/or bilingual. Most youth are growing up in households where English is the second language and a family's native language is spoken first and English is spoken second. Nearly all of the youth at Bayview are bilingual and bicultural. Bayview's services and programs reflect the population served and involved and cultural relevance and sensitivity to language is at the heart of what we do. Bayview employs a diverse staff, with 71% being non-White and bilingual. Staff demographics reflect the demographics of the resident population, including: 47% Southeast Asian, 29% White, and 24% Latino. Languages spoken by Bayview staff include: English, Spanish, Hmong and Laotian.

Staff are available to support families in need of interpretation and translation services. Interpretation in Hmong and Spanish is provided at all meetings and events. In addition, program materials, including flyers, letters, notices, etc., are evaluated for use of Plain English and pictorial representations are utilized as much as possible in addition to text.

Being multilingual and multicultural is viewed firmly as an asset. All programs and services are evaluated through a lens of cultural and linguistic relevance and sensitivity. Bayview staff provide detailed information and support to project partners to increase their awareness and competencies in working with such a diverse group.

- f. 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

With a full-time elementary program coordinator and two to three qualified, dedicated part time youth workers, Bayview's after-school and summer programs are intentionally designed, implemented, and evaluated. A variety of activities, such as those already listed, align with program goals. Activities are regular and on-going so that youth have consistency and the opportunity to master skills.

2) Supportive relationships with youth

Developing and promoting healthy relationships and positive behavior are an indispensable piece of successful programming at Bayview. Children have the opportunity to form relationships with at least three consistent and dedicated Bayview staff and other adult volunteers. Staff carefully model respect and kindness and provide redirection to children when necessary. Elementary program staff meet on a twice weekly basis to review program priorities and youth needs. Support strategies are discussed at this time

so that all youth have a successful time in programming and can develop cooperation, social skills, and friendships.

3) Youth Voice and Leadership

Bayview staff regularly and frequently recognize and praise children for their unique contributions to program. Children's art is displayed throughout the program room. Staff solicit children's feedback and implement their suggestions as possible. Youth are given opportunities to make substantial impacts on program, such as writing grant proposals for Dane County's By Youth For Youth program. We anticipate designing and implementing a leadership group specifically for 4th and 5th graders in order to make the program more engaging and developmentally appropriate for upper elementary students.

4) Racial and Cultural Inclusion

Bayview promotes racial and cultural diversity at all levels of the organization through programming and striving to hire staff that reflect the diversity of our service population. Staff who work with youth are trained on how to engage children of all ages in developmentally-appropriate, productive, positive, and empathetic discussions about race, culture, and diversity. Staff are encouraged to identify and investigate their own biases. In program children are encouraged to speak in whatever language they feel most comfortable. Being multilingual is viewed firmly as an asset. For children and families who are not comfortable communicating in English, interpreters and translation services are made available.

5) Community and Family Engagement

The Elementary Program Coordinator and program staff cultivate deep connections with teachers and staff at Franklin Elementary and Randall Elementary—the school's Bayview's students attend—in order to provide wraparound support to children and families. The Franklin/Randal Hmong Parent Empowerment Group meets at Bayview on a monthly basis. Staff communicate with parents, guardians, and families on regularly. The newly founded Bayview Parent Group meets quarterly to identify topics that parents want to address in the group and with the entire community. Parents expressed interest in building more connections between all the parents in the community and creating a deeper sense of acceptance and tolerance in their children and the community. Bayview hopes to increase parent engagement by hosting more family nights when families can gather for a meal and an engaging activity together. Possible future family nights include a craft fair put on by the students and a visit by animals from the Henry Vilas Zoo.

6) Organizational Management and Staff Support

With a full-time Elementary Program Coordinator and two to three part-time staff members, Bayview's elementary multi-focused program has a sustainable staffing structure. All staff receive formal, in-depth orientation training and are offered on-going professional development opportunities as well as informal feedback and training as needed.

7) Environment and Safety

Bayview's elementary program strives to promote and/or improve the safety, health, and nutrition of all children. Bayview staff received CPR and First Aid training in June 2019 and the organization is in the process of creating building emergency plans to be displayed in each room. Additionally, Bayview is constantly reassessing program spaces so that the

multi-purpose rooms are accessible, safe, inclusive, comfortable and aesthetically pleasing.

In conclusion, in order to ensure quality improvement Bayview staff will work to continually align with MOST's effective practices. When writing quarterly service reports, the Elementary Program Coordinator will comment on areas in which Bayview excels in aligning with MOST's effective practices and will identify practices that where there is the most room for improvement and where program time will be focused in the next quarter. The part-time staff will evaluate Bayview's alignment with MOST's effective practices on a quarterly basis. They will identify which area(s) Bayview excels in and which areas have the most potential for growth. They will also be asked to share their ideas on how Bayview can align more closely with the best 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	Summer School partnership	Briony MacPhee Lyon	Yes
MMSD	Summer Food Program	Dustin K Lundt	Yes
MOST	MIS provider	Gail Snyder	Yes
Second Harvest	Predolin Grant (fresh produce and dairy)	Andrea Draeger	Yes
Franklin and Randall Elementary School	Wraparound support and collaborations	Sylla Zorav, John Wallace, Tonya Rasmussen	No
Madison Audubon Society	Nature based learning	Carolyn Byers	Yes
Midwest Clay Project	Ceramics class facilitator	Brian Kluge	Yes
Madison Museum of Contemporary Art	Visual arts/museum field trips and hands-on projects	Janet Laube	No
Bare Knuckle Arts	Visual art class facilitator	Amy Mietzel	Yes
Brittingham Boats/Camp Wingra	Summer Camp collaboration	Debi Leeper	Yes
Lussier Family East YMCA	Swimming lesson provider	Chris McGill	No
City of Madison Parks Department	Special project partner; Goodman Pool access	Josh Schmitt	No
Madison Reading Project	Literacy programming, access to quality books	Rowan Childs	No
Madison Public Library/Bubler	Wild Rumpus Partner, access to books, Makers Kits	Jane Kelly	No
Wheels for Winners	Bikes for children and bike maintenance	Alan Crossley	No

How do these partnerships enhance this proposal?

Bayview has more than 30 partnerships with other businesses, associations and non-profit organizations. Given Bayview's small program budget, its partnerships allow for unique and rewarding program enhancements. Partnerships enable program staff to support overall youth development while the program partners focus on content areas, allowing youth to access new experiences and learn from 'experts' within a particular field or focus area. In addition, Bayview's partnerships make it possible for Bayview to offer opportunities and resources to children and families that would not be feasible otherwise. For example, through a partnership with Madison Audubon Society, children are able to go on field trips to the UW Arboretum and Devil's Lake; through a partnership with the Lussier Family YMCA

children have access to free, high quality swimming lessons, making them safe and comfortable around water; through a partnership with Wheels for Winner, youth have access to free, safe bikes; etc.

What are the decision-making agreements with each partner?

Bayview strives to ensure that every partnership is mutually beneficial. Before Bayview enters into a partnership with another organization, goals, priorities and philosophies are outlined and discussed at the beginning in order to ensure that there is alignment and understanding. The roles and responsibilities of the partnership are discussed and, in some cases, a memo of understanding or agreement is crafted and signed by both parties.

Bayview receives many requests to partner and must be somewhat selective in determining which partnerships are the most practical and beneficial to the target population. Bayview places its residents and youth at the forefront of all partnerships, so if a program won't be of benefit or value and/or is no longer of benefit or value to the target population, it won't be implemented and/or continued. Additionally, Bayview must consider the amount of staff time that will need to be devoted to the partnership. Strong communication is critical to the success of a partnership.

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

MMSD Summer Food Program connects families with free breakfast and lunch for an eight-week period in the summer. Connections in programming with the Madison Public Library makes children and families more aware of the wealth of free resources available to them through the public libraries, such as access to books and creative programs like Wild Rumpus at Brittingham Park. Connections with Wheels for Winners provides families with access to free bike maintenance and learn to ride workshops for both children and adults. Other links and resource connections include: The Rainbow Project (for training and professional development in the area of trauma informed care and programming), as well as REAP Food Group and Troy Farms in the areas of food access, gardening and food literacy education.

In addition to the program partnerships and resource connections, Bayview has a strong relationship with Joining Forces for Families and provides referrals and resources as needed and/or requested.

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 a week	3	38 weeks	1:12	24
Multi-Focused Summer	5 days a week	7	8 weeks	1:14	40

*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).

Special events, field trips and community activities are planned on a regular basis throughout the year. Some examples are as follows:

Family dinners – quarterly, up to 3 hours each

Family field trips – Twice per year, up to 4 hours each

Brittingham Boats – Family outings, up to 2 per year, up to 4 hours each

Saturday Art – Up to 4 per year, up to 2 hours each

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
Elementary Program Coordinator	Bachelor's Degree, CPR certification	1	1		
Elementary Program Staff	High School diploma, experience with children, CPR certification	.5	.75		
Elementary Program Staff	High School diploma, experience with children, CPR certification	.5	.5		
Elementary Program Staff	High School diploma, experience with children, CPR certification	0	.5		

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

Program volunteers who have direct contact with Bayview participants are required to complete a Volunteer Application form that is submitted to Bayview staff. If the volunteer's interests, skills

and availabilities match program needs, then an in-person meeting and/or orientation is scheduled. All volunteers who work directly with participants are required to undergo a background check process. Once a volunteer is placed in a program, he/she is oriented and/or trained as needed by program staff. Volunteers sign in and out, tracking their hours, at the Center's front desk. Program staff monitor and supervise all volunteers and provide coaching and redirecting as needed. If volunteers come from UW, MATC and/or Edgewood, and receive class credit for their volunteer work, their progress is both monitored by Bayview as well as their individual professors. Bayview staff communicate with partner college and university staff and teachers, as needed, if issues arise.

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.
 - Most Information System (MIS) to track attendance
 - Quarterly Service Reports
 - Quarterly Expense Reports
 - Daily report logs
 - Infinite Campus
 - Monthly housing reports for demographics of Bayview Townhouses residents

All reporting systems, tools and report documents are only accessible to Bayview staff. Demographic information is kept absolutely confidential and all staff and volunteers are required to sign the organization's Confidentiality/Non-Disclosure Agreement on an annual basis. All program files that include demographic and/or sensitive information are kept in locked filing cabinets. Client conversations that include sensitive information are held in private offices and meeting rooms and information is shared with other staff on a strict, need-to-know basis.

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

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:	Bayview Foundation, Inc.	Amount Requested:	\$ 11,500
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	Alexis London, Executive Director	Email:	alexislondon@bayviewfoundation.org
Address:	601 Bayview, Madison, WI 53715	Telephone:	608-256-7808

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?

Bayview's Middle School Program exists to support the growth of youth through a holistic lens. In connection and collaboration with families, schools, and community partners, we endeavor to ensure that all youth will:

Academic and Career Success

- Attain grade level proficiency in all subject areas and graduate from high school
- Identify personal goals and take pride in accomplishments
- Access the support and guidance needed to succeed in all aspects of life

Social, Emotional and Physical Wellness

- Enter the world with the confidence to achieve personal goals
- Respect themselves and take good care of their bodies and minds
- Engage in healthy and mutually respectful relationships
- Embrace their unique backgrounds and feel a sense of connection, pride and engagement to their cultures

Art, Creativity and Culture

- Express themselves through the arts with creativity, confidence and pride
- Ask questions, take risks, and think critically about the world around them
- Increase awareness of artistic and cultural traditions from around the world

Youth Leadership

- Serve as leaders in community and school settings
- Make and implement decisions that lead to real change in their life and the lives of others
- Harness the strengths of a group to organize and mobilize
- Determine how and when to seek additional support and resources to meet a specific goal

Community Engagement and Sustainability

- Understand and value their role in making Bayview a better place to live
- Get involved in issues that are important to them
- Invest in Bayview being a beautiful, welcoming and safe place
- Contribute to the health, wellbeing and longevity of Bayview
- Expand their definition of community to include all of Madison, in addition to Bayview

Bayview's goals for youth are integrated into both daily programming and long-term program planning. The result is high-quality, free out of school time programming for youth who live at Bayview and in the neighborhood. The goals are multifaceted, approaching youth development with an intentional focus on academic, social-emotional learning, physical and mental health, and healthy relationships.

- 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 data below comes from Bayview's housing database and is much more detailed and neighborhood-specific than the data available in the Data Tool Kit. Based on Bayview's June 2019 report, 310 low to moderate income residents live at Bayview Townhouses. The community is extremely diverse and most residents come from immigrant and refugee backgrounds, including: 48% Hmong; 10% Vietnamese, Cambodian, or Laotian; 25% Latino; 15% African/African American; and 2% White/Native American. There are more than 110 children between the ages of 0 and 18 and approximately 70 seniors over the age of 60 living at Bayview. The majority of the apartments have female heads of household. The primary languages spoken at Bayview include: Hmong, English, Spanish, Vietnamese, Russian and Cambodian. Approximately 50% adults and seniors living at Bayview are non-English speakers and have very limited proficiency in English reading, writing and speaking. The other 50% of adults have some proficiency and/or are bilingual in more than one language, including English and their native language/s. English is not the primary language spoken in the majority of homes at Bayview; however, nearly all of the children at Bayview are bilingual. Residents at Bayview are low to moderate income and the average annual income is \$17,000 per year. Some program participants come from the surrounding housing developments, including CDA apartments and the Monona Bay neighborhood. According to CDA data, the average household income for CDA residents living on the Triangel is \$10,000. For Monona Bay residents, the average household income is approximately \$25,000 (as cited in the Neighborhood Indicators Project data set).

Given that the majority of youth served in the middle school program are Hmong, data from the Dane County Youth Assessment is most useful in illuminating needs, challenges and opportunities. Based on data reported in the 2018 Dane County Youth Assessment, 93.2% of Hmong students live at home with their parents. When surveyed about the financial situation of their household only 29.7% reported that "money is not a problem." Compared to the Dane County totals, Hmong students experience more financial struggles than their peers by nearly double. The following additional data from the Dane County Youth Assessment illustrates the need for intentionally designed and culturally specific programming for Hmong youth: 68% have never been involved in leadership programming; 61% have never been involved in arts (visual, dance, drama and music) programming during their out of school time; 61% have never been involved in academic support programming, such as tutoring or homework club; 34% are looking for employment but can't find work; and, only 13% have been involved in community service and volunteer work.

- 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.

Bayview provides youth program registration information to all families who live at Bayview Townhouses. Information and registration forms are discussed and shared when new families move into apartment units and are also distributed to each household during the program registration periods which include late summer for school year programming and

late spring for summer programs. Information about other out of school programs, special projects and events are shared throughout the year via the following methods: flyers distributed door to door, postings at the community center, word of mouth, phone calls and email (when provided). Program information is also emailed to the housing manager at CDA apartments on the Triangle.

Bayview staff schedule in-person, open program registration periods in late summer and late spring to assist families with completing the forms and submitting the required documentation. Given the number of families who speak ESL, it's very important to host in-person registration. Bayview staff who are bilingual call families to make sure they have the information needed and understand the registration process. Bayview residents receive priority; however, if space permits, programming is open to the public, including CDA residents. Bayview's youth programs are free of charge. Other than the completion of the registration form which includes parent/guardian signatures in several areas, there is no other intake and/or assessment process in place. If a student needs special support and/or medical attention during their participation in Bayview programs, their situation is evaluated by staff and Bayview determines if the organization has the capacity to meet their needs. Bayview staff have strong relationships to families and parents and issues can be addressed quickly and directly as they arise. Bayview staff are in regular contact with MMSD teachers, guidance counselors, bilingual resource specialists and social workers to understand and address any issues and/or concerns that may impact program participation.

Participants and their guardians are required to fill out waivers and scan into the MIS system on a daily basis. Program assessment and evaluation involves community conversations in which high school participants share opinions on how program is going, what they would like program to look like and vote on activities, DESSA for SEL tracking, and the use of Infinite Campus to track attendance and grades in school.

- 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.

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.

Middle School Programming at the Bayview is designed to encourage and enhance student voice, agency, and to expose middle school participants to new opportunities. Bayview accomplishes this through: cultivation of community among middle school participants, exposure to resources and new opportunities, community partnerships, academic support, and more. More specifically, activities are broken down into categories, including:

- Art Exploration
 - Art Exploration will be offered for high school participants through digital art. Middle school participants will learn about different forms of digital art, and choose what they kind of art they would like to create.
- Tutoring and Volunteers
 - Tutors and volunteers assist middle school participants with homework, lead games, and encourage pro-social behavior.
- Active Time

- Participants are encouraged to get active by playing a variety of planned games both indoors and out.
- Community Conversations and Dinners
 - Space and time is created to allow middle school participants to come together to discuss community, what they would like to see in programming, and any issues that may arise within the group.
- Passive planned activities
 - Activities like: Making slime, origami, finger-knitting, cup stacking, etc. are facilitated on a daily basis during programming.
- Field Trips
 - Field Trips are voted on and offered about once a quarter during afterschool programming.
- Teen Nights
 - Teen Nights are a way for all teens to unwind and do something social--Game nights, movie nights, ping pong tournaments, and walking field trips have all been a part of Teen Nights
- Cooking Club
 - Cooking Club allows participants to create a healthy dinner to eat together. Middle school participants vote on what they will be cooking that week.

These activities encourage participants to engage in activities that will assist in the building of life-skills and social and emotional skills to help them excel in middle school both academically and socially.

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
Registration for Multi-focused school year program	August-September 2019
Fall semester for Multi-focused school year program	September 2019-December 2019
Spring semester of Multi-focused school year program	January-June 2020
Registration for Multi-focused summer program	April-June 2020
Multi focused summer program	June-August 2020
Registration for multi-focused school year program	August-September 2020

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

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

Staff design, evaluate, and redesign program to meet the needs of children and families. Staff solicit and consider children's opinions when implementing activities. Recognizing that collaboration with families and the broader community is the most effective way to support holistic, positive youth development, staff endeavor to build rapport and connections with youth and their families.

First and foremost, Bayview staff listen to the youth involved in programming. Informal polls and tallies are taken on a regular basis in order to evaluate interest levels and/or priorities. Program staff are trained to pay close attention to youth in the program so that the programs and activities are in alignment with youth agency and voice.

Bayview is in the process of developing better strategies for engaging parents/guardians. The level of trust that current families have in Bayview programs and program staff is wonderful, yet more can be done to cultivate a closer relationship, one that is also rooted in conversation and engagement with issues that are most important to families. In spring 2019, Bayview formed a parent group that aims to meet on a quarterly basis. Four families attended the first meeting and some of the topics that came up included: the need to improve race relations among the various racial/ethnic/cultural groups living at Bayview, increasing the number of social, community building opportunities for families, and increasing parent-staff communication.

Bayview's programming committee is an advisory body initiated by Bayview's Board of Directors in 2016. The programming committee is made up of residents (adult and youth), Bayview Board members (residents and non-residents) and Bayview staff. The committee is scheduled to meet on a quarterly basis to review, assess and evaluate Bayview's programming and outreach initiatives. In 2016, Bayview's programming committee led an extensive effort to gather resident input on a community-wide needs assessment. Over 60% of households participated and shared ideas, preferences and needs as they relate to educational, recreational, cultural and career programming. The results of the survey were used by program staff to assess current offerings and develop new programs and initiatives. A new needs assessment is planned for 2020 in order to better understand and evaluate a similar set of needs and priorities in relation to the development and expansion of the new community center as part of Bayview's redevelopment project. The results of the survey will be presented to Bayview's board of directors and will inform program planning and development.

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

As outlined in the demographic section, the majority of Bayview's adult residents are non-native English speakers and/or bilingual. Most youth are growing up in households where English is the second language and a family's native language is spoken first and English is spoken second. Nearly all of the youth at Bayview are bilingual and bicultural. Bayview's services and programs reflect the population served and involved and cultural relevance and sensitivity to language is at the heart of what we do. Bayview employs a diverse staff, with 71% being non-White and bilingual. Staff demographics reflect the demographics of

the resident population, including: 47% Southeast Asian, 29% White, and 24% Latino. Languages spoken by Bayview staff include: English, Spanish, Hmong and Laotian.

Staff are available to support families in need of interpretation and translation services. Interpretation in Hmong and Spanish is provided at all meetings and events. In addition, program materials, including flyers, letters, notices, etc., are evaluated for use of Plain English and pictorial representations are utilized as much as possible in addition to text.

Being multilingual and multicultural is viewed firmly as an asset. All programs and services are evaluated through a lens of cultural and linguistic relevance and sensitivity. Bayview staff provide detailed information and support to project partners to increase their awareness and competencies in working with such a diverse group.

Specifically, in terms of cultural relevance, Bayview youth programming is centered on its participants. Participants are asked what they would like to do for structured activities, many of which are culturally relevant. In the past, participants have asked to make egg rolls, Thai Tea, and enchiladas. Participants are also encouraged to speak in whatever language is comfortable for them in addition to informally sharing on cultural topics, such as the Hmong Festival, and other religious and spiritual events.

- 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](#)?

Bayview sets clear, focused goals that are aligned with the MOST mission to ensure that all of Madison's children and youth have access to comprehensive, high-quality, out-of-school time; by supporting positive youth development, educational achievement, programs that support positive youth and by supporting college, career and community readiness.

Bayview's afterschool programming does this by offering structured activities, healthy snacks, competent staff, volunteers, and tutors. These staff, tutors, and volunteers offer resources to encourage participants to build the skills to complete school day assignments on time, as well as supplement out of school time: they assist in participants' develop healthy social and emotional skills by leading activities, playing games, and developing relationships with participants, which allows for mentorship around topics like college and career.

Programming at Bayview also has activities that build upon one another, such as Community Dinners and Snack and Chat, both of which allow space for participants to discuss topics like race, class, climate change, and community expectations that they hold for themselves.

To incorporate the strengths and interests of youth in programming, youth are always asked to take initiative in sharing ideas for activities and afterschool, then vote on activities. This encourages student voice and agency, in addition to centralizing programming on the community that the program serves.

Supportive relationships with youth are fostered through a curriculum that aligns with Bayview's Youth Program Goals in addition to the MOST mission. This curriculum is

designed for staff, tutors, and volunteers to encourage age-appropriate interaction with youth and focus on positive reinforcement, supplementing education, allowing youth to lead the conversation and share opinions, and sharing any concerning comments with the Middle and High School Coordinator.

Community and family engagement is encouraged in programming at Bayview through the exploration of community. This year, participants were encouraged to go on many walking field trips, and are participating in the piloting of an app called “Streetwyze,” in which youth are to assess the community that they live in and the surrounding area and collect data on what is working and what is not. In terms of family engagement, youth will be showcasing their summer artwork and gardening to the community-at-large as well as their families. However, Bayview programming is committed to becoming more transparent with families in the coming year through some kind of newsletter or flyers.

Organizationally, Middle and High School programming is managed by the Middle and High School coordinator. The Middle and High School Coordinator supports all staff, volunteers, and tutors involved in middle and high school programming at Bayview to ensure that program goals are being maintained. The Executive Director supports the Middle and High School Coordinator.

Racial and Cultural Inclusion is encouraged through verbal sharing, language, and activities. Participants often choose to share about their cultural heritage, speak in the languages they speak at home, and participate in activities (often cooking) that they have suggested. Additionally, Bayview will be partnering with Freedom Inc.’s Hmong Girls Group to address racial and cultural inclusion as well as gender.

The Middle and High School Program is designed to maintain physical, social, and emotional safety. It addresses topics such as proper supervision, having difficult conversations, and how to address behavioral challenges in an emotionally and physically safe way. Additionally, it addresses practical concepts such as: Bringing a First Aid kit and emergency contact information on all field trips, etc. All staff have been CPR/ First Aid certified.

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)?
Galin Tutoring	Tutoring/ACT preparation	Zach Galin	No
The Bubbler at Madison Public Library	Digital art experimentation	Jesse Vieau	No

Americorps	Support Middle/High School Coordinator, tutor at Velma Hamilton Middle School	Connie Bettin	Yes
University of Wisconsin-Madison Badger Volunteers	Assist in programming	UW Badger Volunteer Manager	No
University of Wisconsin-Madison Writing Center	Assist with writing-related projects	UW Writing Center Coordinator	No
Art Lit Lab	Arts programming	Alaura Borealis	No
Bare Knuckle Arts	Visual arts programming	Amy Mietzel	Yes

Bayview has more than 30 partnerships with other businesses, associations and non-profit organizations. Given Bayview's small program budget, its partnerships allow for unique and rewarding program enhancements. Partnerships enable program staff to support overall youth development while the program partners focus on content areas, allowing youth to access new experiences and learn from 'experts' within a particular field or focus area. In addition, Bayview's partnerships make it possible for Bayview to offer opportunities and resources to children and families that would not be feasible otherwise.

What are the decision-making agreements with each partner?

Bayview strives to ensure that every partnership is mutually beneficial. Before Bayview enters into a partnership with another organization, goals, priorities and philosophies are outlined and discussed at the beginning in order to ensure that there is alignment and understanding. The roles and responsibilities of the partnership are discussed and, in some cases, a memo of understanding or agreement is crafted and signed by both parties.

Bayview receives many requests to partner and must be somewhat selective in determining which partnerships are the most practical and beneficial to the target population. Bayview places its residents and youth at the forefront of all partnerships, so if a program won't be of benefit or value and/or is no longer of benefit or value to the target population, it won't be implemented and/or continued. Additionally, Bayview must consider the amount of staff time that will need to be

devoted to the partnership. Strong communication is critical to the success of a partnership.

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

In the last year, Bayview has made strides to better connect with teachers, staff and bilingual resource specialists at MMSD schools. In 2018-19, Bayview hosted at least four parent/guardian-MMSD teacher conversations in order to strengthen the connection and communication among Hmong parents and teachers. Bayview has also partnered with local organizations for topic-specific information and support. Partners and links have included: Madison Public Library, GSAFE, Freedom Inc. and Rainbow Project.

In addition to the program partnerships and resource connections, Bayview has a strong relationship with Joining Forces for Families and provides referrals and resources as needed and/or requested.

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	5 days per week, 4 weeks per month, 10 months per year		10 months	1:12	13
Multi- Focused Summer	3 days per week, 4 weeks per month, 3 months	4	3 months	1:12	24

*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:
15
- 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).

Special events, field trips and community activities are planned on a regular basis throughout the year. Some examples are as follows:

- Family dinners – quarterly, up to 3 hours each
- Field trips – At least 8 per year, up to 4 hours each
- Brittingham Boats – weekly during the summer months
- Mad City Riders – weekly during the summer months
- Summer Showcase – one-time event at end of summer
- Overture Center performances – up to 2 per year

- 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
Middle and High School Coordinator	Bachelor’s degree in education or related field and/or at least three years of experience working with youth; experience working in diverse communities with youth who are culturally, racially and ethnically diverse; bilingual preferred	1	1		1
Americorps Member - 1700 hours	Bachelor’s degree and/or relevant work/professional experience; experience working with youth in a community setting; commitment to social justice and cultural competency	1	1		1

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

Program volunteers who have direct contact with Bayview participants are required to complete a Volunteer Application form that is submitted to Bayview staff. If the volunteer's interests, skills and availabilities match program needs, then an in-person meeting and/or orientation is scheduled. All volunteers who work directly with participants are required to undergo a background check process. Once a volunteer is placed in a program, he/she is oriented and/or trained as needed by program staff. Volunteers sign in and out, tracking their hours, at the Center's front desk. Program staff monitor and supervise all volunteers and provide coaching and redirecting as needed. If volunteers come from UW, MATC and/or Edgewood, and receive class credit for their volunteer work, their progress is both monitored by Bayview as well as their individual professors. Bayview staff communicate with partner college and university staff and teachers, as needed, if issues arise.

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.

- DESSA tracking: Tracks social and emotional wellness
- Most Information System (MIS) to track attendance
- Infinite Campus to track MMS grades and attendance
- Youth goal setting
- Quarterly Service Reports
- Quarterly Expense Reports
- Daily report logs
- Tutoring and academic coaching volunteer logs
- Monthly housing reports for demographics of Bayview Townhouses residents

All reporting systems, tools and report documents are only accessible to Bayview staff. Demographic information is kept absolutely confidential and all staff and volunteers are required to sign the organization's Confidentiality/Non-Disclosure Agreement on an annual basis. All program files that include demographic and/or sensitive information are kept in locked filing cabinets. Client conversations that include sensitive information are held in private offices and meeting rooms and information is shared with other staff on a strict, need-to-know basis.

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.

MIS: Tracks attendance both in school and afterschool
 Infinite Campus: Tracks grades
 DESSA tracking: Tracks social and emotional wellness

**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

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:	Bayview Foundation	Amount Requested:	\$11,623
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	Alexis London, Executive Director	Email:	alexislondon@bayviewfoundation.org
Address:	601 Bayview, Madison WI 53715	Telephone:	608-256-7808

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?

Bayview's High School Program exists to support the growth of youth through a holistic lens. In connection and collaboration with families, schools, and community partners, we endeavor to ensure that all youth will:

Academic and Career Success

- Attain grade level proficiency in all subject areas and graduate from high school
- Identify personal goals and take pride in accomplishments
- Access the support and guidance needed to succeed in all aspects of life

Social, Emotional and Physical Wellness

- Enter the world with the confidence to achieve personal goals
- Respect themselves and take good care of their bodies and minds
- Engage in healthy and mutually respectful relationships
- Embrace their unique backgrounds and feel a sense of connection, pride and engagement to their cultures

Art, Creativity and Culture

- Express themselves through the arts with creativity, confidence and pride
- Ask questions, take risks, and think critically about the world around them
- Increase awareness of artistic and cultural traditions from around the world

Youth Leadership

- Serve as leaders in community and school settings
- Make and implement decisions that lead to real change in their life and the lives of others
- Harness the strengths of a group to organize and mobilize
- Determine how and when to seek additional support and resources to meet a specific goal

Community Engagement and Sustainability

- Understand and value their role in making Bayview a better place to live
- Get involved in issues that are important to them
- Invest in Bayview being a beautiful, welcoming and safe place
- Contribute to the health, wellbeing and longevity of Bayview
- Expand their definition of community to include all of Madison, in addition to Bayview

Bayview's goals for youth are integrated into both daily programming and long-term program planning. The result is high-quality, free out of school time programming for youth who live at Bayview and in the neighborhood. The goals are multifaceted, approaching youth development with an intentional focus on academic, social-emotional learning, physical and mental health, and healthy relationships.

- 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 data below comes from Bayview's housing database and is much more detailed and neighborhood-specific than the data available in the Data Tool Kit. Based on Bayview's June 2019 report, 310 low to moderate income residents live at Bayview Townhouses. The community is extremely diverse and most residents come from immigrant and refugee backgrounds, including: 48% Hmong; 10% Vietnamese, Cambodian, or Laotian; 25% Latino; 15% African/African American; and 2% White/Native American. There are more than 110 children between the ages of 0 and 18 and approximately 70 seniors over the age of 60 living at Bayview. The primary languages spoken at Bayview include: Hmong, English, Spanish, Vietnamese, Russian and Cambodian. Approximately 50% adults and seniors living at Bayview are non-English speakers and have very limited proficiency in English reading, writing and speaking. The other 50% of adults have some proficiency and/or are bilingual in more than one language, including English and their native language/s. English is not the primary language spoken in the majority of homes at Bayview; however, nearly all of the children at Bayview are bilingual. Residents at Bayview are low to moderate income and the average annual income is \$17,000 per year. Some program participants come from the surrounding housing developments, including CDA apartments and the Monona Bay neighborhood. According to CDA data, the average household income for CDA residents living on the Triangle is \$10,000. For Monona Bay residents, the average household income is approximately \$25,000 (as cited in the Neighborhood Indicators Project data set).

Given that the majority of youth served in the high school program are Hmong, data from the Dane County Youth Assessment is most useful in illuminating needs, challenges and opportunities. Based on data reported in the 2018 Dane County Youth Assessment, 93.2% of Hmong students live at home with their parents. When surveyed about the financial situation of their household only 29.7% reported that "money is not a problem." Compared to the Dane County totals, Hmong students experience more financial struggles than their peers by nearly double. The following additional data from the Dane County Youth Assessment illustrates the need for intentionally designed and culturally specific programming for Hmong youth: 68% have never been involved in leadership programming; 61% have never been involved in arts (visual, dance, drama and music) programming during their out of school time; 61% have never been involved in academic support programming, such as tutoring or homework club; 34% are looking for employment but can't find work; and, only 13% have been involved in community service and volunteer work.

- 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.

Bayview provides youth program registration information to all families who live at Bayview Townhouses. Information and registration forms are discussed and shared when new families move into apartment units and are also distributed to each household during the program registration periods which include late summer for school year programming and late spring for summer programs. Information about other out of school programs, special

projects and events are shared throughout the year via the following methods: flyers distributed door to door, postings at the community center, word of mouth, phone calls and email (when provided). Program information is also emailed to the housing manager at CDA apartments on the Triangle.

Bayview staff schedule in-person, open program registration periods in late summer and late spring to assist families with completing the forms and submitting the required documentation. Given the number of families who speak ESL, it's very important to host in-person registration. Bayview staff who are bilingual call families to make sure they have the information needed and understand the registration process. Bayview residents receive priority; however, if space permits, programming is open to the public, including CDA residents. Bayview's youth programs are free of charge. Other than the completion of the registration form which includes parent/guardian signatures in several areas, there is no other intake and/or assessment process in place. If a student needs special support and/or medical attention during their participation in Bayview programs, their situation is evaluated by staff and Bayview determines if the organization has the capacity to meet their needs. Bayview staff have strong relationships to families and parents and issues can be addressed quickly and directly as they arise. Bayview staff are in regular contact with MMSD teachers, guidance counselors, bilingual resource specialists and social workers to understand and address any issues and/or concerns that may impact program participation.

Participants and their guardians are required to fill out waivers and scan into the MIS system on a daily basis. Program assessment and evaluation involves community conversations in which high school participants share opinions on how program is going, what they would like program to look like and vote on activities, DESSA for SEL tracking, and the use of Infinite Campus to track attendance and grades in school.

- 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.

High School Programming at the Bayview is designed to encourage and enhance student voice, agency, and to prepare high school students for career, community, and/or college using a holistic and multi-faceted approach. Bayview accomplishes this through: cultivation of community among high school participants, exposure to resources and new opportunities, financial literacy workshops, community partnerships, and more. More specifically, activities are broken down into categories, including:

- Art Exploration
 - Art Exploration will be offered for high school participants through digital art.
- Tutor for Tomorrow
 - Tutor for Tomorrow, a program inspired by youth requests, allows subject-specific one-on-one tutoring for students who would like to master a certain subject area, or who are struggling academically.
- ACT Tutoring
 - For participants who will be taking the ACT, ACT tutoring is available.
- Active Time
 - Participants are encouraged to get active by playing a variety of planned games both indoors and out.
- Community Conversations and Dinners

- Space and time is created to allow High School participants to come together to discuss community, what they would like to see in programming, and any issues that may arise with the group.
- Passive planned activities
 - Activities like: Making slime, origami, finger-knitting, cup stacking, etc.. are facilitated on a daily basis during programming.
- Field Trips
 - Field Trips are voted on and offered about once a quarter during afterschool programming.
- Teen Nights
 - Teen Nights are a way for all teens to unwind and do something social--Game nights, movie nights, ping pong tournaments, and walking field trips have all been a part of Teen Nights
- Cooking Club
 - Cooking Club allows participants to create something to eat together. High school participants vote on what they will be cooking that week.
- Financial Literacy Workshops
 - Participants will learn how to finance college, apartments, how credit cards work, etc..

These programs encourage participants to engage in activities that will assist in the building of life-skills to help them excel in high school both academically and socially, and to assist in forward-thinking for post-high school opportunities.

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
Registration for Multi-focused school year program	August-September 2019
Fall semester for Multi-focused school year program	September 2019-December 2019
Spring semester of Multi-focused school year program	January-June 2020
Registration for Multi-focused summer program	April-June 2020
Multi focused summer program	June-August 2020
Registration for multi-focused school year program	August-September 2020

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

Staff design, evaluate, and redesign program to meet the needs of children and families. Staff solicit and consider children’s opinions when implementing activities. Recognizing

that collaboration with families and the broader community is the most effective way to support holistic, positive youth development, staff endeavor to build rapport and connections with youth and their families.

First and foremost, Bayview staff listen to the youth involved in programming. Informal polls and tallies are taken on a regular basis in order to evaluate interest levels and/or priorities. Program staff are trained to pay close attention to youth in the program so that the programs and activities are in alignment with youth agency and voice.

Bayview is in the process of developing better strategies for engaging parents/guardians. The level of trust that current families have in Bayview programs and program staff is wonderful, yet more can be done to cultivate a closer relationship, one that is also rooted in conversation and engagement with issues that are most important to families. In spring 2019, Bayview formed a parent group that aims to meet on a quarterly basis. Four families attended the first meeting and some of the topics that came up included: the need to improve race relations among the various racial/ethnic/cultural groups living at Bayview, increasing the number of social, community building opportunities for families, and increasing parent-staff communication.

Bayview's programming committee is an advisory body initiated by Bayview's Board of Directors in 2016. The programming committee is made up of residents (adult and youth), Bayview Board members (residents and non-residents) and Bayview staff. The committee is scheduled to meet on a quarterly basis to review, assess and evaluate Bayview's programming and outreach initiatives. In 2016, Bayview's programming committee led an extensive effort to gather resident input on a community-wide needs assessment. Over 60% of households participated and shared ideas, preferences and needs as they relate to educational, recreational, cultural and career programming. The results of the survey were used by program staff to assess current offerings and develop new programs and initiatives. A new needs assessment is planned for 2020 in order to better understand and evaluate a similar set of needs and priorities in relation to the development and expansion of the new community center as part of Bayview's redevelopment project. The results of the survey will be presented to Bayview's board of directors and will inform program planning and development.

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

As outlined in the demographic section, the majority of Bayview's adult residents are non-native English speakers and/or bilingual. Most youth are growing up in households where English is the second language and a family's native language is spoken first and English is spoken second. Nearly all of the youth at Bayview are bilingual and bicultural. Bayview's services and programs reflect the population served and involved and cultural relevance and sensitivity to language is at the heart of what we do. Bayview employs a diverse staff, with 71% being non-White and bilingual. Staff demographics reflect the demographics of the resident population, including: 47% Southeast Asian, 29% White, and 24% Latino. Languages spoken by Bayview staff include: English, Spanish, Hmong and Laotian.

Staff are available to support families in need of interpretation and translation services. Interpretation in Hmong and Spanish is provided at all meetings and events. In addition,

program materials, including flyers, letters, notices, etc., are evaluated for use of Plain English and pictorial representations are utilized as much as possible in addition to text.

Being multilingual and multicultural is viewed firmly as an asset. All programs and services are evaluated through a lens of cultural and linguistic relevance and sensitivity. Bayview staff provide detailed information and support to project partners to increase their awareness and competencies in working with such a diverse group.

Specifically, in terms of cultural relevance, Bayview youth programming is centered on its participants. Participants are asked what they would like to do for structured activities, many of which are culturally relevant. In the past, participants have asked to make egg rolls, Thai Tea, and enchiladas. Participants are also encouraged to speak in whatever language is comfortable for them in addition to informally sharing on cultural topics, such as the Hmong Festival, and other religious and spiritual events.

- 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](#)?

Bayview sets clear, focused goals that are aligned with the MOST mission to ensure that all of Madison's children and youth have access to comprehensive, high-quality, out-of-school time; by supporting positive youth development, educational achievement, programs that support positive youth and by supporting college, career and community readiness.

Bayview's afterschool programming does this by offering structured activities, healthy snacks, competent staff, volunteers, and tutors. These staff, tutors, and volunteers offer resources to encourage participants to build the skills to complete school day assignments on time, as well as supplement out of school time: they assist in participants' develop healthy social and emotional skills by leading activities, playing games, and developing relationships with participants, which allows for mentorship around topics like college and career.

Programming at Bayview also has activities that build upon one another, such as Community Dinners and Snack and Chat, both of which allow space for participants to discuss topics like race, class, climate change, and community expectations that they hold for themselves.

To incorporate the strengths and interests of youth in programming, youth are always asked to take initiative in sharing ideas for activities and afterschool, then vote on activities. This encourages student voice and agency, in addition to centralizing programming on the community that the program serves.

Supportive relationships with youth are fostered through a curriculum that aligns with Bayview's Youth Program Goals in addition to the MOST mission. This curriculum is designed for staff, tutors, and volunteers to encourage age-appropriate interaction with youth and focus on positive reinforcement, supplementing education, allowing youth to lead the conversation and share opinions, and sharing any concerning comments with the Middle and High School Coordinator.

Community and family engagement is encouraged in programming at Bayview through the exploration of community. This year, participants were encouraged to go on many walking field trips, and are participating in the piloting of an app called “Streetwyze,” in which youth are to assess the community that they live in and the surrounding area and collect data on what is working and what is not. In terms of family engagement, youth will be showcasing their summer artwork and gardening to the community-at-large as well as their families. However, Bayview programming is committed to becoming more communicative with families in the coming year through some kind of newsletter or flyers.

Organizationally, Middle and High School programming is managed by the Middle and High School coordinator. The Middle and High School Coordinator supports all staff, volunteers, and tutors involved in middle and high school programming at Bayview to ensure that program goals are being maintained. The Executive Director supports the Middle and High School Coordinator.

Racial and Cultural Inclusion is encouraged through verbal sharing, language, and activities. Participants often choose to share about their cultural heritage, speak in the languages they speak at home, and participate in activities (often cooking) that they have suggested. Additionally, Bayview will be partnering with Freedom Inc.’s Hmong Girls Group to address racial and cultural inclusion as well as gender.

The Middle and High School Program is designed to maintain physical, social, and emotional safety. It addresses topics such as proper supervision, having difficult conversations, and how to address behavioral challenges in an emotionally and physically safe way. Additionally, it addresses practical concepts such as: Bringing a First Aid kit and emergency contact information on all field trips, etc. All staff have been CPR/ First Aid certified.

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)?
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Americorps	Support Middle/High School Coordinator, tutor at Velma Hamilton Middle School	Connie Bettin	Yes
University of Wisconsin-Madison Badger Volunteers	Assist in programming	UW Badger Volunteer Manager	No

University of Wisconsin-Madison Writing Center	Assist with writing-related projects	UW Writing Center Coordinator	No
Art Lit Lab	Arts programming	Alaura Borealis	No
Bare Knuckle Arts	Visual arts programming	Amy Mietzel	Yes

Bayview has more than 30 partnerships with other businesses, associations and non-profit organizations. Given Bayview’s small program budget, its partnerships allow for unique and rewarding program enhancements. Partnerships enable program staff to support overall youth development while the program partners focus on content areas, allowing youth to access new experiences and learn from ‘experts’ within a particular field or focus area. In addition, Bayview’s partnerships make it possible for Bayview to offer opportunities and resources to children and families that would not be feasible otherwise.

What are the decision-making agreements with each partner?

Bayview strives to ensure that every partnership is mutually beneficial. Before Bayview enters into a partnership with another organization, goals, priorities and philosophies are outlined and discussed at the beginning in order to ensure that there is alignment and understanding. The roles and responsibilities of the partnership are discussed and, in some cases, a memo of understanding or agreement is crafted and signed by both parties.

Bayview receives many requests to partner and must be somewhat selective in determining which partnerships are the most practical and beneficial to the target population. Bayview places its residents and youth at the forefront of all partnerships, so if a program won’t be of benefit or value and/or is no longer of benefit or value to the target population, it won’t be implemented and/or continued. Additionally, Bayview must consider the amount of staff time that will need to be devoted to the partnership. Strong communication is critical to the success of a partnership.

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

In the last year, Bayview has made strides to better connect with teachers, staff and bilingual resource specialists at MMSD schools. In 2018-19, Bayview hosted at least four parent/guardian-MMSD teacher conversations in order to strengthen the connection and communication among Hmong parents and teachers. Bayview has also partnered with

local organizations for topic-specific information and support. Partners and links have included: Madison Public Library, GSAFE, Freedom Inc. and Rainbow Project.

In addition to the program partnerships and resource connections, Bayview has a strong relationship with Joining Forces for Families and provides referrals and resources as needed and/or requested.

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	5 days per week, 4 weeks per month, 10 months per year		10 months	1:12	13
Multi- Focused Summer	3 days per week, 4 weeks per month, 3 months	4	3 months	1:12	24

*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:

17

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).

Special events, field trips and community activities are planned on a regular basis throughout the year. Some examples are as follows:

- Family dinners – quarterly, up to 3 hours each
- Field trips – At least 8 per year, up to 4 hours each
- Brittingham Boats – weekly during the summer months
- Mad City Riders – weekly during the summer months
- Summer Showcase – one-time event at end of summer
- Overture Center performances – up to 2 per year

- 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
Middle and High School Coordinator	Bachelor’s degree in education or related field and/or at least three years of experience working with youth; experience working in diverse communities with youth who are culturally, racially and ethnically diverse; bilingual preferred	1	1		1
Americorps Member - 1700 hours	Bachelor’s degree and/or relevant work/professional experience; experience working with youth in a community setting; commitment to social justice and cultural competency	1	1		1

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

Program volunteers who have direct contact with Bayview participants are required to complete a Volunteer Application form that is submitted to Bayview staff. If the volunteer's interests, skills and availabilities match program needs, then an in-person meeting and/or orientation is scheduled. All volunteers who work directly with participants are required to undergo a background check process. Once a volunteer is placed in a program, he/she is oriented and/or trained as needed by program staff. Volunteers sign in and out, tracking their hours, at the Center's front desk. Program staff monitor and supervise all volunteers and provide coaching and redirecting as needed. If volunteers come from UW, MATC and/or Edgewood, and receive class credit for their volunteer work, their progress is both monitored by Bayview as well as their individual professors. Bayview staff communicate with partner college and university staff and teachers, as needed, if issues arise.

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.

- DESSA tracking: Tracks social and emotional wellness
- Most Information System (MIS) to track attendance
- Infinite Campus to track MMS grades and attendance
- Youth goal setting
- Quarterly Service Reports
- Quarterly Expense Reports
- Daily report logs
- Tutoring and academic coaching volunteer logs
- Monthly housing reports for demographics of Bayview Townhouses residents

All reporting systems, tools and report documents are only accessible to Bayview staff. Demographic information is kept absolutely confidential and all staff and volunteers are required to sign the organization's Confidentiality/Non-Disclosure Agreement on an annual basis. All program files that include demographic and/or sensitive information are kept in locked filing cabinets. Client conversations that include sensitive information are held in private offices and meeting rooms and information is shared with other staff on a strict, need-to-know basis.

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. 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:

Bayview Foundation, Inc.

STAFF-BOARD-VOLUNTEER DEMOGRAPHICS

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

DESCRIPTOR	STAFF		BOARD		VOLUNTEER	
	Number	Percent	Number	Percent	Number	Percent
TOTAL	15	100%	11	100%	400	100%
GENDER						
MALE	4	27%	8	73%	200	50%
FEMALE	11	73%	3	27%	200	50%
UNKNOWN/OTHER	0	0%	0	0%	0	0%
TOTAL GENDER	15	100%	11	100%	400	100%
AGE						
LESS THAN 18 YRS	0	0%	0	0%	50	13%
18-59 YRS	12	80%	7	64%	300	75%
60 AND OLDER	3	20%	4	36%	50	13%
TOTAL AGE	15	100%	11	100%	400	100%
RACE*						
WHITE/CAUCASIAN	8	53%	8	73%	300	75%
BLACK/AFRICAN AMERICAN	0	0%	1	9%	15	4%
ASIAN	7	47%	2	18%	30	8%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	0	0%	0	0%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%	0	0%
MULTI-RACIAL:	0	0%	0	0%	0	0%
Black/AA & White/Caucasian	0	0%	0	0%	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%	55	0%
TOTAL RACE	15	100%	11	100%	400	86%
ETHNICITY						
HISPANIC OR LATINO	3	20%	1	9%	25	6%
NOT HISPANIC OR LATINO	12	80%	10	91%	375	94%
TOTAL ETHNICITY	15	100%	11	100%	400	100%
PERSONS WITH DISABILITIES	0	0%	0	0%	15	4%

*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?

Bayview employs a diverse staff with 71% being non-White and bilingual. Staff demographics reflect the demographics of the resident population, including: 47% Southeast Asian, 29% White, and 24% Latino. Languages spoken by Bayview staff include: English, Spanish, Hmong and Laotian. Likewise, Bayview's board of directors also reflects the resident population. Of the 11 voting members, 36% are residents of Bayview (18% Hmong, 9% African American, 9% Latino). The remaining members are White (66%).



Bayview Foundation, Inc. Language Access Plan

Drafted: July 2019

Section 1: Overview and Context

Description of Bayview Foundation, Inc.

Bayview Foundation, Inc. is a nonprofit organization that provides affordable housing and supportive services to low income and moderate income residents. Bayview is made up of Bayview Townhouses, a Section 8 project based development and the International Center for Education and the Arts, a comprehensive community center that serves the neighborhood. The residents living at Bayview come from diverse backgrounds and many residents are immigrants and refugees. Demographics as of 2019 include: 48% Hmong; 10% Vietnamese, Cambodian, or Laotian; 25% Latino; 15% African/African American; and 2% White/Native American. The primary languages spoken at Bayview include: Hmong, English, Spanish, Vietnamese, Russian and Cambodian. Approximately 50% adults and seniors living at Bayview are non-English speakers and have very limited proficiency in English reading, writing and speaking. The other 50% of adults have some proficiency and/or are bilingual in more than one language, including English and their native language/s.

General Policy

Bayview's community center provides accessible, inclusive, and culturally-relevant educational, recreational, cultural and wellness services and programs to Madison residents living in the Bayview community and/or surrounding neighborhood. Bayview seeks to ensure that all center participants, volunteers and visitors have equal access to the organization's resources, programs and services, and access will not be denied, restricted or limited due to limited proficiency in English. Bayview is committed to developing and providing language access resources, as needed and requested, in both oral and written form to so that everyone in the community feels welcome and included.

Strategies to Ensure Language Access

Bayview has identified the following strategies for creating meaningful access for all users of the center, including participants, guests, volunteers, visitors, residents, board members, etc. Users will not be charged for any of the services provided.

- Hiring staff reflective of the diversity within the neighborhood; Hiring staff who are bilingual and can assist with interpreting and translating; Hiring staff who are bicultural and provide culturally specific and relevant insights into programming and services
- Contracting with qualified interpreters and translators through third-parties such as the Interpreters' Cooperative of Madison
- Offering language assistance to residents and visitors that have difficulty communicating in English
- Informing community members that language assistance services are available free of charge to persons with LEP for all programs and services offered by Bayview
- Incorporating Plain English strategies and pictorials/visual icons and simple imagery in all printed and digital communications materials
- Providing language interpretation at all board, committee, resident and programming meetings, as needed/requested

Bayview Foundation, Inc. Language Access Plan

- Including a line item for interpretation and translation services within the organization’s annual operating budget
- Adding “Preferred Language” categories to registration and application forms
- Providing interpretation when requested by a user, participant and resident
- Utilizing the City’s Language Line

Future Needs to Strengthen Language Access at Bayview

The following strategies will be implemented as funding is secured:

- Assessing and evaluating language access services offered at Bayview
- Increasing the budget for leadership initiatives and outreach programs for LEP residents
- Development and implementation of annual staff training to stay informed on current services and practices
- Utilizing of Literacy Network’s Plain English review services for ongoing review of all printed and digital communications

Section 2: Current Practices

A. Interpretation Procedures

Front Desk

Staff take the following steps to respond to LEP individuals as they approach the front desk:

1. Greet the resident or visitor to gauge whether or not they can communicate in English.
2. If staff is unable to communicate in English with the resident or visitor, ask what language they speak or would prefer.
3. Once a language is indicated, check if another staff person who speaks the indicated language is available to assist with interpreting.
4. If no one is available that can speak the appropriate language, request that the resident or visitor return when an interpreter is present (provide the earliest date and time). If needed, call Certified Languages International at 1-800-225-5254, and use the access code: MADISON.

On the Phone

Staff take the following steps to respond to LEP residents and individuals when receiving incoming phone calls:

1. Greet the caller in English. Try to determine the client’s primary language and check if there is a bilingual staff person available that can assist with interpreting.
2. If no one is available, or no one speaks the appropriate language, request that the caller call back when an interpreter is present (provide the earliest date and time). If needed, call Certified Languages International at 1-800-225-5254, and use the access code: MADISON.

In-Person Meetings

Bayview Foundation, Inc. Language Access Plan

Staff take the following steps to support LEP residents and individuals during in person meetings. When meetings are scheduled, staff ask if interpretation services are needed. If the resident/participant indicates that he/she prefers and/or needs interpretation, bilingual Bayview staff are called upon to interpret. If a bilingual staff member isn't available, the Certified Languages International (language line) is utilized and/or Bayview will contract with a third party provider.

B. Translation Procedure

Document Translation from English

Bayview does its best to consistently use Plain English and pictorials in all communications. Staff ensure that vital information is translated into Spanish and Hmong. Translated documents will be distributed in a timely manner and posted in common areas.

C. Additional Language Access Policies

Bilingual Staff Policy

- Bayview prefers hiring bilingual/bicultural staff members whenever possible to work directly with community members and residents that are limited English proficient.
- Bayview takes into consideration second language proficiency, in Spanish or Hmong, as a preferred quality when hiring new staff.

Children as Interpreters Policy

- Bayview will not use minor children to interpret, in order to ensure confidentiality of information and accurate communication.

D. Staff Training

- All staff will receive annual LEP training. LEP training will include information on the following topics:
 - a. Bayview's LEP plan and procedures
 - b. Responding to LEP individuals
 - c. How to obtain interpreters
 - d. Translating procedures
 - e. Documenting language requests
- This language access plan and the LEP plan will be revised every two years or as needed

Section 3: Monitoring Effectiveness

Staff Meetings

Bayview will monitor and evaluate the effectiveness of access to language services through staff meetings. Language access is a common topic at staff meetings and strategies for effectiveness will be revisited and improved upon as gaps are determined.

Bayview Foundation, Inc. Language Access Plan

Resident Surveys and Demographics

Bayview will implement methods to monitor population levels and the language needs of each household and individuals with LEP in our housing community. An annual review of this language access plan will coincide with resident survey reports. An annual evaluation of the effectiveness of access to language services at Bayview will be shared with Bayview's Board of Directors.

Bayview Foundation, Inc. Strategic Plan

2017-2019

Goals:

1. Provide safe, affordable, attractive housing for low-income residents.
2. Provide safe, attractive and well-maintained outdoor campus for Bayview residents.
3. Provide a safe, attractive and meaningfully programmed community center for Bayview residents.
4. Strengthen and increase Bayview's visibility, partnerships, and fund development capacity.
5. Clarify and strengthen administrative practices.

Goal 1: Provide safe, affordable, attractive housing for low-income residents.

Strategy	Year	Tactic	Outcome	Measure
Implement best property management practices	2017	<ol style="list-style-type: none"> 1. Terminate cash payments and implement late fees 2. Streamline recertification paperwork and procedures; Create checklist 3. Continue Integrated Pest Management (IPM) 4. Implement property management software 5. Refine annual housing maintenance inspection form to include REAC scoring and preventative maintenance items 6. Develop and implement preventative maintenance program 7. Restructure staff for improved service and efficiency 	<p>Reliable accountability for timely and adequate repairs</p> <p>Establish infestation baseline</p> <p>Increased efficiency and accuracy in certification process</p> <p>Improved employee satisfaction regarding fair distribution of work</p>	<p>Achieve REAC score of 75 or higher</p> <p>March 2017 infestation baseline established</p> <p>90% of residents rate maintenance of units and grounds as good or better on Resident Housing Survey</p> <p>25% reduction in staff time allocated certifications and recertifications</p> <p>75% of staff report work is distributed fairly on the Organizational Climate survey</p> <p>Work order and preventive maintenance systems</p>

				managed electronically
	2018	<ol style="list-style-type: none"> 1. Create and implement new uniform lease; Create checklist for new tenant paperwork 2. Integrate annual inspection with recertification 3. Improve resident compliance measures 4. Continue IPM and initiate resident education workshops 5. Implement housing-related customer satisfaction surveys 6. Evaluate new staffing structure 7. Strengthen Housing Committee and increase decision-making capacity 	<p>Leases are standardized</p> <p>Annual inspections are conducted as part of recertification process</p> <p>Reduction in units with serious infestation</p> <p>Resident cooperation with IMP grows</p> <p>Staffing structure imparts improved clarity regarding job duties</p>	<p>Achieve REAC score of 80% or higher</p> <p>95% of residents rate maintenance of units and grounds as good or better on Resident Housing Survey</p> <p>50% reduction over baseline in units with serious infestations identified in pre-REAC inspection</p> <p>65% of residents report support for IPM on Resident Housing Survey</p> <p>Housing Committee addresses and resolves 3 major policy issues</p> <p>90% of staff report they have a clear understanding of their job duties</p>
	2019	<ol style="list-style-type: none"> 1. Evaluate, refine and continue implementation of preventative maintenance program 2. Continue IPM and resident education 3. Evaluate results of Resident Housing Surveys and respond to feedback 4. Upload all lease and recertification documents to leasing software 	<p>Growing percentage of maintenance time allocated to preventable maintenance</p> <p>Reduction in units with serious infestation</p> <p>Leasing, certification, and recertification records fully transitioned to electronic management system</p>	<p>Achieve REAC score of 85% or higher</p> <p>Ratio of hours in preventive maintenance to hours in pop up work orders is 2:1 or better</p> <p>25% reduction over previous year in units with serious infestations identified in pre-REAC inspection</p> <p>100% of leasing, certification,</p>

			and recertification system managed electronically	
Undertake a major renovation that updates units and creates additional accessible units	2017	<ol style="list-style-type: none"> 1. Develop comprehensive understanding of LIHTC program and proposal criteria/scoring 2. Increase efficiency of organization in preparation of reassuming mortgage 3. Continue to cultivate relationships with WHEDA, ULI, City of Madison, Dane County and other development partners 4. Articulate scope of renovation 5. Create and implement timeline and workplan for LIHTC and related applications 6. Structure a program of resident dialog and communication around the renovation plans and progress 7. Assess and fill necessary legal guidance and assistance role in renovation 8. Explore use of green building and renewable energy techniques and products 	<p>Board expertise regarding affordable housing development increases</p> <p>Staff expertise regarding affordable housing development increases</p> <p>Scope of renovation is formally defined</p> <p>Residents are a part of ongoing dialogue around renovation</p> <p>Outside professional development assistance needs are met</p> <p>A timeline for the development funding process is created</p>	<p>Affordable housing development expert added to board</p> <p>Executive Director has engaged in at least 40 hours professional training, peer discussion, and/or mentoring around affordable housing development</p> <p>Board has adopted a scope of renovation statement.</p> <p>The Housing Committee has designed and implemented a program of resident communication around renovation issues. At least 40% of adult residents participate.</p> <p>A renovation timeline has been adopted by the board</p>
	2018	<ol style="list-style-type: none"> 1. Form advisory and/or board subcommittee to focus on redevelopment plans and implementation 2. Develop RFP criteria and provide to potential partners/developers 3. Select development partner 4. Prepare and submit LIHTC application 5. Develop capital campaign to support redevelopment; cultivate funding partners 	<p>Committee on Renovation is created and members seated</p> <p>RFP and related criteria for potential development partners is adopted</p> <p>LITHTC application/s filed in</p>	<p>Committee on Renovation adopts its workplan by March 2018</p> <p>RFP adopted by May 2018</p> <p>Capital funding applications filed in timely fashion</p> <p>Capital Campaign Committee</p>

		<ol style="list-style-type: none"> 6. Host input gathering meeting/s for residents 7. Implement satisfaction survey 	<p>timely fashion</p> <p>Capital campaign committee is created and members seated</p> <p>Housing Committee hosts resident input meetings</p>	<p>adopts its workplan by April, 2018</p> <p>At least 70% of residents report satisfaction with their inclusion in renovation planning on Annual Resident Housing Survey</p>
	2019	<ol style="list-style-type: none"> 1. Embark on Phase 1 of redevelopment 2. Continue fundraising efforts/capital campaign 3. Gather resident feedback and input 4. Implement satisfaction survey 	<p>Phase 1 of Renovation underway</p> <p>Capital campaign is launched with at least 4 lead partners publicly identified</p> <p>Resident Housing Survey is implemented with new section on renovation</p>	<p>Phase 1 contracts are in place</p> <p>Phase 1 work is underway according to contracted plan</p> <p>Four lead donors have made significant capital gifts to seed campaign</p> <p>70% of residents report satisfaction with the renovation process on the Resident Housing Survey</p>

Goal 2: Provide safe, attractive and well-maintained outdoor campus for Bayview residents.

Strategy	Year	Tactic	Outcome	Measure
Engage residents in beautification efforts	2017	<ol style="list-style-type: none"> 1. Implement community-wide public art projects 2. Remove deteriorating white wooden garden fences 3. Initiate resident gardening committee 4. Implement annual community-wide outdoor clean-up day 	<p>Yard gardens reflect aesthetic considerations</p> <p>Fewer residents litter and there is less debris about</p> <p>Public art projects express community experiences</p>	<p>30% of residents participate in garden beautification efforts</p> <p>20% of residents participate in public art projects</p> <p>80% of yard gardens are tidy with no unsightly materials</p>

				20 residents participate in annual clean up
	2018	<ol style="list-style-type: none"> 1. Continue implementation of public art projects 2. Implement resident gardening committee strategies 3. Implement twice annual community-wide outdoor clean-up days 	<p>Yard gardens reflect aesthetic considerations</p> <p>Fewer residents litter and there is less debris about</p> <p>Public art projects express community experiences</p>	<p>30% of residents participate in garden beautification efforts</p> <p>30% of residents participate in public art projects</p> <p>90% of yard gardens are tidy with no unsightly materials</p> <p>30 residents participate in annual clean up</p>
	2019	<ol style="list-style-type: none"> 1. Continue implementation of public art projects 2. Continue to implement resident gardening committee strategies 3. Implement twice annual community-wide outdoor clean-up days 	<p>Yard gardens reflect aesthetic considerations</p> <p>Fewer residents litter and there is less debris about</p> <p>Public art projects express community experiences</p>	<p>35% of residents participate in garden beautification efforts</p> <p>30% of residents participate in public art projects</p> <p>90% of yard gardens are tidy with no unsightly materials</p> <p>30 residents participate in annual clean up</p>
Address storm water/drainage issues	2017	<ol style="list-style-type: none"> 1. Redevelop south entrance to community center to eliminate first floor flooding 2. Strategically replace and regrade sidewalks throughout property 3. Regrade soil in front yards of units where basement water leaks and mold/mildew are significant problems 4. Research feasibility of installing larger downspouts on apartment units and relocation of downspouts 	<p>First floor no longer floods</p> <p>Sidewalks do not puddle</p> <p>Basement water leaks and mildew are reduced</p>	<p>No first floor floods occur</p> <p>Decrease sidewalk drainage and pooling issues by 25%</p> <p>Work orders related to basement leaks and mildew are decreased by 20% against 2016 base year</p>

	2018	<ol style="list-style-type: none"> 1. Continue sidewalk repair and replacement throughout property 2. Educate residents on front yard garden guidelines and storm water drainage 3. Install new downspouts and redirect water drainage 4. Assess opportunities to repurpose existing turf into garden plots/landscaping 	<p>Sidewalks do not puddle</p> <p>Basement water leaks and mildew are reduced</p> <p>Yard gardens are more attractive</p> <p>Soil erosion from downspouts is reduced</p> <p>Reduce turf and increased garden space on campus</p>	<p>Decrease sidewalk drainage and pooling issues by 15% over 2017</p> <p>50% of resident yard gardeners adhere to guidelines</p> <p>Soil erosion around downspouts is reduced by 50% over 2016</p> <p>At least 200 square feet of turf is converted into garden space</p>
	2019	<ol style="list-style-type: none"> 1. Continue sidewalk repairs and regrading 2. Assess resident compliance on front yard garden guidelines 3. Assess impact of new downspouts and redirection of storm water 4. Increase garden plots/landscaped areas on Bayview property 	<p>Decrease water drainage and pooling issues by 50%</p> <p>Yard gardens are more attractive</p> <p>Soil erosion from downspouts is reduced</p> <p>Reduce turf and increase garden space on campus</p>	<p>Decrease sidewalk drainage and pooling issues by 10% over 2017</p> <p>65% of resident yard gardeners adhere to guidelines</p> <p>Soil erosion around downspouts is reduced by 25% over 2017</p> <p>At least 200 square feet of turf is converted into garden space</p>
Improve and increase gathering spaces, play areas and outdoor storage	2017	<ol style="list-style-type: none"> 1. Build new playground and integrate outdoor classroom 2. Redevelop south entrance to community center to incorporate gathering area 3. Partner with Madison Children's Museum to design and install pocket park 4. Research bicycle storage needs and options 	<p>Added playground with outdoor classroom</p> <p>Outdoor gathering space</p> <p>Added pocket park</p>	<p>Increase resident satisfaction with outdoor play, gathering and storage by 15% over most recent Resident Housing Survey</p>

	2018	<ol style="list-style-type: none"> 1. Assess current propane storage sheds and research alternatives 2. Host resident meetings to gather input on issues, needs and improvement strategies 3. Install new bicycle racks 4. Assess potential to redevelop area off community center courtyard as gathering site and outdoor cooking area 	Added bike storage	Increase resident satisfaction with outdoor play, gathering and storage by 15% over 2017 Resident Housing Survey
	2019	<ol style="list-style-type: none"> 1. Implement recommendations from resident input sessions 2. Evaluate outdoor storage improvements 3. Initiate workplan, timeline and fundraising strategy to redevelop area off community center courtyard as gathering site and outdoor cooking area 	Completed plan for outdoor gathering and cooking site	Maintain resident satisfaction with outdoor play, gathering and storage based on 2018 Resident Housing Survey
Improve parking	2017	<ol style="list-style-type: none"> 1. Increase enforcement 2. Redevelop temporary parking permitting procedures 3. Host resident meeting to gather input on the issue and develop comprehensive understating of all concerns and needs 4. Revise parking guidelines 5. Draft new permitting procedures 	New permitting procedures implemented	Increase resident satisfaction with parking by 15% over most recent Resident Housing Survey findings
	2018	<ol style="list-style-type: none"> 1. Implement new parking permitting process 2. Evaluate redeveloped temporary parking permitting procedures 3. Assess option of increasing number of parking slots available 4. Research feasibility and interest in car sharing programs 5. Establish partnership with bicycle education and access organizations to 	<p>More residents rely on bikes for transportation and recreation</p> <p>Reduced resident complaints concerning parking</p>	<p>10% increase in number of bikes stored outdoors at Bayview based on direct observation</p> <p>50% decrease in resident parking complaint reports based on direct observation</p>

		assess opportunity at Bayview to increase bicycle use		
2019	<ol style="list-style-type: none"> Evaluate new parking permitting process Implement bicycle and/or car sharing strategies Assess resident parking satisfaction during recertification process 	Bike and/or ride sharing program available to residents.	65% of residents are satisfied with parking regulations based on discussion during recertification process	

Goal 3: Provide a safe, attractive and meaningfully programmed community center for Bayview residents.

Strategy	Year	Tactic	Outcome	Measures
Develop programs that respond to resident-identified needs and interests	2017	<ol style="list-style-type: none"> Present results of community needs assessment to programming committees and gather input Research potential community partners (content experts) Outline priorities and develop timeline and workplan Initiate educational partnership with Summit Credit Union and Park Bank and discuss financial education options Implement adult literacy program 	Increased resident language literacy Partner programs of interest to residents offered at Bayview	6 language literacy program participants demonstrate improved literacy A minimum of two partner programs of interest to residents are offered at Bayview
	2018	<ol style="list-style-type: none"> Implement financial education classes for adults Continue adult literacy programs Research home ownership programs and financing options for low-income populations Update food access program and develop efficient and effective strategies to increase access to healthy food options Explore options for increased access to 	Increased resident financial literacy Increased resident language literacy Reduced resident food insecurity Established system of on-going resident needs	8 financial literacy program participants demonstrate increased understanding 6 language literacy program participants demonstrate improved literacy 85% or fewer of resident households report food

		<p>community center and programming on weekends and evening hours</p> <ol style="list-style-type: none"> Explore partnerships with health and wellness organizations to increase access to medical, dental, mental health providers and services Continue to develop methodology used in needs assessment as a basis for improved continuing resident communication 	<p>assessment</p> <p>Increased resident participation in health and wellness initiatives</p>	<p>insecurity at time of recertification</p> <p>4 residents report increased access to healthcare services and resources</p>
	2019	<ol style="list-style-type: none"> Continue financial education classes for adults Continue adult literacy programs Offer home ownership programs and financing education for low-income populations Increase community center hours for education and/or recreation based programming on weekends and during evening hours Implement annual or biannual health care education and access programs Continue to develop methodology used in needs assessment as a basis for improved continuing resident communication 	<p>Increased resident financial literacy and home ownership options</p> <p>Increased resident language literacy</p> <p>Increased number of residents using community center during weekend and evening hours</p> <p>Stronger resident voice in programming decisions</p>	<p>12 financial literacy program participants demonstrate increased understanding</p> <p>9 language literacy program participants demonstrate improved literacy</p> <p>5 residents demonstrate increased understanding of home ownership options</p> <p>Increased user satisfaction in community center hours and program options</p> <p>Regular reports to board connecting resident preferences, needs, and accomplishments to program design and delivery</p>
Strengthen program evaluation methods and tools	2017	<ol style="list-style-type: none"> Identify program goals and objectives for outreach programs Reassess and update program goals and objectives for youth programs Gather input from programming and senior committees 		<p>Increase resident satisfaction in programs and services by 15%</p>

	2018	<ol style="list-style-type: none"> 1. Establish and implement new assessment strategies and tools 2. Invite committee members and external partners to evaluate programs 3. Continue to gather input from committees 	Increase in resident participation in programs	25% increase in number of program enrollments over 2017
	2019	<ol style="list-style-type: none"> 1. Assess and update program goals and objectives for outreach and youth programs 2. Implement changes to programs and evaluation strategies based on input from internal and external evaluators 	Increase in resident participation in programs	35% increase in number of program enrollments over 2017

Goal 4: Strengthen and increase Bayview’s visibility, partnerships, and fund development capacity.

Strategy	Year	Tactic	Outcome	Measures
Implement annual fund development plan and calendar	2017	<ol style="list-style-type: none"> 1. Reinitiate board development committee and have members establish board member goals and objectives 2. Update grant deadline calendar 3. Research state and federal funding opportunities 4. Meet with City of Madison Office of Community Services staff to reinforce need for operational support 5. Meet with MCF and other foundations to share new strategic plan and vision, and to gather input/gauge interest 	<p>Grants prepared in timely and fashion</p> <p>Two new grant opportunities pursued</p> <p>Direct communications with at least 2 local foundations established</p> <p>Case statement on City of Madison support adopted by board</p>	Increase aggregate unearned income by 10% over 2016
	2018	<ol style="list-style-type: none"> 1. Assess and address staffing needs in the area of development and fundraising 2. Identify new foundations and corporations to add to development prospect list and cultivate relationships 	Direct communications established with 3 new corporations and 3 new foundations	Increase aggregate unearned income by 30% over 2016

		<ol style="list-style-type: none"> 3. Write and submit 1-2 proposals for state and/or federal funding 4. Meet with City of Madison Office of Community Services staff to reinforce need for operational support 5. Strategize methods to increase fundraising capacity (trained grant writing volunteer, professional development for staff) 	<p>1 state or federal grant secured</p> <p>City of Madison operational support secured</p>	
	2019	<ol style="list-style-type: none"> 1. Meet individually with at least three corporate and/or foundation grant officers 2. Continue to work with City of Madison staff to reinforce need for operational support 3. Strategize how to celebrate Bayview's 50 year anniversary and incentivize giving 	<p>Support from three new corporate or foundation partners secured</p> <p>City of Madison operational support secured</p> <p>50th Anniversary promotional campaign design completed</p>	<p>Increase aggregate unearned income by 35% over 2016</p>
Increase number of donations from individuals	2017	<ol style="list-style-type: none"> 1. Create database to input and track individual donors and their gifts 2. Host Bayview project showcase tour in fall 2017 and invite past and current supporters and stakeholders 3. Ask board members to invite at least three guests to fall 2017 project showcase tour 4. Craft end-of-the year fundraising letter and send to updated mailing list 	<p>Increased numbers of people have a direct experience with Bayview</p>	<p>Increase number of individual donors by 10% over 2016</p> <p>At least one television and one mainstream print media article are secured</p> <p>At least 30 new friends visit Bayview for the first time</p>
	2018	<ol style="list-style-type: none"> 1. Assess and update database as needed 2. Cultivate relationships with 'prospects' identified by board members 3. Invite interested stakeholders (corporations, foundations and individuals) to learn about Bayview and discuss strategic plan and 	<p>Increased numbers of people have a direct experience with Bayview</p>	<p>Increase number of individual donors by 15% over 2016</p> <p>At least 20 new friends visit Bayview for the first time</p> <p>At least 4 outside friends</p>

		<ol style="list-style-type: none"> 4. future Host 2018 project/program showcase event if appropriate 		participate in shaping strategic direction
	2019	<ol style="list-style-type: none"> 1. Assess and update database as needed 2. Continue to host annual project/program showcase event if appropriate 	Increased numbers of people have a direct experience with Bayview	<p>Increase number of individual donors by 20% over 2016</p> <p>At least 20 new friends visit Bayview for the first time</p> <p>Bayview is an invited participant in at least 1 community process, partnership or event</p>
Raise profile through partnerships and marketing	2017	<ol style="list-style-type: none"> 1. Create 2-3 minute organizational spotlight video 2. Identify all current community partners and develop strategy to showcase and promote via social media, grant applications, website, etc. 3. Establish consistent, succinct and visionary plan for the future and ensure all staff and board know it and have elevator speech to share with others 4. Ensure understanding of current and relevant issues in the fields of affordable housing and social and programmatic services for low income residents 	Bayview is more widely recognized and understood by community members	<p>Invitations to Bayview to participate in community partnerships, processes and events grows to at least 3</p> <p>At least twice, Bayview is cited as a source for local journalists when issues related to its mission arise.</p>
	2018	<ol style="list-style-type: none"> 1. Continue to host stakeholder appreciation event and highlight Bayview's work with community partners and programmatic successes 2. Present new spotlight video on social media and utilize in Community Shares of Wisconsin's annual Big Share campaign 	Bayview is acknowledged as a leader in areas and issues proximate to its mission Partners seek out Bayview	<p>At least 3 community partners highlight their participation with Bayview in their own communications</p> <p>Invitations to Bayview to participate in community</p>

		<ol style="list-style-type: none"> 3. Partner with marketing and/or communications professional to update marketing materials, including logo, printed documents and website 4. Develop social media strategy and workplan 5. Establish relationships with organizations and entities that have similar platforms and priorities, and cross-support 6. Keep abreast of current and relevant issues in the fields of affordable housing and social and programmatic services for low income residents 		<p>partnerships, processes and events grows to at least 8</p>
2019	<ol style="list-style-type: none"> 1. Continue to host stakeholder appreciation event and highlight Bayview's work with community partners and programmatic successes 2. Produce brief project or program highlight videos on an annual basis to present on social media and to use for fundraising/marketing campaigns 3. Continue to implement social media strategy and workplan and assess for effectiveness and efficiencies 4. Continue relationships with organizations and entities that have similar platforms and priorities, and find opportunities to cross-support 5. Keep abreast of current and relevant issues in the fields of affordable housing and social and programmatic services for low income residents 	<p>Bayview is acknowledged as a leader in areas and issues proximate to its mission</p> <p>Partners seek out Bayview</p>	<p>At least 6 community partners highlight their participation with Bayview in their own communications</p> <p>Invitations to Bayview to participate in community partnerships, processes and events grows to at least 16</p>	

Goal 5: Clarify and strengthen administrative practices.

Strategy	Year	Tactic	Outcome	Measure
<p>Create staffing structure and professional development plan that aligns with organizational needs, priorities and industry standards</p>	<p>2017</p>	<ol style="list-style-type: none"> 1. Reassign financial responsibilities to Office Manager 2. Revise Office Assistant/Front Desk position to improve customer service and administrative functions 3. Provide professional development and skill building opportunities to grow current staff capacities 4. Hire Housing Manager to be responsible for housing-related operations, including maintenance, resident compliance and recertification processes 5. Rewrite all job descriptions to support revised staffing chart 6. Develop consistent and efficient annual employee review process that includes employee input and satisfaction survey 	<p>Role clarity promotes worker harmony and efficiency</p> <p>Fair balance of work allocation over workers</p> <p>Dramatically improved property management and customer service</p>	<p>Increase staff satisfaction over previous year by 15% based on Organizational Climate Survey</p> <p>25% Improvement over previous year in resident reports concerning property management based on Resident Housing Survey</p>
	<p>2018</p>	<ol style="list-style-type: none"> 1. Create and implement revised personnel policies that provide for legal compliance, accountability, fairness, investment in staff skill building, diversity in the workplace and reasonable mechanisms for problem resolution 2. Assess front desk customer service, Gather input from staff, residents and partners about front desk service and responsiveness 3. Provide professional development and skill building opportunities to grow current staff capacities 4. Continue to implement consistent and efficient annual employee review process that includes employee input and satisfaction survey 	<p>Comprehensive body of personnel policies</p>	<p>At least 75% of staff affirms support for revised personnel policies.</p> <p>75% of staff report constructive evaluation experiences via Organizational Climate Survey</p>

	2019	<ol style="list-style-type: none"> 1. Provide professional development and skill building opportunities to grow current staff capacities 2. Continue to implement consistent and efficient annual employee review process that includes employee input and satisfaction survey 	<p>Increased accountability through comprehensive in-house financial management system</p> <p>More effective and responsive customer service</p>	<p>At least 70% of residents report favorable customer service experiences on Resident Housing Survey</p> <p>85% of staff report constructive evaluation experiences via Organizational Climate Survey</p> <p>50% of staff demonstrate increased skill through professional development</p>
Refine the financial management system for increased functionality and efficiency	2017	<ol style="list-style-type: none"> 1. Continue to update chart of accounts to be more comprehensive 2. Develop grant tracking and management system in QuickBooks 3. Assess and streamline monthly financial reports 	<p>Decreased bookkeeping and accounting costs</p> <p>Improved grants financial management</p> <p>Reduced allocation of financial management burden on program staff</p>	<p>All program grant managers report reduced work burden in grant tracking</p> <p>All program grant managers report improved accuracy of grant financial data</p> <p>Financial staff report simplified grants management</p>
	2018	<ol style="list-style-type: none"> 1. Assess need of hiring external accountant to review organizational finances on a quarterly basis 2. Continue to refine grant tracking and management system in QuickBooks 3. Implement new monthly reporting protocol 4. Develop quarterly budget-to-actual reporting system to share with appropriate staff 	<p>Improved staff financial reporting</p> <p>Improved financial management tools for managers</p>	<p>All managers report increased reliability and utility of financial management information</p>
	2019	<ol style="list-style-type: none"> 1. 		



Date: July 22, 2019
To: City of Madison Office of Community Services
From: Alexis London, Executive Director, Bayview Foundation
Re: Capital Needs Assessment for Bayview

In 2016, Bayview hired Jim Glueck, from Glueck Architects, to do a comprehensive Capital Needs Assessment for Bayview's entire property including the grounds, mechanicals, housing units and the community center (see attached). This Capital Needs Assessment confirmed Bayview's need for a major renovation of the entire property.

In addition to needing improvements and upgrades, the Community Center space is no longer large enough to adequately serve our residents through youth, adult and senior programming. Also, given the Center's location on the lowest point on our property, Bayview experiences flooding each summer. This is a major health and safety issue, especially in preventing mold.

In 2018, at the board's direction, Bayview selected Horizon as a development partner and began extensive resident engagement for input on design and programmatic enhancements to the housing units, outdoor space and community center.

Bayview is planning to fund the redevelopment through Low Income Housing Tax Credits and a combination of City, County, Affordable Home Program and private funds. The budget includes approximately \$2 million for the reconstruction of the community center. Bayview will also embark on a capital campaign to supplement those funds.

Once adequate funds are secured, Bayview will break ground for a new community center within 3-4 years. In the meantime, Bayview will continue to make necessary repairs and upgrades to the center to preserve the health and safety of staff and program participants.

glueck architects LLC

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CAPITAL NEEDS ASSESSMENT

Bay View Community Center

West Washington Avenue and Regent Street

Madison, Wisconsin

August 23, 2016

Prepared for:

Andy Heidt, Executive Director
Bay View Foundation, Inc.
601 Bay View
Madison, WI 53715

GENERAL INFORMATION

The author of this report is Jim Glueck. I am a registered architect with a Master in Architecture from University of Michigan, and have 40 years of experience in Wisconsin, designing and inspecting homes and multifamily buildings. I am a certified WHEDA CNA provider. See the attached resume for more information.

I was accompanied on this inspection by Doug Galles, the owner's Director of Maintenance, as well as Andy Heidt, Executive Director, for some parts of the inspection. They are very knowledgeable about the development's present condition. During the inspections they gave me background information and answered my questions about the property.

I was given access to the original drawings for the development as well as records of maintenance work and, in many cases, ages of equipment and components.

The entire building was inspected. Date of inspection was April 7-8 and several subsequent visits, all in 2016.

Weather during inspections: Temperatures were cool, no rain.

I feel I have been given good background and support for the inspection.

Note that this is a visual inspection and thus it is limited by the lack of ability to observe hidden conditions. No destructive testing was done. Condition of materials and cost of repair/replacement are to some extent open to the judgment of the inspector and are based on approximate measurements. No testing was done to determine hazardous materials.

Overall, to the best of my professional knowledge, this report has been prepared in a manner consistent with generally accepted practices and standards of the industry. Replacement costs were determined by a combination of personal experience and data, Means and other cost estimating books, and recent estimates obtained by the owner from contractors.

PROJECT NARRATIVE

Community Center consists of one building, located on the same site as the Bay View Apartments. It was originally built in 1984, with a second story added in 1996. It is two-story with no basement. Construction includes concrete, precast plank, metal stud framing and wood roof trusses. It is located in Dane County.

Parcel Size: approximately 6.3 acres.

- **GENERAL ASSESSMENT**

This building is in overall good condition, with no substantial structural or functional issues outside of an ongoing water intrusion issue during severe rains and possibly during heavy thaws, which is due to the main floor/ground level of the building being sunken below grade., There are some issues both with outdated items and with items at or near the end of their useful life. Mold was generally not observed in the building.

- **CRITICAL REPAIRS**

No immediate needs other than mentioned above.

BUILDING COMPONENTS

- **SITE**

MAINTENANCE GARAGE

See Apartments CNA.

DRIVEWAYS AND PARKING LOTS

All are asphalt. Northeast lot is in poor condition, and will need to be redone. Southwest lot was recently repaved. Many curbs need replacement at both lots. At this point, Northeast lot should be paved and new curbs installed at that time. Southwest lot has curbs that should survive until the next paving, but may need partial repair/replacement before then. Asphalt walks are in poor condition and should be replaced soon. New bike racks are needed.

SIDEWALKS

See Apartments CNA.

SIGNAGE

See Apartments CNA.

SITE UTILITIES

See Apartments CNA.

PARKING LOT LIGHTING

Parking lot lighting has reached the end of its useful life. Replacement should be done soon.

LANDSCAPING AND SITE DRAINAGE

Site drainage in the area of the Community Center is problematic due to the fact that the building was built with its first floor below grade. The owner has investigated possible solutions, including regrading and storm sewer work. There are a number of possibilities, including turning the sunken courtyard into a bioretention area. Funds should be allotted for a solution due to reported periodic water intrusion during major precipitation events.

TRASH ENCLOSURES

There are 2 large trash enclosures. One has metal fencing surround, the other has a steel-reinforced wood surround. They are in fair condition.

FENCES

See Apartments CNA.

PLAY EQUIPMENT

See Apartments CNA.

- **STRUCTURAL, BUILDING ENVELOPE, COMMON AREA FURNITURE, FIXTURES AND EQUIPMENT**

FOUNDATIONS

Foundation walls appear generally adequate.

MAIN FLOOR SLAB

Floor slabs are generally good.

ABOVE-GRADE STRUCTURES

Second floor is precast concrete, in good condition where visible. Steel stud wall framing systems are used at the second floor level, with wood roof trusses. No significant structural issues were noted, though there are some floor cracks that may indicate expansion joint issues.

EXTERIOR WALLS

Lower portion is brick. There is minor tuckpointing to be done, but is generally in good condition. Upper portion of walls is stucco, original and in overall appears to be in good condition.

FASCIA, SOFFIT AND TRIM

Fascia, soffit and trim are in good condition.

EXTERIOR DOORS

They are in generally good condition, with typical wear and tear.

WINDOWS

Windows are commercial aluminum fixed and slider units that are currently in good functional condition.

STAIRS

Stairs are metal with concrete poured treads, and are in good condition.

EXTERIOR STEPS AND RAILINGS

Exterior railings are having issues with rusting and deterioration where they are close to ground. They can be (and have been) reinforced, but eventual replacement is in the cards.

ROOFING

Roofing is three-tab shingle. It is 20 years old and will likely need replacement within 10 years.

ROOF DRAINAGE

Gutters and downspouts are in good condition but is 20 years old. The system should be eventually replaced, probably along with the roof.

BUILDING MOUNTED LIGHTING

Simple lighting is mounted at entries other locations. They are aging and should be upgraded soon.

HAZARDOUS MATERIALS

As previously stated, no testing was done for such items, including, but not limited to, radon, asbestos and lead. No testing of potable water quality was done. Due to the age of the project, the possibility of finding lead and asbestos is possible but not as likely as in the apartments. It is always a good idea to perform these tests. In this building, floor tiles could contain asbestos, for example.

BUILDING INSULATION

Ceilings, according to the drawings, have R-44 insulation, which is sufficient. Venting is evident and appears adequate; frost/mold was not detected. Walls, according to the original drawings, appear to be insulated with an R-19 fiberglass batt which is also satisfactory.

• **MECHANICAL AND ELECTRICAL**

WATER PIPING AND DISTRIBUTION

Copper, in apparent good condition.

DRAIN, WASTE, VENT

Basement piping is cast iron, with plastic showing under sinks on the upper floors, in generally good condition.

WATER HEATERS

There is one water heater. It was very recently replaced. Water softener seems OK for now. Figure on replacement in 10 or so years.

FURNACES

There are four furnace/air conditioning split systems. They are probably 5 years away from needing replacement.

AIR CONDITIONING

See above.

ELECTRICAL

Lighting is generally older and could use replacement with more energy-efficient fixtures in many cases. Devices seem generally adequate.

EMERGENCY LIGHTING

This is 20 years old or more and could use an upgrade at some point.

FIRE PROTECTION SYSTEMS

Building is not sprinklered. There is a fire alarm system that was updated 20 years ago. The local Fire Department may require upgrades in the future.

ELEVATOR

It is 20 years old and appears to be in good working order. It will need an upgrade/ overhaul at some point.

SECURITY SYSTEM

See Apartments CNA.

INTERIOR DOORS

Interior doors and hardware are in generally good condition.

INTERCOM

None.

WINDOW COVERINGS

These are aging but functional and will need replacement in the next 5 to 10 years.

FLOORING

Flooring has reached the end of its useful life in most cases. Some has been replaced and the rest should be replaced soon.

WALLS AND CEILINGS

Gypsum board walls throughout. Acoustic grid ceilings in most spaces.

Walls are in generally good condition. Full repainting should be scheduled on an ongoing basis. Ceiling tiles are aging and need replacement soon.

KITCHEN

Kitchen is serviceable for now but will need remodeling in the future given its age, Appliances would be replaced at that time unless they require major repair in the interim.

EXHAUST FANS

Toilet room exhaust fans are older and will probably need replacement soon.

TOILET ROOMS

Upper toilet rooms are 20 years old and should not need more than maintenance for a good while.

TOILET ACCESSORIES

These are generally in acceptable condition and can be replaced on an as-needed basis.

ACCESSIBILITY

Accessibility is generally acceptable. Since codes have changed some things are not up to current code, such as space between edge of sink and side wall at toilets. This is an extremely common condition and need not be changed until triggered by other work.

- **COSTS AND REPLACEMENT SCHEDULE**

Please see the attached worksheet, which itemizes costs and proposed timetables for replacement.

Please contact me if you would like further information regarding any aspect of this report.

Thanks,

Jim Glueck, Preparer of this CNA
Registered Architect, Wisconsin # A6264
Glueck Architects LLC



Security Deposit Returned:	<input type="checkbox"/> YES	<input type="checkbox"/> NO	N/A
PA System Deposit Returned:	<input type="checkbox"/> YES	<input type="checkbox"/> NO	N/A
Date Returned:			

FACILITY USE APPLICATION

Bayview International Center for Education and the Arts provides social, cultural, educational, artistic and recreational services to residents of Bayview Townhouses and the greater Madison community. Bayview is a multicultural neighborhood and use of the facility is not permitted to groups that discriminate on the basis of race, color, creed, national origin, or disability.

NOTE: This application must be submitted at least **two weeks prior** to scheduled event. Use of the facility is pending Bayview staff approval.

APPLICATION DATE: _____

ORGANIZATION NAME: _____

CONTACT NAME: _____ **EMAIL:** _____

PHONE: _____ **ALTERNATE PHONE:** _____

ADDRESS: _____

DATE OF EVENT: _____ **HOURS*:** _____ **am/pm TO** _____ **am/pm**

*Bayview is only available for use between the hours of 8am and 10pm.

RENTAL FEE AMOUNT DUE: \$ _____ **=** _____ **HOURS X \$** _____ **/HR**

(\$15.00/hr for Bayview residents; \$25.00/hr Non-Bayview residents).

SECURITY DEPOSIT DUE: \$30.00 Deposit will be returned within 1-2 weeks after event and is subject to forfeiture for damages or cleaning expenses.

****The security deposit and room rental fee checks MUST be paid 48 hours prior to event!**

(Make checks payable to: Bayview Foundation)

EVENT DESCRIPTION: _____

GROUP SIZE: _____ **FOOD SERVED:** YES NO

SOUND EQUIPMENT: YES NO If yes, does your group plan to use Bayview's PA system?

YES NO Note: A refundable \$75 deposit and PA system orientation are required.

ROOMS REQUESTED : Community Room Downstairs Kitchen

Community Room Upstairs Computer Lab

All rooms have rated occupancy (See Facility Use Policies for room occupancy numbers.)

Bayview reserves the right to limit access of large groups and to adjust room assignments as needed.

NOTE: Children ages 18 and younger must be supervised AT ALL TIMES.

Staff Use Only:

SECURITY DEPOSIT AMOUNT PAID: _____ [Check Cash]

ROOM RENTAL FEE AMOUNT PAID: _____ [Check Cash]

PA SYSTEM RENTAL AMOUNT PAID: _____ [Check Cash]

STAFF SIGNATURE: _____ DATE: _____



BAYVIEW FACILITY USE POLICIES

- Bayview International Center for Education and the Arts is a **SMOKE FREE BUILDING**.
- USE OF ALCOHOLIC BEVERAGES OR DRUGS IS STRICTLY **PROHIBITED** INSIDE THE CENTER.
- **ALL CHILDREN AGES 18 AND YOUNGER MUST BE SUPERVISED AT ALL TIMES**, as well as event attendees to prevent damage to property or non-compliance with facility use policy.
- **CANCELLATION** of an event must occur through direct communication with Bayview staff at least 24 hours prior to the scheduled event to assure full refund of security deposit. An additional fee of \$15/hour may also apply if Bayview staff have been secured and not given sufficient 24 hour notice.
- Events may only take place after authorized staff approval of facility use and is dependent upon space availability. Permission to use the facility may not be transferred by any non-staff person to a third party.
 - Bayview will make every effort for staff availability for scheduled event, however if this is not possible, the event will be cancelled and rescheduled as possible, payment and security deposit will also be refunded within one week.
- All person(s)/organization(s) renting the facility agree to use the utmost care with building and property, and are responsible for clean-up after the event, including, but not limited to:
 - Picking up trash and proper disposal in dumpster outside
 - Cleaning all spills on floors (mopping not required)
 - Sweeping floors
 - Cleaning table and chair surfaces
 - Closing and locking all windows
 - Turning off all lights
 - Folding and storing all tables and chairs in designated areas
 - **KITCHEN USE:** All equipment, utensils, and cleaning supplies inside the kitchen are the property of Bayview and are not to be used. Users are responsible for bringing their own supplies, except for garbage bags. Kitchen **MUST** be returned to the condition in which it was found and is subject to additional cleaning and maintenance fees and security deposit forfeiture described in this policy.
 - Picking up garbage and proper disposal in dumpster outside
 - Rinsing recyclables and placing in appropriate container
 - Scrubbing and wiping down sinks, stovetop and countertops
 - Cleaning spills on top of stove and in oven/broiler
 - Removing all food brought in for the event
 - Closing and locking all windows
 - Turning off all lights
 - Sweeping floor
 - Closing and locking door

A fee of **\$15.00 per hour** will be assessed and security deposit will be forfeited if maintenance services are required to restore rooms to original condition due to user non-compliance or neglect.

- All Bayview property, other than tables and chairs, unless otherwise specified, should **NOT** be moved to other areas, used in any way, or damaged. This includes, but is not limited to, artwork on shelves or walls, murals, books, furniture, audio equipment, toys or other supplies. Person(s)/organization(s) must restrict use of the facility to only the areas indicated in the facility use application and may not exceed room occupancy limits.
- All person(s)/organization(s) are liable for any damages to the building or property, including artwork, murals, furniture, etc. **Any damaged property will be subject to security deposit forfeiture, as well as any additional restitution charges to cover expenses.**
- **SOUND SYSTEM/PA SYSTEM USE:** Facility users who utilize Bayview's PA system are required to pay a refundable \$75 deposit and participate in an orientation. Bayview's PA system is only allowed to be used indoors, within the Community Center.

- **PARKING:** Bayview parking spots are reserved for current Bayview residents. Facility users who are not Bayview residents must park on Braxton Lane or other nearby streets.

FIRE SAFETY: ROOM CAPACITY MAXIMUMS

DOWNSTAIRS COMMUNITY ROOM

- Concentrated Chairs (*rows of chairs*) = **96 adults**
- Standing Room = **135 adults**
- Un-concentrated (*fixed tables/chairs and structures*) = **45 adults**

KITCHEN

This room is to be used as an **un-concentrated** set up only!

- Un-concentrated (*fixed tables/chairs and structures*) = **3 adults**

COMPUTER LAB

This room is to be used as an **un-concentrated** set up only!

- Un-concentrated (*fixed tables/chairs and structures*) = **20 adults**

UPSTAIRS COMMUNITY ROOM

- Concentrated Chairs (*rows of chairs*) = **111 adults**
- Standing Room = **155 adults**
- Un-concentrated (*fixed tables and chairs*) = **52 adults**

BAYVIEW FACILITY USE AGREEMENT

I hereby understand and agree to all the policies indicated in the Facility Use Application. I agree to hold harmless Bayview Foundation, Inc. (including staff and volunteers) from any and all liability for any injury or damage including, but not limited to, bodily injury, personal injury, or property damage which may result from any person using the facility.

Yes. I have read, understand, and agree to abide by Bayview's policies and procedures.

SIGNATURE: _____

PRINT NAME: _____

DATE: _____

EVENT DATE: _____ **EVENT TIME:** _____

STAFF SIGNATURE: _____ **DATE:** _____

BAYVIEW COMMUNITY CENTER DEMOGRAPHICS SURVEY

Please fill out this survey anonymously. Information collected is crucial for center funding

1.) Have you completed another demographic survey this week for any other programs at Bayview?

YES NO

2.) Please circle the number of people in your household:

1 2 3 4 5 6
7 8+

3.) How many people in your household have a disability?

Number of people with a disability

4.) Is this a female-headed household?

YES NO

5.) How many people in your household identify as:

A). Ethnicity: (non-white) Hispanic or Latino

B). Race:

<input type="checkbox"/> Asian/Southeast Asian/Pacific Islander	<input type="checkbox"/> Native American/American Indian
<input type="checkbox"/> Black/African American	<input type="checkbox"/> White/Caucasian
<input type="checkbox"/> Multi-racial	<input type="checkbox"/> Other

6.) Please circle your household's maximum gross income:

Less than \$28,000 \$32,350 \$36,400 \$40,400 \$43,650
\$46,900 \$50,100 \$53,350 More than \$53,350

7.) Do you attend programs/community events at any other neighborhood centers?

YES NO

(If yes, where? _____)