



Youth Mentorship 2019

CBCR: Our Neighborhood – A Safe and Beautiful Place

Submit Application to: <mailto:cddapplications@cityofmadison.com>

Deadline: 12:00 pm CST (noon) on February 11th, 2019

Late applications will not be accepted

Please limit your proposal and responses spaces provided in this form. Any materials submitted in addition to this application form 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.

Agency or Group:	Charles Hamilton Houston Institute	Amount Requested:	\$60,000
Title of Proposal:	Dear Diary		
EIN and DUNS #	52-2369308 361630630		
Brief Project Description:	Dear Diary is a problem for high school (9 th -12 th grade) girls of color which provides support, advice, and love using mentoring services in the areas of 1) self-esteem, 2) academic achievement, 3) personal development, 4) professional excellence, 5) family engagement, and 6) service.		
Program Type	Group ☒ Individual ☐		
# of Participant youth to be served	10-15		
Contact Person:	Kalyanna (Yanna) Williams	Email	kalyannawi@gmail.com
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Fiscal Agent (if Applicable)			
Contact Person:		Email	
Address:		Telephone:	

All narrative answers allow for 2000 characters, which includes spaces.

- 1. Applicant Organization or Group:** Briefly describe the history and structure of your organization and board. Describe your administrative infrastructure and experience working with federal funds. Include information about recruitment and use of volunteers, and history providing youth mentoring services.

The Charles Hamilton Houston Institute (CHHI), founded in 2001 in Madison, WI, serves the communities (primarily Black communities) to strengthen the community through a variety of social, educational, and

Contact Us! CDD staff are committed to helping interested groups understand and work through program requirements. Call Hugh Wing or Laura Noel at 266-6520.

economic outreach programs. Named after Charles Hamilton Houston, a prominent African American lawyer, who sought equality through the workings of justice, CHHI pursues equity through the promise of economic independence. Our mission is to prepare Black and other youth for economic independence.

The CHHI Board of Directors performs the traditional policy and fiduciary responsibilities of a traditional board. The board engages in strategic planning, sets the budget and establishes organizational policies and plans through majority vote. The board consists of a president, vice president, secretary, and treasurer as formal roles. The additional board members serve in multiple capacities to ensure success of organizational programs. As a small nonprofit, board members play active roles in implementing plans: there are no employees. Rather, when necessary, human resources are retained on a limited time basis. Additionally, volunteers are utilized for all programming without issue due to strong relationships with community and our board. Board members serve at least one year, however, no term limitations are set. Board meetings are held monthly.

Currently, CHHI holds funds from the State of Wisconsin Department of Workforce Development through a project called Teacher Recruitment, Education, and Placement Project. Through this project, we have created an additional administrative team to manage these funds and this project to ensure compliance.

CHHI's focus is youth. Our programs include, but are not limited to, Summer Teaching to Advance Reading Success (S.T.A.R.S.) teaching youth reading and math skills, Right with the Law, teaching youth their rights within our justice system, host of Historically Black Colleges and Universities Fair, and mentoring of Black girls.

2. Project Description and Strategies:

a. Targeted neighborhoods and collaborations: Describe the organizations experience working in the targeted west side neighborhoods; describe existing active partnerships and collaborations with community stakeholders on the West side of Madison.

a. CHHI works intensively with the targeted west side neighborhoods directly and indirectly. Members of our board are NAACP members, community advisory board members, and or have served in various capacities to assist with the uplifting of the west side neighborhoods. For this project we will be partnering with the Elver Park Neighborhood Center; who will provide meeting space and transportation, as well as Middleton and Memorial High School (where a large number of girls from this neighborhood attend school). One of our board members (who will serve as director of this program) is volunteers at Middleton High School facilitating and directing a mentoring group for Black girls at the school. This program began in Kromrey Middle School and now continues at the high school. Through her mentoring work at Middleton High School, she has been able to increase school attendance and classroom participation, decrease altercations, and reduce suspensions and expulsions for Black girls. Through this program, we seek to continue this work into their neighborhood as we see that many situations that arise at the school stem from altercations within their neighborhood. Middleton High School has agreed to this program and believe that its flourishing will increase academic achievement and a decrease in behavioral problems for girls of color. Furthermore, through hosting the HBCU Fair, CHHI members have developed a strong relationship with MMSD and will utilize this relationship when working with Memorial High School to recruit and retain girls of color in the program who attend this school. Upon receipt of this grant, it is also our hope to partner with more organizations to execute this program. We understand the value of working together as a unit to achieve the most success.

b. Recruitment, Engagement, Intake and Assessment: Describe your plan to recruit, engage and address barriers to participation for the **mentees**; Explain the intake and assessment procedure you will use to ensure youth meet the eligibility criteria and are likely to benefit from and stay with the program.

Recruiting mentees is the top priority of this program. Our goal is to recruit young girls of color who are navigating challenges in life such as school truancy, juvenile delinquency and social/emotional trauma. Active recruitment for mentees will consist of connecting with the Student Services teams at the schools that service the westside of Madison to recommend 9-12th girls of color who are navigating the aforementioned barriers.

Dear Diary will recruit at each high school by hosting recruitment meetings. We will also use passive recruitment measures such as posting informational flyers in the common spaces of apartment complexes, local businesses and all social media platforms. Dear Diary will utilize the CHHI website and local churches to share information about the program.

- b. Dear Diary will engage mentees by creating the space for mentees to have voice and choice in the curriculum. Mentees will collaborate with the mentors in order to establish the order in which topics will be presented, the method in which topics will be presented and mentees will have the flexibility to present new ideas.
- c. Our application and the process will be equitable to all who apply. The process will consist of a paper application that inquires about the mentees demographics, self-reflection, barriers, and youth expectations of the program. Mentees will be invited to a group interview and the group interview and will then be selected by staff.
- c. Recruitment, Engagement, Screening: Describe your plan to recruit, engage and retain **mentors** that have connections to the geographic area targeted by the RFP; Explain the screening and selection processes you will use for this program.

- a. Our goal is to recruit mentors who are women of color that reside in Dane County. Dear Diary staff will do active recruitment at the Urban League of Greater Madison, graduate chapters of the National Pan-Hellenic Council (NPHC) of African-American international greek-letter sororities and the African-American Council of Churches in Madison. We will actively recruit using social media and reach out to the multicultural program coordinator at corporations throughout Dane County. With such strong ties to the community, we will collaborate as a board to also recommend and reach out to potential mentors.

- b. Mentors will be asked to share their voice and choice with program implementation and execution. Mentors will have an array of professional and personal expertise when it comes to curriculum topics. Mentors will be asked to share their expertise with mentees and staff.
- c. Our goal is to foster a community in which mentors feel supported, competent and safe. Mentors will receive an extensive full day interactive training, the training will cover various areas of mentorship (safety and risk management, cultural competency, mandatory reporting, self-care, etc). Additionally, mentors will participate in individual check-ins with staff and this time will be designated for staff to the needs of the mentors.

Mentors we will have a group and individual interview process. We will use this process to access if Dear Diary and the mentor will work well together. This process will serve to ensure cohesion between mentors and staff. Background checks will be conducted for mentors. Working with a vulnerable population, safety is our main concern and we want to ensure that all parties are safe in the program. We will meet as a staff to select mentors that meet our standard of positive youth engagement, commitment to the program/its goals, commitment to the timing of the program and willingness to create a positive, active, transparent environment for mentees and their families.

- d. Training: Describe program orientation and training that mentees and their families will receive.

- a. Orientation and training for all parties involved will be similar in topics, yet differ in content. We will host an orientation for all parties (one for mentors, one for mentees and their families) for ~3 hours to discuss the program. It will clearly outline the program's mission, purpose, goals, benefits, time commitments, activities and expectations. The purpose of the orientation is to offer transparency to all parties about the program and to allow all parties to familiarize themselves with the program prior to committing to attending. Signed commitments will need to be submitted following orientation.

Training will be a full-day (~5-6 hours) and will be required of mentors and mentees. The training will be an interactive training that will cover various areas of the mentoring process. Training will be done by experts in

the particular area to offer interactive, engaging training to prepare parties for success in the program. Topics of training will include yet are not limited to:

1. Safety and risk management
2. Cultural competence
3. Supportive/Positive mentoring relationships
4. Working together w/ other mentors (mentees)
5. Dealing with Trauma
6. Challenges of Mentor (mentee)
7. Dos + Dents of Mentor (mentee)
8. Reporting/dealing with home issues and situations
9. Non-violent crisis intervention

Describe curriculum and process for orienting and training mentors.

See above

- e. Matching: Outline tools, processes and strategies that will be utilized to implement effective matching of mentees with their mentors.

a. The matching of mentors and mentees is crucial to the success of the program. Matching will be done using a 3-tier system. This system will consist of a mentor/mentee match recommendation, a staff recommendation, and a family recommendation. Each of these recommendations will be combined to match mentors and mentees. As this is a group program, all mentors and mentees will work together, however, mentees will be assigned to a primary mentors. Since mentors will have multiple mentees, we want to also match mentees together to ensure a cohesive, positive, nurturing, and supportive group. To facilitate matching we will utilize individual interviews, including families, create profiles for mentees and mentors, a mentor/family day, and a 3-day camp for staff, mentees, and mentors. The mentor/family day will take place for 2 hours between families and mentors. Parents will share information about their child(ren) and will partake in activities with mentors. Furthermore, parents will discuss their rules, values, and expectations of their child with mentors to guarantee continuity. Parents will be asked to submit a potential match for their child and their family. Following the mentor/mentee introduction activities, and family meeting will be the camp. This camp will consist of team-building, relationship-building, trust exercises, self-love and respect, learning how you are, telling your story, using your voice, and networking. During the camp, program staff will observe interactions between all parties to make their recommendations at the end of the camp. Mentees and mentors will submit match requests at the end of camp also. They will list their first and second choices. By using this camp as our final matching tool, we seek to use a non-traditional, unique technique that will allow members of the program the opportunity to get to know each other on a deeper level. We believe this interaction is the best way for matching.

- f. Monitoring and Support: Describe system of ongoing training and support that will be utilized to support mentee /mentor relationships, and monitor and document movement toward desired outcomes.

Ongoing trainings for mentors will occur as deemed necessary by program staff or at the request of mentors. Program staff will monitor, interview, and survey mentors, mentees, and their families during the program to check progress. Through these monitoring techniques, staff will organize and initiate additional trainings. Staff will continue to research trainings throughout the program and will provide them as deemed necessary to increase the success of the programs mission and goals.

After the first official programming, mentors and mentees will be given quick surveys to check the progress of their match. This will happen each session for the first month to ensure that matches are successful. Changes will be made if needed. After this month, check ins will happen periodically to guarantee continued matching success. Mentors, mentees, and families will have open access to program staff to

discuss issues if and when they arise. Once a year, a meeting with families, mentors, and mentees, will occur to offer support and monitor the program. These will be in-person meetings. Periodic recognitions will be made to celebrate mentees, families, and mentors throughout the program to keep engagement and encouragement high.

- g. Family Engagement and Support: How will the program facilitate the engagement of mentees families in the program? How will the program work with families to improve outcomes for the mentees?

Family engagement in such a program is essential to the success of the program. For the targeted population however, most families are dealing with barriers associated with poverty. These barriers cause structural breakdowns in families. With that said, removing such barriers will encourage family participation. One way that we plan to engage families is to offer financial incentives for families who commit and engage in the program. These incentives can be rent assistance, food assistance, child care assistance, etc. All required family programming will be accessible for families and will offer onsite childcare. Activities can include family photoshoot, community/ family basketball game, cooking classes, paint nights, and more. As we want to assist families with their betterment as well as the girls, we will offer optional programming for parents that could include job fairs and GED completion resources. All programs seek to be engaging and fun for families and the mentee involved. It is our goal to offer activities that will increase connectedness, communication, teamwork, and respect between families and mentees.

- h. Program Activities: Describe activities that will be provided to help build youth skill development and community connectedness for mentees and their families.

a. The purpose of Dear Diary is to provide support, advice, and love to high school girls, primarily girls of color with mentoring services in the areas of 1) self-esteem and awareness, 2) academic achievement, 3) personal development, 4) professional excellence, 5) family engagement, and 6) service. Sample topics for each program area is provided below. Each mentee will be a “diary” which they will write in at the start and end of each session. They will serve as their personal outlets to release anything that they want for that day. We will offer optional writing prompts also. These will not be read unless the girls ask us to read them. They will stay with program staff between meetings. The start of the program will consist of a Lock and Key ceremony and will

end with an Unlocked ceremony. These ceremonies will serve as their commitment ceremony and closure ceremony, respectfully.

- a. Self-esteem and awareness
 - i. Establish the “real” definition of being a woman of color.

- 1. Building identity
- 2. Transforming identity
- 3. Importance of reputation

- i. Sexuality and expression
- ii. Beauty and Health

- 1. Personal Hygiene
- 2. Body Image/Fashion
- 3. Sexual Health and well-being

- iii. Trauma/Past Experiences

- 1. Yesterday doesn't have to define tomorrow!

- b. Academic achievement

- i. Tutoring
- ii. Attendance
- iii. Safety in school

- iv. Goal setting

- c. Personal Development

- i. Building relationships

- 1. With Males and Females

- ii. Support Systems

- iii. Attitude: It can make or break you

- 1. Violence and Law Interaction

- iv. Skill building and improvement

- v. Growth (mentally, physically, and emotionally)

- 1. Mental Health

- 2. Physical engagement

- 3. Emotional Wellbeing

- d. Professional Excellence

- i. Resume building

- ii. College preparation and acceptance

- iii. Personal statement writing

- iv. Scholarships and grants

- v. Networking

- vi. Wealth

vii. Goal Setting

e. Family Engagement

i. Defining family for yourself

ii. Communicating w/ adults in your life

iii. Positive relationship

- i. Transitions/ Terminations: How will the program encourage positive connection and engagement during key transitional periods for youth? (for example 5th grade – 6th grade or 8th grade – 9th grade)

Dear Diary has a mission of increasing service from our mentees. Through service, mentees will work with younger girls as informal mentors. Programming can include “Big Sister, Little Sister Day,” conversations around topics of respect, love, girlhood, and school, and more. Our goal is to have mentees decide what community service program they want to offer to younger girls. This program will allow our girls to receive support in their transitions and assist others as well. We want a “each one, teach one” mentality between our mentees and younger girls.

How will the mentees and mentors be supported around transitions/closure/termination phases of their relationships?

Dear Diary will host a ceremonial event for girls and mentors at the end of the program. This ceremony will recognize each other girls and their progress through the program. This will be a closed event with program staff, mentees, and mentors only. The evening after this ceremony, we will host a gala open to the community. This gala will be planned entirely by the girls and will recognize them and their progress to the community and their families. The gala will be an opportunity for mentees and their families to get dressed up and celebrate their success together! Donations and corporate sponsorships will contribute dresses, makeup and hair services, and shoes for all mentees.

3. Staffing and Scale:

- a. Proposed service numbers: Include number of unduplicated participants to be served, adult to youth ratio, number of services hours to be provided and/or number of activities or meetings.

We will serve 10-15 youth. Each mentor will have 3 youth as their primary mentees. We will host two sessions per month as a group and will have optional programming for mentees and their families throughout the program.

- b. Personnel: List all paid staff that will be working on the proposed program/project.

Staff Position and Duties	F.T.E.* IN Program	Proposed Hourly Wage*
Director (\$10,000 for 18 months)		\$
Assistant Director/Program Chair (\$8,000 for 18 months)		\$
Social Worker (\$8,000 for 18 months)		\$

Staff Position and Duties	F.T.E.* IN Program	Proposed Hourly Wage*
Statistician (\$4,000 for 18 months)		\$
		\$
All staffing will be done on a stipend basis. We will need assistance with translating this to hourly work. No staff member will work full-time.		\$
		\$
		\$
		\$
TOTAL		

*FTE = Full Time Equivalent (1.00, .75, .50, etc.) 2080 hours = 1.00 FTE

- c. Staff: Describe staff training and experience that is relevant to this program.

Staff will need to be familiar with youth work. Staff will need experience with mentoring and the target audience. Our social worker will need the appropriate training to offer their expertise.

- d. Volunteers: Describe how volunteers will be utilized in this program.

Volunteers will serve as mentors and will serve throughout the program. They will be necessary throughout the entire program to guarantee success.

- e. Outcomes: Funded programs will be required to collect data and report on three outcome measures identified in the RFP guidelines. Programs are encouraged to identify an additional outcome measure of interest. In the box below, describe the outcome measure and measurement tools and data collection processes you might use to document and report the impact of your program.

Outcome Objective of Interest	85% of students will show improvement in academia			
Performance Standard	Targeted Percent	85%	Targeted Number	
Measurement Tool(s) and Data Collection Plan:				
We will use check in slips that will be given to the counselors at each school to check progress. We will also use grades and the decrease in discipline referrals to access this outcome. Our statistician will assist with this collection and measuring such qualtrics.				

4. Cultural Relevance and Language Access

- a. Capacity and Strategies: Describe your organization's capacity and strategies to ensure language access and cultural relevance for your target population.

Program materials can be available in various language as necessary. Currently, one member of our team is fluent in conversational Spanish. We are however, committed to serving the program's target audience and will make arrangement to address language barriers in all sessions and through written communications. Many of the schools we partner with do have staff who are fluent in our languages. There is potential to utilize these staff members to assist with translation of written material and translation for sessions. If we are unable to find assistance with this through our current partners, we are willing to hire outside services. Through cultural

relevance trainings, we will equip all staff, mentors, and mentees with knowledge and tools to work effectively together.

- b. Staff Demographics: Does the staffing of the program reflect the racial and cultural diversity of the program participants? If not, what plans do you have to address this?

The staffing in our board is people of color from various walks of life. We plan to continue such diversity when recruiting new members for staffing.

5. Budget and Funding:

You may be asked to submit additional information on agency finances and/or your most recent audit statement.

- a. Project Budget:

BUDGET EXPENDITURES	TOTAL PROJECT COSTS	AMOUNT OF CITY \$ REQUESTED	AMOUNT OF NON-CITY REVENUES	SOURCE OF NON-CITY FUNDED PORTION
A. Personnel Costs (Complete Personnel chart below)				
1. Salaries/Wages (show detail above)	30,000	30,000		
2. Fringe Benefits and Payroll Taxes				
B. Program/Project Costs				
1. Program/Project supplies and equipment	\$20,000	20,000		
2. Office Supplies	\$3,000	3,000		
3. Transportation	\$2,000	2,000		
4. Food	8,000		8,000	Corporate sponsorships and other grant money
5. Other (explain) Insurance	1,000	1,000		
C. Space Costs				
1. Rent/Utilities/Telephone				
2. Other (explain)	\$4000	4,000		
D. Special Costs				
1. Other (explain):				
2. Other (explain):				
D. TOTAL (A + B + C +D)	68,000	60,000	8,000	

- b. Additional Information on Budget (if needed):

- c. What percentage of your total Agency Budget is this project?

This will be a new program for our organization. At this time, we do not have any funding from our budget committed to this program. Currently, we are working to solidify funding for this program and corporate and community partners.

- d. Other Funding: What other funding do you anticipate pursuing if the project is expected to continue?

As mentioned above, we seek to partner with organizations around the city to obtain funding for the program. We are hopeful that this program will guarantee success and will spark the interest of corporations, school-districts, and community organizations that will want to invest in the work.

- e. Proposed Timeline for Implementation

Activity	Estimated Start and Completion Dates
Recruitment	April-June 2019
Orientation and Training	June-August 2019
Start	September 2019
End	December 2020

-SIGNATURE PAGE-

Note: Potential applicants are required to attend a 2019 [Youth Mentoring RFP Application Workshop](#) or schedule a conversation with City Staff (Hugh Wing at 266-6520) on their proposal prior to 4:00 January 25, 2019 to be eligible to apply. Applications will not be accepted from entities that have not attended a workshop or consulted with staff on their proposals.

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. If funded, applicants will be required to attend a **mandatory meeting** on contracting requirements in March 2019. 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/civil-rights/contract-compliance/community-based-organizations/forms>

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](#)

Reporting Requirements:

The source of funds for this RFP are federal Funds awarded through the US Department of Justice to the City of Madison and Common Wealth Development as part of the "CBCR: Our Neighborhood – A Safe and Beautiful Place" grant. There are federal regulations and requirements above and beyond the City's standard contract requirements that will apply to the administration of these funds both for the City and for organizations receiving funds under this grant. These requirements apply to multiple facets of grant administration for funded programs including access to funded activities, specific guidelines regarding cost allocations, employee management, budgeting and expense reporting, data collection and reporting on funded activities. It is expected that funded projects will work closely with city staff to develop systems and processes to address these requirements. These requirements can be found on our website under [Resources](#).

Signature:

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

Applicant Signature:

Enter
Name: Kalyanna Williams

Date: 2/11/2019

By entering your initials
in the box,

KW

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