

CSC, COA and ECCEC PROPOSAL REVIEW CRITERIA: Individual Rating Sheet for 2013-14 Funding

Agency/Program: _____

Scorer's Initials: _____

This sheet should be completed for each proposal. All rating sheets are due to the Community Development Division on or before the due date indicated on the cover letter. After reading each proposal, please review and rate each proposal on the following criteria and write your questions, if any, below.

A.	To what extent does this proposal meet the statement of <u>goals and objectives</u> ?	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19										
		Does not meet goals or objectives										Meets goals and objectives																			
B.	To what extent does proposal articulate documented <u>Needs</u> ?	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19										
		Needs are not mentioned										Documentation is vague										Needs are clearly stated									
C.	To what extent does this proposal give evidence of <u>sound fiscal planning and realistic budgeting</u> ?	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17												
		Project has a high administrative and/or unit/person cost or optimistic revenue projections										Describes realistic revenues, cost effective expenses																			
D.	To what extent does the program outcome describe its <u>quality</u> ?	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15														
		Program quality is not mentioned										Program quality clearly described and meets industry standards																			
E.	To what extent does the agency demonstrate <u>skills and experiences</u> to provide a successful program?	0	1	2	3	4	5	6	7	8	9	10	11	12																	
		History of poor follow-through, services, administration, or falls short of contract goals										History of providing quality services without waste, consistently meeting goals																			
F.	To what extent does the <u>Board</u> appear to be <u>adequate for its responsibilities</u> ?	0	1	2	3	4	5	6	7	8	9	10	11																		
		Board lacks experience or skills in critical areas										Board appears to be representative and includes a variety of experience and skill																			
G.	Does the agency and program describe a history or <u>ability to develop funds</u> .	0	1	2	3	4	5	6	7																						
		Proposal does not mention ability to raise funds										Proposal describes previous successful efforts and plans to leverage additional funds.																			

TOTAL: _____ of 100

Committee Member questions (if any) for agency response:

CDD 2013-14 Application Q and A

Agency Name:	Centro Hispano	
Program Name:	A. ComVida	
Program Area:	I: Youth	
Priority:	B3: At-Risk Youth Comm. Engagement	
Committee:	<input type="checkbox"/> Early Childhood Care and Education Committee <input type="checkbox"/> Committee on Aging <input checked="" type="checkbox"/> Community Services Committee <input type="checkbox"/> Community Development Block Grant Committee <input type="checkbox"/> Conference Committee	
Committee Question 1:		
Are there any disability needs? Transportation?		
Agency Answer 1:	Agency staff providing Answer 1:	
We have had very few participants with disability needs. However, when we have participants who may have disability needs, we try to make special accommodations such as providing transportation or any other additional assistance needed. We are located right next to the south transfer point so we are very accessible by bus.		
Committee Question 2:		
What are the demographics of volunteers?		
Agency Answer 2:	Agency staff providing Answer 2:	
For ComVida: >10 out of 13 are Hispanic or Latino. >8 out of 13 are female, 5 are male. >2 out of 13 are white, 1 are Black/African American, and 10 chose Other (Hispanic/Latino)		
Questions for Additional Programs by the same agency		
Program Name:	B. Juventud & Juventud Mas	
Program Area:	I: Youth	
Priority:	A1: Middle School Youth	
Committee Question 1:		
Are there plans to diversify funding sources, given MMSD's rather tenuous financial situation?		
Agency Answer 1:	Agency staff providing Answer 1:	
MMSD is committed to this program as a strategy for closing the racial achievement gap and we do not foresee a cut from MMSD. We also receive funding from Dane County, United Way and City of Madison so there are several funding sources. However, we do seek other sources. Recently we have been discussing the program with the National Council of la Raza in hopes of creating a national model for Latino middle school programs and gaining more support for the program. There are very few programs like this in the country so it could be a good opportunity for replication.		

Committee Question 2:		
Why is the City the only funder with an increase in their budget share?		
Agency Answer 2:	Agency staff providing Answer 2:	
MMSD and Dane County did not open the funding up for new proposals in 2012. We will request an increase from United Way when we submit our proposal but this has not been submitted yet.		
Questions for Additional Programs by the same agency		
Program Name:	C. Escalera	
Program Area:	I: Youth	
Priority:	A2: Youth Employment	
Committee Question 1:		
If this program is new, why is there a 2012 budget? Is 2012 the first year of the program? Please provide service levels and results from 2012 and 2011 if applicable.		
Agency Answer 1:	Agency staff providing Answer 1:	
The Escalera Program was formerly the Aspira Program, which received funding from Dane County and United Way. Both Dane County and United Way have approved our shift to the NCLR Escalera model as a strategy for increasing Latino graduation rates and youth employment. The 2012 budget is the budget for Aspira.		
Committee Question 2:		
Do you serve children in foster care?		
Agency Answer 2:	Agency staff providing Answer 2:	
To our knowledge, we have not served any youth in foster care. However, there is no reason why we would not serve children in foster care.		
Committee Question 3:		
How do you guarantee they will continue through summer?		
Agency Answer 3:	Agency staff providing Answer 3:	
Participants in the program will be required to make a commitment that will last through the summer. A great advantage of the Escalera curriculum is that it also encourages each cohort to build a support system consisting of cohort peers, coordinators, tutors and mentors. In most of our programs, we find that the relationships that participants build with each other and their mentors help tremendously with engaging participants and maintaining program attendance. We are confident that the vast majority of students participating in our programs will continue to participate throughout the summer with no problem. The internships in the summer will be paid, which will be an incentive for the student to continue.		
Committee Question 4:		
What is other government funding?		
Agency Answer 4:	Agency staff providing Answer 4:	
The other government funding in the 2012 budget is funding provided to Aspira by the Verona		

Area School District. This funding will not continue as we make the shift from Aspira to Escalera.

Committee Question 5:

Why junior year and not sophomore year?

Agency Answer 5:

Agency staff providing Answer 5:

Junior year is when most students start seriously thinking about college and preparing for ACT's.. Also, most students who drop out do so in their junior or senior year. We have focused on junior and senior year because the NCLR Escalera curriculum is based on those two years. Although it is possible for us to adapt the curriculum to include freshmen and sophomores, as we would have to create most of it. We do hope to eventually expand the program to cover all four high school years, however.

Committee Question 6:

Are there any disability needs? Transportation?

Agency Answer 6:

Agency staff providing Answer 6:

Although we cannot provide transportation to all participants, we will work to make sure that participants with disability needs receive the additional assistance they require, including transportation to and from the program.

Committee Question 7:

Please explain the differences between Escalera and Juventud. Juventud deals with middle school aged kids and Escalera is high school aged kids, but why are the participant numbers so radically different given relatively the same size budgets? Is Escalera much more intense?

Agency Answer 7:

Agency staff providing Answer 7:

The Escalera has a much more intensive curriculum which not only focuses on academic engagement and improvement, but higher education preparation and soft-skills gaining as well. The Escalera program also requires more case management, as we want to make sure that participants can overcome any challenges to their success in graduating from high school and getting into college or technical programs with the support of the program. Additionally, Escalera continues (and even becomes more intense) during the summer months whereas Juventud is an academic year program.

Committee Question 8:

Considering funding issues will the agency take a lesser amount as a start up?

Agency Answer 8:

Agency staff providing Answer 8:

Yes, Centro Hispano would be willing to take a lesser amount as a start up. However, if we are unable to find additional funding, it will impact the number of participants in the cohort.

Committee Question 9:

Please explain the loss of \$16,000 Other Government and \$52,000 of Other funding from 2012 to 2013.

Agency Answer 9:

Agency staff providing Answer 9:

The 16,000 from other government is Verona School District funding that will not continue as we

convert to the Escalera model. The \$52,000 is cost sharing support from Boy's and Girl's club for a shared position as well as some other smaller miscellaneous grants that were projected in the 2012 budget but that we are not expecting in 2013.

Committee Question 10:

The application includes 1,166 volunteers with no racial/demographic information. Can you provide this information or at least an estimate of the racial/ethnic breakdown?

Agency Answer 10:

Agency staff providing Answer 10:

The application includes volunteers from Schools of Hope, which make up most (1,014) of our volunteers. Racial/ethnic breakdown data was not collected for Schools of Hope. Out of this group, we estimate that 70% were White, 10% were Black/African American, 10% were Hispanic/Latino, and 10% were mixed and other. Out of the rest of the volunteers that weren't part of School of Hope, about 76% were Hispanic/Latino, 12% White, 10% Black/African-American and 2% unknown.

Committee Question 11:

What is the most common year for school for Latino youth to drop-out and is it different by gender?

Agency Answer 11:

Agency staff providing Answer 11:

Although we don't have data specifically on what year Latino youth are more likely to drop out, according to state data (WINNS Successful School Guide), students were more likely to drop out in 11th and 12th grade, and about 30% of those were Latinos, despite only making up about 7% of the state's total public school population. In terms of gender, data shows that although males are more likely to drop out, there is no significant difference (less than 1%).

Questions for Additional Programs by the same agency

Program Name:

F. Nuestras Voces

Program Area:

I: Youth

Priority:

B2: Youth Cultural/Gender

Committee Question 1:

What efforts are being considered to expand and diversify the program's funding sources?

Agency Answer 1:

Agency staff providing Answer 1:

We are applying to various local grant foundations which support youth, art, and gender based programs including the Madison Community Foundation and the Madison Rotary Foundation. Since this program is part of our New Routes for Adolescents initiative, some of the funding for New Routes, which United Way funds, will also go to support Nuestras Voces.

Committee Question 2:

Doubled budget- increased participants?

Agency Answer 2:

Agency staff providing Answer 2:

Yes, doubling the budget would allow us to hire another part time coordinator or make the position full time, allowing us to serve more participants.

CDD 2013-14 Application Q and A

Agency Name:	Common Wealth Development	
Program Name:	A. Youth Business Mentoring Program	
Committee:	<input type="checkbox"/> Early Childhood Care and Education Committee <input type="checkbox"/> Committee on Aging <input checked="" type="checkbox"/> Community Services Committee <input type="checkbox"/> Community Development Block Grant Committee <input type="checkbox"/> Conference Committee	
Program Area:	I: Youth	
Priority:	A2: Youth Employment	
Committee Question 1:		
If the program drop-out rate by 4 months is 50%, why not set a goal to reduce that level?		
Agency Answer 1:	Agency staff providing Answer 1:	Marianne Morton
<p>Please accept this note as our explanation of the committee's question. One of our goals as a program is to provide students with the best opportunity to have success in all aspects of their lives. We hold ourselves and our students to high standards and have repeatedly been able to meet those standards through exceptional mentoring, and a dedicated staff. With that, it appears that the proposal we submitted has an accidental oversight. We have long set our target number of students retaining their jobs for 4-months at 70%. After searching through the 2010 proposal, as well as the 2012 proposal we failed to catch and correct this error before submitting our application.</p> <p>Although our proposal was incorrect in stating our retention goal, and the contract was written with the incorrect percentage, you will find that our reports to the committee, as well as our 2011, 2012 Schedule A, and the Common Wealth Development Response to RFP #108037 all state that our goal is 70% of students will reach their 4-month goal. You will also find that our quarterly and annual reports to the committee reflect that our target is set at 70% and we continue to meet that goal.</p> <p>We sincerely apologize for our mistake, and we ask that the committee allow us to correct the error and move the goal to 70%.</p> <p>Thank you for your time and consideration.</p> <p>Marianne Morton Executive Director</p>		

CDD 2013-14 Application Q and A

Agency Name:	Dane County TimeBank	
Program Name:	B. Community-based Youth Courts/South and East Madison	
Committee:	<input type="checkbox"/> Early Childhood Care and Education Committee <input type="checkbox"/> Committee on Aging <input checked="" type="checkbox"/> Community Services Committee <input type="checkbox"/> Community Development Block Grant Committee <input type="checkbox"/> Conference Committee	
Program Area:	I: Youth	
Priority:	B1: Youth Court	
Committee Question 1:		
What happened to the "other government" funding?		
Agency Answer 1:	Agency staff providing Answer 1:	Lorrie Hurckes
"Other government" funding comes from OJA. It is a three year systems change Disproportionate Minority Contact grant and we are currently in our third year. Funding will end in September of 2012.		
Committee Question 2:		
Do you work with the Youth Services Peer Court?		
Agency Answer 2:	Agency staff providing Answer 2:	Lorrie Hurckes
We do not work directly with Youth Services, but we have collaborated in shaping our programs to meet the needs of youth. The TimeBank and Youth Services have worked together with the police department and the schools to determine how both organizations can be utilized effectively in an effort to expand youth courts throughout the area.		

CDD 2013-14 Application Q and A

Agency Name:	Freedom Inc.	
Program Name:	C. Cultural Youth Groups Nkauj Hmoob/ Black Beauties	
Committee:	<input type="checkbox"/> Early Childhood Care and Education Committee <input type="checkbox"/> Committee on Aging <input checked="" type="checkbox"/> Community Services Committee <input type="checkbox"/> Community Development Block Grant Committee <input type="checkbox"/> Conference Committee	
Program Area:	I: Youth	
Priority:	B2: Youth Cultural/Gender	
Committee Question 1:		
The agency budget includes a 50% decrease in Operating Costs from 2011 (\$140,551) to 2013 (\$70,838). Please explain.		
Agency Answer 1:	Agency staff providing Answer 1:	
<p>In 2011, Freedom, Inc received grants from different foundations to coordinate gatherings, conferences, and trainings for our Health Justice project and Hmong Women's statewide gatherings thru Robert Wood Johnson Foundation and Asian American and Pacific Islander in Philanthropy (AAPIP). Funds and programs for AAPIP and RWJF will end in 2012. This is the reason for the 50% operating budget decrease.</p>		
Committee Question 2:		
The personnel schedule includes .33 FTE and .10 FTE positions to staff four separate groups, Nkauj Hmoob, Viv Ncaus, Black Beauties and PLUS. Please explain the weekly schedule and staffing/volunteer patterns for each part of the program. Please include the number of weeks per year that the program is offered, days and times of each week at each location, and staff/volunteer assignments for each activity.		
Agency Answer 2:	Agency staff providing Answer 2:	
<p>Each year we offer at least 45 weeks of programing for all our programs. The only slow time for us is during the summer—but even then we still offer weekly programs. All youth programs typically are held between these hours 5pm to 8pm</p> <p>NH—has two groups and both meet at Bayview Community Center Tuesdays and Wednesday s</p> <p>VN- meets at Bayview Community Center and meets every Mondays and occasionally on Fridays</p> <p>BB-meets at Northport Community Center on Wednesdays</p> <p>PLUS- meets in private or non-published safe spaces (identified by youths) at least once every other week—as needed by youths.</p> <p>Each of our group NH, VN, BB, and PLUS is staffed by a youth coordinator and a youth leader. We believe in hiring age specific coordinators and leaders to lead youth programs therefore, most of our youth workers are either part-time or only .10FTE due to the nature of how our youth programs are structured and schedules of young people. The youth coordinators are responsible for creating weekly activities, one-on-one, programing and developing and sharing information with the youth leader. We have .10FTE youth leaders because they assist with the recruitment and creating program ideas. Youth leaders are participants who are identified as “next program leaders” therefore are hired to be program assistants and learn from the youth coordinators.</p>		

Committee Question 3:		
What training is provided to volunteers?		
Agency Answer 3:	Agency staff providing Answer 3:	
We do not have a specific training for volunteers—they receive an introduction to our agency and we do individual intakes of all our volunteers so we can match them to the appropriate programs according to their personal interest. Trainings and skill building of all volunteers are “learned as they go”. All volunteers work closely with members of FI’s staffs and they are welcome to join any FI staff workshops and training opportunities. Each volunteer is paired with a program coordinate so they are always supervised.		
Committee Question 4:		
If volunteers are solely responsible for individual or group activities, please explain the supervision protocol.		
Agency Answer 4:	Agency staff providing Answer 4:	
Volunteers are not solely responsible for individual or group activities they work with youth coordinators and FI staffs at all times. They may assist us with certain group activities but they are never solely responsible for FI activities. All volunteers work closely with a FI staff/coordinator/or board member.		
Committee Question 5:		
The agency proposes to fundraise in 2013 more than three times 2012 fundraising level. Please explain the plan for increased fundraising.		
Agency Answer 5:	Agency staff providing Answer 5:	
We have been working with our board and staffs to increase our capacity to fundraise more funds so that we can diversify our funding sources. As we lose more of our funding for foundations we are projecting that we will need to fundraise to match what we will lose in grants. We are requesting that all our programs coordinators do more grassroots fundraising and our board members to do their own fundraising.		
Committee Question 6:		
Other government revenue for the agency increases from \$113,203 in 2012 to \$188,652 in 2013. However, other government revenue for this program decreases by nearly 50%, \$15,879 in 2012 to \$8,250 in 2013. Please explain.		
Agency Answer 6:	Agency staff providing Answer 6:	
Even though the agency will receive more funding from our government grants, these funds are directed toward our adult programs and not youth. We are projecting a 50% percent decrease in youth funding because one of our grants from DCF (which has been used as the match for our city youth work) is up bid and we are projecting our budget without that grant as of right now.		
Committee Question 7:		
Please provide the tool or questionnaire to be used to in participant interviews or observations to measure outcome results. Has this tool or questionnaire been used before by Freedom Inc.?		
Agency Answer 7:	Agency staff providing Answer 7:	
Attached. We’ve used these questions before. And each year we change modify the questions.		

Committee Question 8:		
What is the purpose of the website on this program?		
Agency Answer 8:	Agency staff providing Answer 8:	
Not sure what the question is asking but the purpose of the website on this program so that teens, other organizations, teachers, service providers can find out more information about our programs.		
Committee Question 9:		
What is \$7,000 increase for? More girls?		
Agency Answer 9:	Agency staff providing Answer 9:	
More participants in all our programs.		
Committee Question 10:		
When does program meet? Once a week? What location? Is it Bayview?		
Agency Answer 10:	Agency staff providing Answer 10:	
Our Black Beauties, Viv Ncaus, Nkauj Hmoob, and PLUS youth programs meet at least once a week—sometimes more depending on what we have going on at the time. Locations different for different groups. Black Beauties meet at Northport Community Center, Viv Ncaus and Nkauj Hmoob meets at Bayview Community Center and PLUS (SEA and Black) meet wherever teens feel most safe-or comfortable.		
Committee Question 11:		
How will this be accomplished? What does “raise awareness” mean in terms of actual behavior?		
Agency Answer 11:	Agency staff providing Answer 11:	
Teens will increase their knowledge and understanding of issues that impact their lives and their communities. Once this is achieved we hope that their behavior towards themselves and their communities. When there is increase/better awareness of these issues we hope that actual behaviors of loving themselves, accepting themselves, and their communities will manifest itself.		
Committee Question 12:		
What other funding do you receive?		
Agency Answer 12:	Agency staff providing Answer 12:	
Currently for youth work- we receive funding from Department of Children and Family Services and Department of Public Health-Minority Health grant as well as RWJF. Many of these grants are match funds for programing and staffs time. We also receive national queer funding to do PLUS-		
Committee Question 13:		
What will be measured and how? Please describe the process.		
Agency Answer 13:	Agency staff providing Answer 13:	
We will measure the attitudes, self-perceptions, and increase community involvement of our teens. We do initial intakes, questionnaire, and interview with our youths at the beginning of the year, middle of the year and then at the end of the school year. We compare the answers. In addition, we have many of them keep a journal so we can learn from their stories. In addition, we also do group check-ins through out the year.		
Committee Question 14:		

Only 4 Board members?

Agency Answer 14:

Agency staff providing Answer 14:

We currently have 6 board members. When the application was turned in two of our newest board members hadn't come on board yet. At the end of this month we are projecting to have at least 8 board members.

Your name: _____ Your age: _____ Today's date: _____

Freedom Inc group you are a part of: _____ How long have you been a part of Freedom Inc?: _____

SECTION 1: YOUTH LEADERSHIP CHARACTERISTICS
PLEASE **CIRCLE** YOUR RESPONSES TO THE FOLLOWING 11 QUESTIONS

1. Are you versatile, meaning that you are flexible and able to do many different kinds of things

How would you rate yourself NOW? Not at all - A little - Somewhat - A lot
How would you rate how you were BEFORE being a part of Freedom Inc? Not at all - A little - Somewhat - A lot

2. Are you a good speaker? Can communicate a message to a group well?

How would you rate yourself NOW? Not at all - A little - Somewhat - A lot
How would you rate how you were BEFORE being a part of Freedom Inc? Not at all - A little - Somewhat - A lot

3. Are you energetic and don't burnt out easily?

How would you rate yourself NOW? Not at all - A little - Somewhat - A lot
How would you rate how you were BEFORE being a part of Freedom Inc? Not at all - A little - Somewhat - A lot

4. Do you take time for yourself and rest to sustain your emotional health?

How would you rate yourself NOW? Not at all - A little - Somewhat - A lot
How would you rate how you were BEFORE being a part of Freedom Inc? Not at all - A little - Somewhat - A lot

5. Are you a true advocate for issues that directly affect you and your own community?

How would you rate yourself NOW? Not at all - A little - Somewhat - A lot
How would you rate how you were BEFORE being a part of Freedom Inc? Not at all - A little - Somewhat - A lot

6. Can you identify an issue and create a campaign for community change around that issue?

How would you rate yourself NOW? Not at all - A little - Somewhat - A lot

How would you rate how you were BEFORE being a part of Freedom Inc? Not at all - A little – Somewhat – A lot

7. Are you committed to what you think is right, to your values, and to decolonizing yourself?

How would you rate yourself NOW? Not at all - A little – Somewhat – A lot

How would you rate how you were BEFORE being a part of Freedom Inc? Not at all - A little – Somewhat – A lot

8. Do you walk the talk?

How would you rate yourself NOW? Not at all - A little – Somewhat – A lot

How would you rate how you were BEFORE being a part of Freedom Inc? Not at all - A little – Somewhat – A lot

9. Are you dependable? Do you follow through on your commitments to Freedom Inc and to others?

How would you rate yourself NOW? Not at all - A little – Somewhat – A lot

How would you rate how you were BEFORE being a part of Freedom Inc? Not at all - A little – Somewhat – A lot

10. Do you hold yourself accountable for positive behavior (e.g. healthy and violence-free), so people see you as a model?

How would you rate yourself NOW? Not at all - A little – Somewhat – A lot

How would you rate how you were BEFORE being a part of Freedom Inc? Not at all - A little – Somewhat – A lot

11. Do you “step up, step back” to help build the leadership of others along with your own?

How would you rate yourself NOW? Not at all - A little – Somewhat – A lot

How would you rate how you were BEFORE being a part of Freedom Inc? Not at all - A little – Somewhat – A lot

SECTION B: HEALTH JUSTICE ISSUES

How do you define what an ISSUE is in community organizing?:

[If youth program leaders administer this survey orally, here they can remind youth what an issue is before moving on..., to make sure everyone is working with a common definition in the process of choosing an issue]

What do you think are important health justice issues to organize around in your community?:

How important do you think it is for Freedom Inc to organize around the following issues?

[Here, Meng, Quita and Alix will suggest issues drawn from the focus groups and recent youth group conversations.]

Not important at all – Somewhat important – Very important – Critical!!

SECTION C: GOALS

What are your top three GOALS for your own growth as a youth leader during 2012?

By December 2012, I hope that I will:

- 1.
- 2.
- 3.

What are your top three GOALS for Freedom, Inc as an organization during 2012?

By December 2012, I hope that Freedom Inc will:

- 1.
- 2.
- 3.

CDD 2013-14 Application Q and A

Agency Name:	Girl Scouts of Black Hawk Council- now Girl Scouts of Wisconsin- Badgerland Council	
Program Name:	A. CampHERO	
Committee:	<input type="checkbox"/> Early Childhood Care and Education Committee <input type="checkbox"/> Committee on Aging <input checked="" type="checkbox"/> Community Services Committee <input type="checkbox"/> Community Development Block Grant Committee <input type="checkbox"/> Conference Committee	
Program Area:	I: Youth	
Priority:	A1: Middle School Youth	
Committee Question 1:		
What percentage pay a user fee and how much is it?		
Agency Answer 1:	Agency staff providing Answer 1:	Christine Posey
Costs vary by camp and breakdown as follows: Daisy campers- \$20; Brownie campers- \$30; Junior campers- \$85; Cadette campers- \$150; Senior/Ambassador campers- \$375. A total of 2% of participants attended with financial aid assistance, while 98% pay a user fee.		
Committee Question 2:		
How are girls selected to attend?		
Agency Answer 2:	Agency staff providing Answer 2:	Christine Posey
CampHERO is promoted through area schools, fire station connections and a Girl Scout council membership of 13,500. Programs are available on a first come, first serve basis. Financial aid requests are awarded by a review committee.		
Committee Question 3:		
Would you consider a counter to your proposal whereby the City funding would be strictly put toward scholarships for low-income Madison residents?		
Agency Answer 3:	Agency staff providing Answer 3:	Margaret Henderson
Our organization would not consider a proposal where funding would strictly be limited for scholarships for low-income Madison residents. We would accept some percentage dedicated to this (perhaps 20%), but do not wish to be restricted to mandating only low-income Madison residents participate.		

CDD 2013-14 Application Q and A

Agency Name:	Journey Mental Health Center	
Program Name:	A. Hmong Youth Cultural Preservation	
Committee:	<input type="checkbox"/> Early Childhood Care and Education Committee <input type="checkbox"/> Committee on Aging <input checked="" type="checkbox"/> Community Services Committee <input type="checkbox"/> Community Development Block Grant Committee <input type="checkbox"/> Conference Committee	
Program Area:	I: Youth	
Priority:	Youth B2: Youth Cultural/Gender	
Committee Question 1:		
Any chance for some fundraising money to apply to this program?		
Agency Answer 1:	Agency staff providing Answer 1:	Shwaw Vang
<p>Yes, one opportunity is with the Madison Children's Museum "Hmong At Heart" exhibit that was donated to Kajsia House. The exhibit itself is one of the most hands on comprehensive and in depth exhibit to teach school age kids about Hmong life in Laos, Thailand (refugee camps), and in the United States. Part of KH's plan is to apply for grants from foundations that support the arts and also to collaborate with area school districts to use the exhibit to have more kids expose to Hmong history and culture, while generating donations/funds to sustain KH youth programs. With this exhibit, it presents a great potential of partnering with organizations, school and the University of Madison. KH will continue to collaborate with MG&E to promote the youth programs. It is our goal to aggressively seek new funding sources and also to hold fundraising events to support the youth programs. One of KH major fundraising events is the annual "Egg Roll Sale." In May 2012, KH generated over \$10,000 in sales. A portion of this fund will be used for the youth program.</p>		
Committee Question 2:		
How is transportation made available?		
Agency Answer 2:	Agency staff providing Answer 2:	Doua Vang
<p>One of our goals for the project is to build parents' commitment and involvement in their children's after school activities. Any youth enrolled in the program will have the commitment of his/her parent's transporting him/her to the program and pick him/her up after the program. An alternative is to have parents of the children enrolled car pool in dropping and picking up their children. When KH was funded by the Madison School District, transportation for youth program was never an issue. KH is confidence that transportation will not be an issue. KH also has four vans that can be used for transporting youths using volunteer drivers.</p>		
Committee Question 3:		
Is Kjsiab House at Bayview?		
Agency Answer 3:	Agency staff providing Answer 3:	Shwaw Vang
<p>No, KH is not housed at the Bayview Community Center. Some KH clients and youths participants live in the Bayview Townhouse. KH locates at the Mendota Mental Health Institute grounds and provides services throughout the City of Madison. KH has its own facility since the program established in January 2000.</p>		

The committee is welcome to do a tour or visit out facility any time.

Questions for Additional Programs by the same agency

Program Name: D. Youth Employment Applying Readiness

Program Area: I: Youth

Priority: Youth A2: Youth Employment

Committee Question 1:

Please provide a more detailed description of the relationship between YEAR and Kajsiab House.

Agency Answer 1: **Agency staff providing Answer 1:** Doua Vang

Kajsiab House (KH) is a program of the MHCDC, founded in January 2000. KH was developed by and for the Hmong community, as a place where Hmong families can connect, feel safe, express and experience their culture, and increase their ability to live successfully within the American cultural context. KH offers support services and mental health treatment within a cultural context, connects families with primary physicians, and assists refugees with job training and placement. KH employs twelve bicultural/bilingual staff, one part-time psychiatrist, one part-time psychologist, and two senior trainees. Program activities include comprehensive social services, advocacy, psychiatric assessments and treatment, meals, transportation, English, citizenship and Hmong classes, help obtaining citizenship and government benefits, and youth cultural programs.

KH has been a successful recipient of numerous Federal, State, County, city, United Way of Dane County, and local and national foundations grants. KH received three grant awards from Substance Abuse and Mental Health Services Administration (SAMHSA) totaling more than \$1.6 Million, \$450,000 from the Office of Refugee Resettlement (ORR), and \$450,000 from the University of Wisconsin Medical School's Wisconsin Partnership Fund.

Youth Employment Applying Readiness (YEAR) will be a new project of KH developed to address the employment needs of the SEA youths in Madison. The Madison School District enrolled more than 200 SEA youth in middle schools and high schools. For the last few years there was no service available for this targeted population group. KH is hoping that the committee will see the needs for this underserved population and fund this project. United Asian Service was the agency that provided these needs in the SEA communities but since they no longer received funding, SEA youths have no place to turn to for employment assistance.

Committee Question 2:

Only 1 SEA on the Board?

Agency Answer 2: **Agency staff providing Answer 2:** Doua Vang

JMHC had SEA served on the Board in the past years. But currently, the Journey Mental Health Center does not have a SEA member on the Board. JMHHC recognizes the importance of having diverse representation on the Board so recruiting a member of the SEA communities to serve on the JMHC Board is the JMHC's priority goal. JMHC strives to be the best to meet the needs of all members of the community in all segments. Doua Vang, who is the Program Manager, has worked closely with the SEA communities to identify and to recruit candidates who are willing to serve on the JMHC Board.

Although there may not be any of the SEA decent on the JMHHC Board, Kajsiab House has, as a

part of the KH program, an Advisory Board consisting of elderly participants. The inclusion of the Hmong elder participants in an active advisory capacity is absolutely essential to the Hmong Family Model.

The advisory group's involvement in every aspect of programming underpins the initiative. This six-person group formalizes participant input and offers a collective voice for opinions, proposed changes or additions to the program. Advisors plan events and assist in program development, implementation, conflict resolution, and cultural education activities. The advisory group also assisted in developing culturally appropriate ground rules and in building a place where discrimination will not occur against any member of the group due to his or her differences, beliefs, or practices.

The advisory group members are jointly chosen by staff and participants. The elders on the board are well respected, leading individuals in the Hmong community who generally had important roles in Hmong society even while still in Laos. The group consists of half men and half women to ensure both genders' needs are met.

Committee Question 3:

Middle school? Less than 25% will get job placement?

Agency Answer 3:

Agency staff providing Answer 3:

Doua Vang

This is a new project of KH. Therefore the first year of the project is to focus on developing the foundation and structure of the program and also to recruit and do outreach to the youths in the school system and in the community. The current economy has placed many SEA youths at disadvantage because of the lack of resources in our community to help them learn job skills and obtain employment. However, with the Journey Mental Health Center – Kajsia House's recognition in the community, KH is confident that we will be able to meet the projected goals and outcomes without problem. The second year of the funding cycle, 50% of the youth in middle school will be placed in employments and half of the placed youths will remain on the job for more than three months. One KH clinician was formerly employed with United Asian of Wisconsin as a Youth Employment Specialist. He will take the lead in developing the program. Also, Yahara House, a partnered program of KH, has experience working with serious mentally ill adults and has successful placing these consumers to work. KH will work closely with Yahara House to find ways to serve these disadvantage SEA youths.

CDD 2013-14 Application Q and A

Agency Name:	Mentoring Positives	
Program Name:	A. Leader Academy	
Committee:	<input type="checkbox"/> Early Childhood Care and Education Committee <input type="checkbox"/> Committee on Aging <input checked="" type="checkbox"/> Community Services Committee <input type="checkbox"/> Community Development Block Grant Committee <input type="checkbox"/> Conference Committee	
Program Area:	I: Youth	
Priority:	B3: At-Risk Youth Comm. Engagement	
Committee Question 1:		
If limited funding is a barrier to further program expansion, what attempts have been made to solicit funding elsewhere?		
Agency Answer 1:	Agency staff providing Answer 1:	Executive Director
<p>Contracts with other agencies are continually being developed and expanded. Fee-for-service contracts have generally been the majority of revenue MP receives. In addition, MP continues to seek donations and grants. In fact, MP is securing collaborations with partner agencies to assist with additional grant research and writing. Another goal of Mentoring Positives is to expand the Off the Block salsa project, legitimizing it as a business thus projected sales will be used for continued programming and fundraising support for all programs at Mentoring Positives.</p>		
Committee Question 2:		
How does both ED/AD get \$19,000 raise each?		
Agency Answer 2:	Agency staff providing Answer 2:	Executive Director
<p>The 2012 "salary" of \$21,000 and \$9,000 for both the ED/AD are projected totals from direct service/contracted work done with various contracting agencies. The ED/AD does not currently receive a set salary and have not since MP was founded in 2004. The income they receive is only for completing direct service/contracted work. Thus the \$19,000 is not a raise, but with the City's support, we would be able to establish salaries for these critical positions and would allow the ED/AD to move from direct care to managing the expanding operations of Mentoring Positives. The projected direct service/contracted work revenue \$21,000 and \$9,000 could potentially be used to add the extra staff that MP will need to provide more programming.</p>		
Committee Question 3:		
Where are the user fees going?		
Agency Answer 3:	Agency staff providing Answer 3:	Executive Director
<p>There are no "user fees" for those youth participating in MP programming who live in the Darbo/Worthington Park neighborhood.</p>		
Committee Question 4:		
Husband and wife run the organization?		
Agency Answer 4:	Agency staff providing Answer 4:	Executive Director
<p>Yes. Executive Director, Will Green and Assistant Director, Becky Green has been together for</p>		

over 20 years and has worked together in the human service field during this time.

Committee Question 5:

How is ED 1.0 FTE when they work for MMSD?

Agency Answer 5:	Agency staff providing Answer 5:	Executive Director
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ED works approximately 19 hours a week at MMSD and works 40+ a week at Mentoring Positives, Inc. MP recognizes that the most critical time for work with at-risk youth and families is “afterschool” times and weekends and the ED often works during these times.

Committee Question 6:

What is \$130,000 increase for?

Agency Answer 6:	Agency staff providing Answer 6:	Executive Director
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We looked over the budgets and are unclear where there is a \$130,000 increase.

Committee Question 7:

Is there any program/contact with parent(s)?

Agency Answer 7:	Agency staff providing Answer 7:	Executive Director
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Yes, parents are part of an initial intake process where MP mentors seek feedback from the parents’ regarding goals for their children participating in MP programming. Throughout the time their child participates in programming, parents are sought out periodically to gauge the progress of mentoring goals and how the youth is doing in their home, school and community. MP does make referrals to other community agencies that may be of service to the parents/families and continually collaborates with community leaders to advocate for them. MP plans to implement more parental engagement in the form of special events and parent empowerment groups.

Committee Question 8:

Please clarify the budget. There isn’t enough information provided on the sheets.

Agency Answer 8:	Agency staff providing Answer 8:	Executive Director
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MP generally receives fee-for-service funding for providing contracted services to various agencies in Dane County (ie: Dane County Human Services, Community Partnerships, Inc. and the Dept. of Corrections-Juvenile Division. Most of these services are 1:1 or group mentoring.

The Mentoring Positives’ Leader Academy is a new program that MP will provide thus funding requested in this proposal will allow Mentoring Positives to serve more youth, specifically in the Darbo/Worthington Park neighborhood. The “fee-for-service” programming will either decrease or be allotted for additional specialized mentors to be hired to fulfill these specific requests for services to other youth throughout Dane County.

Also, the increases in fundraising reflect the projected sales/fundraising for MP programming through the Off the Block salsa project.

Committee Question 9:

Does “mostly volunteer driven” impact final outcomes?

Agency Answer 9:	Agency staff providing Answer 9:	Executive Director
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We do not believe that “mostly volunteer driven” impacts final outcomes as all MP mentors and volunteers receive specialized mentoring training. Due to the population MP traditionally serves,

we know that some people can do this type of work and some cannot. We take pride in knowing how to work with minority, at-risk, and disenfranchised youth. We share this knowledge and our vision with all who work with us. More volunteer mentors will increase MP's service to youth as moving away from paid mentors will allow more natural mentoring relationships with clients to continue.

Committee Question 10:

How/when will staff be increased?

Agency Answer 10:

Agency staff providing Answer 10:

Executive Director

Staff increases will occur if funding is secured to begin the MP Leader Academy (MPLA) specifically, in 2013.

Staffing increases include Executive Director (ED) and Assistant Director (AD) salaries and adding MPLA program staff to provide the MPLA proposed programming to MP.

CDD 2013-14 Application Q and A

Agency Name:	Operation Fresh Start	
Program Name:	B. Youth	
Committee:	<input type="checkbox"/> Early Childhood Care and Education Committee <input type="checkbox"/> Committee on Aging <input checked="" type="checkbox"/> Community Services Committee <input type="checkbox"/> Community Development Block Grant Committee <input type="checkbox"/> Conference Committee	
Program Area:	I: Youth	
Priority:	A2: Youth Employment	
Committee Question 1:		
No possibility for other funding sources?		
Agency Answer 1:	Agency staff providing Answer 1:	Gregory Markle
<p>This program is supported by many funding sources. The City CSC funding is under 20% of actual program funding. This is the first time Operation Fresh Start has applied for funding through this process and I don't believe we completed the form accurately. OFS included other grant and private donation funding as other funding in the organizational budget area but did not correctly include the portion of this funding that will help support this program in the program budget. Please accept an updated program budget information (attached).</p>		
Committee Question 2:		
Unclear about programmatic and fiscal relationship between Youth and Adult programs. Please clarify.		
Agency Answer 2:	Agency staff providing Answer 2:	Gregory Markle
<p>Although there are some programmatic differences between the services youth and adults receive, the largest difference is the age of the participant. Operation Fresh Start participants engage in the same program activities with the same outcome focus of attaining a High School Diploma or HSED and gaining self-sustaining employment at completion of the program. The differences in programming are the engagement of parents or guardians and schools in programming for those under eighteen. OFS submitted applications for both youth and adults because the population served is evenly split between those that enter our program at eighteen or under and those that enter our program at an age over eighteen.</p>		
Committee Question 3:		
Request is 400% more than last year. Is that due to the mix-up with youth and adult employment programs?		
Agency Answer 3:	Agency staff providing Answer 3:	

In previous years, OFS received a direct grant through the Mayor's office for engaging youth in our program using a work platform of conservation work on City of Madison parks. During the last year, that program has been repositioned by the City into the Community Services funding system. The 400% increase is actually an increase over that small program amount for a particular service platform. Operation Fresh Start is applying for funding for the broader program for both youth and adults.

Committee Question 4:

Does the program have the capacity to serve youth whose primary language is not English?

Agency Answer 4:

Agency staff providing Answer 4:

Yes, Operation Fresh Start works with many participants whose primary language is not English. Staff at OFS have language ability in Spanish, Hmong, Chinese, and French. OFS has one conservation supervisor whose primary language is Spanish.

Committee Question 5:

Since the program would be funded as a "youth" program how do you propose we track that City funds are allocated to participants that are 18 years old or younger?

Agency Answer 5:

Agency staff providing Answer 5:

Operation Fresh Start allocates staff services based on the percentage of participants who fit criteria specific to each grant. This grant will provide services to 48 youth. For example, Operation Fresh Start will allocate two teachers' to youth education and 20% of these staff persons' compensation will be allocated to this grant. This allocation process is used for over 15 local, State and Federal grant sources received by Operation Fresh Start and is the recommended fund allocation method by ServeWisconsin, Dane County Human Services, US Department of Labor, AmeriCorps and OFS' auditor Wipfli CPA's & Consultants

Committee Question 6:

Who are some of the local businesses that employ your program participants?

Agency Answer 6:

Agency staff providing Answer 6:

Sergenian's Floor Coverings, HI-VEE grocery store, Belmont Nursing & Rehabilitation, Menard's, Middleton Village Rehabilitation, Willows Nursing & Rehabilitation, Community Living Alliance, Oscar Meyer, Findorff Construction, Marling Lumber, Stoughton Trailers, Cleary Building Corporation, Schoep's Ice Cream, H&H Plumbing, Kinderhearts, Harker Heating & Cooling.

Committee Question 7:

Please provide an explanation for the large funding request increase.

Agency Answer 7:

Agency staff providing Answer 7:

The City of Madison has historically funded Operation Fresh Start through the CDBG funding process based upon OFS housing platform. City staff has encouraged OFS to diversify the City's investment to include funding through adult and youth employment training funding. As Operation Fresh Start's primary mission and outcome is preparing and placing youth in employment this application may represent a re-alignment of the City of Madison investment to more accurately reflect OFS outcomes rather than based on a historical precedence.

Committee Question 8:

If a lesser amount is available would you still be able to run the program?

Agency Answer 8:

Agency staff providing Answer 8:

The size of the program would decrease. Fewer youth will have the opportunity to engage in this life changing transformation leading to greater community expenses in policing, correction, housing, food, childcare for their children and other community services. An Operation Fresh Start graduate will save the community over \$254,000 in other expenses over their lifetime.

CDD 2013-14 Application Q and A

Agency Name:	Salvation Army of Dane County	
Program Name:	B. Youth Access	
Committee:	<input type="checkbox"/> Early Childhood Care and Education Committee <input type="checkbox"/> Committee on Aging <input checked="" type="checkbox"/> Community Services Committee <input type="checkbox"/> Community Development Block Grant Committee <input type="checkbox"/> Conference Committee	
Program Area:	I: Youth	
Priority:	A3: High School Youth	
Committee Question 1:		
Am I correct in saying that the program is not going to accept youth who cannot get to Darbo on their own? Is there transportation available?		
Agency Answer 1:	Agency staff providing Answer 1:	
We would be happy to accept any youth who wanted to participate in the program. We don't anticipate providing transportation to get to the community center for the program except to accommodate young people who are staying at our family shelter. However, once a participant is part of the program, transportation will be provided to any planned activities or field trips outside of the center.		
Committee Question 2:		
No outcome objective #2?		
Agency Answer 2:	Agency staff providing Answer 2:	
We have an objective to add. Outcome objective #2: To enhance the safety of the Darbo Worthington neighborhood by providing a place for non-violent conflict resolution among youth population. Our indicators would be to survey teens about safety in the neighborhood and asking police to provide information about youth crime activity.		
Committee Question 3:		
No other sources of funding? Why not?		
Agency Answer 3:	Agency staff providing Answer 3:	
Yes, there is now another source of funding. We have secured some support for Youth Access through Blackhawk church for the upcoming year. We will continue to request additional funds from other private sources.		
Committee Question 4:		
Cost seems extremely high, what does this cover?		
Agency Answer 4:	Agency staff providing Answer 4:	
The cost covers staffing of two part-time positions at the current living wage rate, a software upgrade for the computer lab, supplies, marketing materials, field trips, transportation and food. Details about each of these areas can be provided.		

Committee Question 5:	
Is it 2 or 3 staff?	
Agency Answer 5:	Agency staff providing Answer 5:
The proposed staffing is equivalent to about 1.3 FTE including two positions at half-time (.5) To accommodate for outings or field trips, for example, two staff people would be required to be part of the activity.	

CDD 2013-14 Application Q and A

Agency Name:	Simpson Street Free Press	
Program Name:	A. Academic support-Middle school	
Program Area:	I: Youth	
Priority:	A1: Middle School Youth	
Committee:	<input type="checkbox"/> Early Childhood Care and Education Committee <input type="checkbox"/> Committee on Aging <input checked="" type="checkbox"/> Community Services Committee <input type="checkbox"/> Community Development Block Grant Committee <input type="checkbox"/> Conference Committee	
Committee Question 1:		
What is the Elementary/Middle School/High School student breakdown of youth served?		
Agency Answer 1:	Agency staff providing Answer 1:	
<p>Generally, about half our student reporters (at regular SSFP) are in high school, half in middle school. In the Glendale program students range from grades 3-7, with high school and college-age students serving as teachers and editors. But, as we pointed out in our recent letter to commission members, we are unsure how the Glendale newsroom fits overall into the new process. Three things are certain. 1. Community Services staff asked SSFP to develop a curriculum and implement the program at Glendale because the summer Safe Haven program at Glendale does not include an academic component. 2. We now know through national research that the across-age-group approach (pioneered here in Madison by SSFP) is important when applying immersion-learning techniques in community-based settings. 3. The Glendale program is wildly popular amongst kids, parents, and school staff.</p> <p>It is, of course, also important to consider that thousands of young people read SSFP. Teachers use it in local classrooms. It is part of our mission to reach local kids with exciting articles about history and science, and powerful peer-to-peer messages about achievement and success.</p>		
Committee Question 2:		
How many more middle school youth will be served with the increase in funding?		
Agency Answer 2:	Agency staff providing Answer 2:	
<p>As we said in our recent letter to commission members, we do not think we are requesting an increase in funding. Our all-volunteer staff had trouble two years ago navigating the new process, and we apparently asked for much less than what we were getting. We intended to ask for the same amount we previously received. That's what we're doing now – asking for what we were getting before; no increase.</p> <p>We will, however, continue to increase the number of middle school students enrolled in our programs as writers, reporters, and columnists. As you probably know, there is always an extensive waiting list at SSFP.</p> <p>One caveat: We are proposing that the commission consider supporting one of SSFP's tried and true program concepts, which we call the Madison Literacy Partnership. This is an extension of our ever-popular book club model. We have noticed that many times agencies break out various programs and propose them separately. It is harder for us to do this because of the immersion learning, integrated curriculum approach we employ at SSFP. But our book club model is really taking off, and it presents so many valuable opportunities for collaboration between and among local schools and after-school sites. This program will primarily serve middle school students.</p>		

Committee Question 3:

What are the provisions for bilingual or non-English speaking participants?

Agency Answer 3:**Agency staff providing Answer 3:**

We are so happy you asked this question: It is well established through national research that Writing Across the Curriculum is a key strategy for second language learners. This, of course, is the core component in all SSFP lesson plans. The SSFP organization has a tremendous and well-established track record providing academic support to bilingual learners. In fact, SSFP curriculum is specifically designed to accommodate all learning styles. This is a core competency of our organization. Accommodating students with various learning styles, and helping young people understand how they best learn, is central to the SSFP approach.

Further, Shoko Miyagi is one of our lead volunteers (for 10 years) and serves on our program advisory committee. She holds a masters degree in Applied English Linguistics from UW-Madison. Miyagi is now employed by UW-Madison, where she develops curriculum for second language learners. Mariana Pacheco is an associate professor in the UW-Madison School of Education. Pacheco also serves on our advisory committee and she works with students as a volunteer copy editor in our newsroom. Pacheco recently completed a three-year research study looking at the methods and curriculum applied at SSFP. Her resulting paper is titled Deadline!!!: Apprenticing Adolescent Writers at a Community Newspaper, and speaks in glowing terms of the methods used at SSFP to support bilingual students. One of Pacheco’s major findings was that bilingual students (and students of varied learning styles) benefited substantially from the carefully-crafted curriculum used at SSFP. Pacheco states on page 30 of her research paper “ The sociocultural organization of writing assistance at *The Gazzett [SSFP]* accommodated exceptionally diverse writing backgrounds, ages, journalism experiences, and reading and writing capabilities of adolescent journalists. Moreover, this assistance was influenced by the goals to which the collective system of activity was oriented, as demonstrated in an earlier section. Assistance was, therefore, individualized, fluid, timely, and oriented toward the production of a successful newspaper—and not just a successful writer. A variety of institutional structures facilitated this writing assistance. First, participants distributed widely the responsibility for high-quality writing across adolescent journalists, teen editors, adult volunteers, and editorial staff members. Recall that editorial staff members were deliberate in their assignment of article sources and based these decisions on their knowledge of novice and seasoned journalists’ writing capabilities and topical interests.

We know this answer is already too long, but one quick example. One of our program elements is what we call the SSFP Spanish Brown Bag Club. Here bilingual students organize regular meetings for other students and SSFP volunteers who wish to practice Spanish. It seems simple, but the beauty is in the program design. The first language Spanish-speaking kids are the organizers; they’re the leaders. The other participants are often older kids taking Spanish in school, or newsroom volunteers like Jane Coleman (former president of Madison Community Foundation) or Sheila Cohen (well-known local author). This is what we mean when we say, “SSFP invests in kids.” We empower. We teach academic self-confidence and leadership. SSFP is actually a rich and layered menu of academic concepts based largely on research and always applying recognized best practices.

Committee Question 4:

Please provide more detail regarding your request for twice as much funding.

Agency Answer 4:**Agency staff providing Answer 4:**

As we said in our recent letter to commission members, we do not think we are requesting an increase in funding. Our all-volunteer staff had trouble navigating the new process two years ago, and we apparently asked for much less than what we were getting. We intended to ask for the same amount we previously received. That’s what we’re doing now – asking for the same level of funding as we received prior to this

misunderstanding.

One caveat: We are proposing the commission consider supporting one of SSFP's tried and true program concepts, which we call the Madison Literacy Partnership. This is an extension of our always-popular book club model. We have noticed that many times agencies break out various programs and propose them separately. It is harder for us to do this because of the immersion learning, integrated curriculum approach we employ at SSFP. But our book club model is really taking off, and it presents so many valuable opportunities for collaboration between and among local schools and after-school sites.

□

Committee Question 5:

Please verify that you are in compliance with Madison's living wage requirement.

Agency Answer 5:

Agency staff providing Answer 5:

Email from Wegner, LLP payroll department to Laura Noel.

Questions for Additional Programs by the same agency

Program Name:

B. Academic Support- High school

Program Area:

I: Youth

Priority:

A3: High School Youth

Committee Question 1:

What accounts for the large increase in program budget for CDD? Decrease in other funding sources?

Agency Answer 1:

Agency staff providing Answer 1:

As we said in our recent letter to commission members, we do not think we are requesting an increase in funding. Our all-volunteer staff had trouble navigating the new process two years ago, and we apparently asked for much less than what we were getting. We intended to ask for the same amount we previously received. That's what we're doing now – asking for the same level of funding as we received prior to this misunderstanding.

No, other than slight reductions from United Way (they wish to devote more to Schools of Hope and somewhat less to after-school learning), SSFP is doing fairly well. Donations through "Friends of SSFP" (individuals who send small donations) have almost doubled. Our individual designations through the United Way campaign have almost doubled. [Both are indications of broad community support.] The primary reason we accomplish so much, with so little, has much to do with our skilled and dedicated group of volunteers. Loyal support from American Girl, Evjue Foundation, MG&E, Interactive Media Solutions (IMS), South Madison Rotary and many others help sustain SSFP. Several recent grants have allowed us to enroll more students from our lengthy waiting lists.

One caveat: We are proposing the commission consider supporting one of SSFP's tried and true program concepts, which we call the Madison Literacy Partnership. This is an extension of our always-popular book club model. We have noticed that many times agencies break out various programs and propose them separately. It is harder for us to do this because of the immersion learning, integrated curriculum approach we employ at SSFP. But our book club model is really taking off, and it presents so many valuable opportunities for collaboration between and among local schools and after-school sites.

Questions for Additional Programs by the same agency

Program Name:	C. South Madison Literacy Partnership	
Program Area:	I: Youth	
Priority:	A1: Middle School Youth	
Committee Question 1:		
Is the program located somewhere?		
Agency Answer 1:	Agency staff providing Answer 1:	
The Madison Literacy Partnership will be based at SSFP. Book club meetings will take place in our newsroom, at local schools and various after-school sites, and (securely) online.		
Committee Question 2:		
Are students introduced at respective school libraries?		
Agency Answer 2:	Agency staff providing Answer 2:	
We're not exactly sure we understand this question. But, it does seem like an interesting line of questioning. So, please contact us if this answer does not suffice. It is likely that, when a group of students (book club members) meet at a school library, they will already know each other. Or, if you mean by "introduced" introduced to the program, this will happen many ways. We have extensive contacts with local teachers and librarians; and, for that matter, with kids in many Madison neighborhoods. Many kids will find out about the book clubs by reading SSFP. All SSFP middle school students are required to join at least one book club, and now they will have to sign up at least two friends or siblings.		
Committee Question 3:		
What other funding do you receive?		
Agency Answer 3:	Agency staff providing Answer 3:	
Donations through "Friends of SSFP" (individuals who send small donations) have almost doubled in the past few years. Our individual designations through the United Way campaign have almost doubled. [Both are indications of broad community support.] The primary reason we accomplish so much, with so little, has much to do with our skilled and dedicated group of volunteers. Loyal support from American Girl, Evjue Foundation, MG&E, Interactive Media Solutions (IMS), South Madison Rotary and many others help sustain SSFP. Several recent grants have allowed us to enroll more students from our lengthy waiting lists. We also receive some support through United Way allocation.		
Committee Question 4:		
How do you plan to address the problems of low-income youth not having access to a computer at home?		
Agency Answer 4:	Agency staff providing Answer 4:	
Great question!! This is something we have discussed ourselves. And we're working on it. We have several older laptops that we are refurbishing. We have in-kind/volunteer help to do this. It's important to note that at SSFP all first drafts are done in pencil. Later we revise at computers. We believe writing both ways (in combination) helps kids learn and serves kids with various learning styles. Put differently, students can bring hand-written rough drafts of book reviews to book club meetings without fear of sticking out. SSFP laptops will be available at all book club meetings. The fact remains, you are right to ask this question. We are confident we'll overcome this barrier. We estimate we can have 20-35 working laptops that can be given permanently		

free of charge to students. In addition, SSFP owns 15 laptop computers and these can travel with us when we do programming at other sites.

Committee Question 5:

The application states that the program will take place South Madison Branch Library, at least 5 middle schools and after school sites throughout Madison. Will program staff actually be physically present at all of these locations? If yes, what is the schedule?

Agency Answer 5:

Agency staff providing Answer 5:

Yes, face-to-face contact is important. This will work in several ways. And often the face-to-face component will take place both at school (with a teacher or other staff person) and at SSFP. For instance, we are opening several new SSFP newsrooms, and one will be at Capital Newspapers. Most of the students at this location will come from Wright Middle School. Deidre Green and several of our college students will act as editors. Older adult volunteers (like myself) and Cap Times/State Journal staff will also assist, as will several West High kids from the Park St/Badger Rd. neighborhood. A student might draft a book review and revise it 3-4 times in the newsroom, then turn it in at school for extra credit. Later the student might turn it in at SSFP for publication. Or, in another scenario, a student might read a book and do a review for school, then bring it to an SSFP location for editing and publication. Book club members will have multiple opportunities for face-to-face time. This might be with their peers (other club members), older SSFP high schoolers, SSFP college student editors, adult volunteers, or school staff. What is most likely is that they will choose several of these, because of the incentives built into the program model -- at school it's a better grade, at SSFP it's a chance to be a published author. The exact schedule is yet to be worked out, and the number of hours will vary student by student, but I do know that this sort of program model will produce impressive numbers in very cost efficient ways.

Committee Question 6:

How will the program track demographic or other participant information?

Agency Answer 6:

Agency staff providing Answer 6:

This is a great question, and one we relish and welcome. We believe in maintaining a mix of kids. We get this through a unique combination of self-selects and teacher referrals. It's important to remember that SSFP never has to "recruit" kids. In spite of our emphasis on rigorous academics, more kids are always applying. And by "applying" we mean filling out a job application, arranging an interview, and bringing a parent or guardian for a visit. We always have an extensive waiting list.

Mariana Pacheco is an associate professor in the UW-Madison School of Education. Pacheco also serves on our advisory committee and she works with students as a volunteer copy editor in our newsroom. Pacheco recently completed a three-year research study looking at the methods and curriculum applied at SSFP. Her research study said, "At *The Gazette* [SSFP], the exceptional diversity of adolescent journalists was reflected in their varied ages, grade levels, language backgrounds, schooling histories, socioeconomic backgrounds, writing capabilities, journalism experience, racial/ethnic backgrounds, and content area knowledge (i.e., history, astronomy, geography). While researchers and practitioners limit diversity to differences in individuals' racial/ethnic, cultural, and linguistic backgrounds, literacy approaches that instead assume diversity across individual backgrounds, expertise, knowledges, histories, and capabilities in the service of shared goals can offer important insights. Specifically, learning contexts that organize robust forms of assistance among exceptionally diverse youth to facilitate successful participation in literacy activity become important sources of insight. These spaces shift the focus away from individual (diverse) adolescents to how specific sociocultural contexts facilitate their literacy success and failure. Given the growing diversity among public school students, the relationship between culture, language, and learning and the role that individuals play in this process has become increasingly important to literacy practitioners and researchers."

Pachenco also concluded that "...Participants [students] viewed the exceptional diversity of adolescent journalists as a fundamental organizing principle."

Here are some excerpts from the SSFP curriculum/methods manual that help explain our philosophies and our approach:

"I do spend a fair amount of my time in schools. I get to hear many things about what's quote "wrong with our students." And one of the things I hear is that children lack exposure or experiences. I hear this really at the early level a lot. So as a consequence, many of their classroom days are filled with day after day of experiences, but little, if any, teaching. Now I do believe that schools can and should offer students some interesting and new experiences, but those experiences have to be tied to student learning... To take kids to the zoo or to the amusement park without some learning link to it, particularly when none of these high-stakes tests are going to ask them or hold them accountable for whether or not they've been to Six Flags, it's not only unfair, it's unethical."

–Gloria Ladson-Billings, Kellner Family Chair in Urban Education and Professor of Curriculum and Instruction and Educational Policy at University of Wisconsin-Madison

Content matters. Methods and approach matter. To affect meaningful and lasting change, Madison must invest in what we know works. The question is this: How do we get kids (grades 6-12) to spend their after-school time working to achieve academic goals? For us, a big part of the answer lies in a professional partnership between older adults and emerging young leaders. Such a system exists in Madison. It includes solid role modeling, sound approach, and collaborative effort across age groups. It is built around rigorous curriculum and innovative lesson plans that adhere to the highest professional standards. During the past 20 years Simpson Street Free Press, Inc. has honed an approach to community-based academics that really works. *Free Press* curriculum is rigorous. But lesson plans are designed to make learning fun, cool, and doable. Kids buy in. They buy in because it's a job, because it's a newsroom, and because they see quickly that our methods work for them at school. *Free Press* programs help students acquire practical, real-world skills. Our teaching methods and across-the-curriculum approach help students build academic confidence. This is particularly true for lower-income students, students of color, and first-generation students aiming for college. Our reporters polish academic skills, conduct research, use technology, and write articles for publication. Innovation and student buy-in makes the *Free Press* what it is, and our lesson plans are excellent examples of proven education strategies at work. *Free Press* students learn quickly that skills learned in a newsroom are transferable to a classroom. They recognize that the same strategies that work in their newsroom can be used to pursue success at their school.

Pedagogy: At SSFP instruction and training is preparatory. We prepare students for the more complex subject matter they will encounter later by helping them master basic skills and academic strategies. Students learn quickly how to apply these strategies at school. Confidence builds quickly as students are immersed in a fun and challenging learning atmosphere.

Methods and approach: This is a job. Kids buy in. They are professionals. Expectations are high. Lesson plans are rigorous. Students discover that academic success is doable. Homework completion is embedded in program design and built into daily operations, fostering an achievement culture and collaboration across age groups. Completing homework, and helping younger co-workers complete homework, is part of the job for all kids.

Curriculum: Lesson plans are based on writing across the curriculum principles. Four basic lesson plans are used. Each is flexible, allowing for variations in skill level. Core subjects (geography, science, history, the arts) provide source material. The writing process teaches practical and transferable skills. It encourages critical thinking and fosters academic confidence. The newsroom process: inquiry, reading and researching to

understand; planning and drafting; multiple rounds of revision.

Concepts and Instructional Practices

The Writing Process: *Writing, skill acquisition, and academic confidence are central to SSFP pedagogy. Students write across the curriculum, investigating core academic subjects throughout the writing process. Our approach to teaching writing focuses on fluency and creative expression. We preach clear, concise, effective communication. We teach a multi-step writing process that includes invention strategies, research, reading comprehension, drafting methods, revision and editing techniques. SSFP methods emphasize productive writing habits and nurture imagination. Embedded in program design are exercises and activities that grow in complexity with age and ability. We use peer review to help participants learn to better critique their own writing, and the work of others. We believe learning happens, in large measure, during the revision process. Multiple rounds of revision are required during each assignment.*

Focus on Geography: The *Free Press* teaching staff works carefully to discern the learning styles of individual students. We encourage students to recognize their strengths and pursue school success with confidence. Students who learn visually respond quickly to lessons plans that incorporate geography. Well-designed lesson plans use geography as a portal to spark interest among students (in particular students in need of catch up help at school) in subjects like science and history.

We see diversity as an Asset Model: The SSFP model does not segregate kids. Students apply (as if it were a job) resulting in a diverse writing staff. We thus create a unique and effective learning environment. Students learn that differences are strengths, which fosters a culture of achievement.

We reject diversity as a deficit model: After-school programs that segregate kids based on race or income group are typically not successful. At SSFP young people buy in to our diversity and see it as an asset. We thus foster a unique brand of academic confidence among all our students.

We're really sorry for the long answer, but this is important to us. Research shows that segregating kids in their after-school settings hinders academic progress. We want a mix. And we can always achieve it because so many kids (and different kinds of kids) apply. But all students find routes to success within our integrated curriculum. This is true no matter their ethnicity, race, skill level, learning style, or any other barrier. We are indigenous. We grew up in Madison's neighborhoods. It's tremendously helpful that we're so well known in neighborhoods where access to academic support programs (and teen employment) is an important issue. The kids know us.

It is, however, our mission to reach and empower underserved kids. So we always have about 60% free or reduced lunch and about 85% minority kids. What happens in our newsroom is magical. All students, regardless of barriers, assume the identity of achiever.

Again, we are sorry for the long answer.

Committee Question 7:

The agency budget for 2012 and 2013 projects a ~100% increase in fundraising donations. What is the total amount of fundraising as of June 15, 2012? Please include details about fundraising sources,

such as individual donor, corporate donation or special event.

Agency Answer 7:

Agency staff providing Answer 7:

We have forwarded to Laura and Mary copies of our 2nd quarter financial statements. The Statement of Activities (page 5) lays out our fiscal 2012 budget, details our revenue and expense lines, and shows how we are approaching fundraising. In the past, for about 17 years, we did not have to do much fundraising. We depended on low costs (because of skilled and committed volunteers and in-kind donations) and other small donations from supporters (individuals, advertisers) around the city. The last three years have been much more difficult. The reduction in city funding two years ago (because of an unfortunate misunderstanding, largely our own doing) really hurt us. But, we are doing well now. Our board and our supporters in the community have really stepped up. We have increased our grant writing. Later this year we are launching our first-ever fundraising event(s): a Distinguished Lecture Series. We are bringing in several nationally known authors and UW professors who are experts in dealing with achievement gaps.

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SIMPSON STREET FREE PRESS, INC.

FINANCIAL STATEMENTS WITH
SUPPLEMENTARY INFORMATION

June 30, 2012

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ACCOUNTANT'S COMPILATION REPORT

To the Board of Directors
Simpson Street Free Press, Inc.
Madison, Wisconsin

We have compiled the accompanying statement of financial position of Simpson Street Free Press, Inc. (a nonprofit corporation) as of June 30, 2012, and the related statements of activities for the three and six months then ended. We have not audited or reviewed the accompanying financial statements and, accordingly, do not express an opinion or provide any assurance about whether the financial statements are in accordance with accounting principles generally accepted in the United States of America.

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America and for designing, implementing and maintaining internal control relevant to the preparation and fair presentation of the financial statements.

Our responsibility is to conduct the compilation in accordance with Statements on Standards for Accounting and Review Services issued by the American Institute of Certified Public Accountants. The objective of a compilation is to assist management in presenting the financial information in the form of financial statements without undertaking to obtain or provide any assurance that there are no material modifications that should be made to the financial statements.

The supplementary information contained in Schedules I and II is presented for purposes of additional analysis and is not a required part of the basic financial statements. The supplementary information has been compiled from information that is the representation of management. We have not audited or reviewed the supplementary information and, accordingly, do not express an opinion or provide any assurance on such supplementary information.

Management has elected to omit substantially all of the disclosures and the statements of cash flows required by accounting principles generally accepted in the United States of America. If the omitted disclosures and statements of cash flows and functional expenses were included in the financial statements, they might influence the user's conclusions about Simpson Street Free Press, Inc.'s financial position, changes in net assets, and cash flows. Accordingly, the financial statements are not designed for those who are not informed about such matters.

Wegner LLP
Madison, Wisconsin
July 5, 2012

Simpson Street Free Press, Inc.
Statement of Financial Position
June 30, 2012

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ASSETS	
Current Assets	
Checking/Savings	
Chase Checking	\$ 27,592.06
Chase - Summer Media Institute	3,745.72
Summit - Reserve Fund	5.00
Summit - Money Market	41,085.96
Total Checking/Savings	<u>72,428.74</u>
Other Current Assets	
Grants Receivable	5,625.00
Contributions Receivable	5,000.00
Prepaid Insurance	1,112.42
Total Other Current Assets	<u>11,737.42</u>
Total Current Assets	84,166.16
Fixed Assets	
Equipment	17,457.99
Accumulated Depreciation	(14,265.58)
Total Fixed Assets	<u>3,192.41</u>
Other Assets	
Security Deposit	<u>500.00</u>
TOTAL ASSETS	<u>\$ 87,858.57</u>
LIABILITIES & NET ASSETS	
Liabilities	
Current Liabilities	
Accounts Payable	\$ 1,350.00
Federal Payroll Taxes Payable	538.23
State Payroll Taxes Payable	180.33
Custodial - Club TNT	50.00
Total Liabilities	<u>2,118.56</u>
Net Assets	
Undesignated	75,740.01
Temporarily Restricted	10,000.00
Total Net Assets	<u>85,740.01</u>
TOTAL LIABILITIES & NET ASSETS	<u>\$ 87,858.57</u>

Simpson Street Free Press, Inc.
 Statements of Activities
 For the Periods Ended
 June 30, 2012

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 2012 Annual Report

	Apr - Jun 2012		YTD		2012 Annual Budget
	Actual	Budget	Actual	Budget	
UNRESTRICTED NET ASSETS					
Support and Revenue					
United Way Grant Income	\$ 5,497.08	\$ 7,000.00	\$ 12,284.16	\$ 14,000.00	\$ 28,000.00
City of Madison Grant Income	5,625.00	5,750.00	11,250.00	11,500.00	23,000.00
Donations - Friends of SSFP	800.50	2,000.00	2,125.50	4,000.00	8,000.00
Corporate Donations and Foundation Grants	57,600.00	15,000.00	62,600.00	30,000.00	60,000.00
Board Generated Corporate Sponsorships		500.00	-	1,000.00	2,000.00
Temporarily Restricted Donations Released From Restriction					
Donation - American Girl Fund For Children	2,500.00	2,500.00	5,000.00	5,000.00	10,000.00
Donation - Aberdeen	2,500.00	2,500.00	5,000.00	5,000.00	10,000.00
Scholarship Donations	-	375.00	-	750.00	1,500.00
Advertising Income	-	1,750.00	-	3,500.00	7,000.00
Revenue/Online Products	-	750.00	97.50	1,500.00	3,000.00
In Kind Donations	2,960.00	3,750.00	5,802.50	7,500.00	15,000.00
Interest Income	4.37	37.50	12.71	75.00	150.00
Miscellaneous Income	-	181.25	-	362.50	725.00
Fundraising event (net income after costs)	-	6,000.00	-	12,000.00	24,000.00
Sponsor Sections(s) or Initiative(s)	-	250.00	-	500.00	1,000.00
Annual Giving Campaign	-	1,500.00	-	3,000.00	6,000.00
Total Support and Revenue	77,486.95	48,093.75	104,172.37	96,187.50	199,375.00
Operating Expenses					
Personnel Expenses					
Salaries	5,022.82	14,625.00	8,818.86	29,250.00	58,500.00
Stipends	6,958.00	5,437.50	12,341.77	10,875.00	21,750.00
Payroll Taxes	384.25	1,075.00	685.40	2,150.00	4,300.00
Circulation salaries and taxes	-	912.50	130.00	1,825.00	3,650.00
Field trip salaries and taxes	161.48	325.00	161.48	650.00	1,300.00
Pre-press production salaries and taxes	1,255.21	1,350.00	2,164.47	2,700.00	5,400.00
Total Personnel Expense	13,781.76	23,725.00	24,301.98	47,450.00	94,900.00
Other Operating Expenses					
Insurance	617.75	750.00	1,198.75	1,500.00	3,000.00
Professional Fees	5,325.00	3,750.00	9,585.00	7,500.00	15,000.00
Postage and Office Expenses	96.60	237.50	267.20	475.00	950.00
Supplies	809.39	350.00	1,092.37	700.00	1,400.00
Books/Reference Materials	147.66	212.50	173.16	425.00	850.00
Printing	-	1,450.00	46.12	2,900.00	5,800.00
Pre-Press Production Costs	-	1,031.25	-	2,062.50	4,125.00
Online Production Costs	-	175.00	-	350.00	700.00
Photocopy Expense	-	300.00	-	600.00	1,200.00
Photography Expense	-	68.75	-	137.50	275.00
Depreciation Expense	508.46	500.00	1,016.92	1,000.00	2,000.00
Capital Equipment	-	1,000.00	-	2,000.00	4,000.00
IT support services	2,500.00	2,750.00	5,000.00	5,500.00	11,000.00
Other Computer Equipment	518.02	225.00	827.96	450.00	900.00
Telephone/Internet	654.90	575.00	1,417.22	1,150.00	2,300.00
Financial Literacy Scholarship	-	375.00	-	750.00	1,500.00
Training/Conferences	230.29	200.00	405.93	400.00	800.00
Food/Household Supplies	382.43	143.75	464.97	287.50	575.00
Vehicle Costs/Travel/Delivery	80.00	700.00	115.00	1,400.00	2,800.00
Other Field Trip Expenses	550.00	1,050.00	1,487.00	2,100.00	4,200.00
Miscellaneous	-	206.25	134.85	412.50	825.00
Total Other Operating Expense	12,420.50	16,050.00	23,232.45	32,100.00	64,200.00
Facilities Expenses					
Rent/Utilities/Maintenance	8,013.00	6,500.00	13,637.74	13,000.00	26,000.00
Total Operating Expenses	34,215.26	46,275.00	61,172.17	92,550.00	185,100.00
Excess Revenue over Operating Expenses	43,271.69	1,818.75	43,000.20	3,637.50	14,275.00
Other Revenue (Expenses)					
Summer Writing Workshop Grant	4,000.00	2,000.00	4,000.00	2,000.00	4,000.00
Summer Writing Workshop Expenses	-	(975.00)	-	(975.00)	(3,950.00)
Summer Media Institute Income	-	2,500.00	-	2,500.00	5,000.00
Summer Media Institute Expenses	(390.00)	(2,000.00)	(390.00)	(2,200.00)	(4,000.00)
Change in Unrestricted Net Assets	\$ 46,881.69	\$ 3,343.75	\$ 46,610.20	\$ 4,962.50	\$ 15,325.00
TEMPORARILY RESTRICTED NET ASSETS					
American Girl Fund donation released from restrictions	(2,500.00)		(5,000.00)		
Aberdeen donation released from restrictions	(2,500.00)		(5,000.00)		
Change in temporarily restricted net assets	(5,000.00)		(10,000.00)		
Change in Net Assets	41,881.69		36,610.20		
Net Assets - Beginning of Period	43,858.32		49,129.81		
Net Assets - End of Period	\$ 85,740.01		\$ 85,740.01		

See accountant's compilation report.

Simpson Street Free Press, Inc.
Schedule I
Schedule of Summer Writing Workshop Expenses
For the Periods Ended
June 30, 2012

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	Apr - Jun 2012		YTD		Annual
	<u>Actual</u>	<u>Budget</u>	<u>Actual</u>	<u>Budget</u>	<u>Budget</u>
Operating Expenses					
Personnel Expenses					
Salaries/Payroll Taxes	\$ -	\$ 150.00	\$ -	\$ 150.00	\$ 300.00
Stipends	-	-	-	-	2,000.00
Total Personnel Expenses	-	150.00	-	150.00	2,300.00
Other Operating Expenses					
Professional Fees	-	425.00	-	425.00	850.00
Supplies	-	150.00	-	150.00	300.00
Capital Equipment	-	100.00	-	100.00	200.00
Food/Household Supplies	-	50.00	-	50.00	100.00
Miscellaneous	-	100.00	-	100.00	200.00
Total Other Operating Expenses	-	825.00	-	825.00	1,650.00
 Total Operating Expenses	 \$ -	 \$ 975.00	 \$ -	 \$ 975.00	 \$ 3,950.00

See accountant's compilation report.

Simpson Street Free Press, Inc.
Schedule II
Schedule of Summer Media Institute Expenses
For the Periods Ended
June 30, 2012

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	Apr - Jun 2012		YTD		Annual
	<u>Actual</u>	<u>Budget</u>	<u>Actual</u>	<u>Budget</u>	<u>Budget</u>
Operating Expenses					
Personnel Expenses					
Salaries/Payroll Taxes	\$ -	\$ 150.00	\$ -	\$ 150.00	\$ 300.00
Stipends	390.00	1,212.50	390.00	1,212.50	2,425.00
Total Personnel Expenses	<u>390.00</u>	<u>1,362.50</u>	<u>390.00</u>	<u>1,362.50</u>	<u>2,725.00</u>
Other Operating Expenses					
Postage and Office Expenses	-	37.50	-	37.50	75.00
Supplies	-	100.00	-	100.00	200.00
Books/Reference Materials	-	112.50	-	112.50	225.00
Photocopy Expense	-	62.50	-	62.50	125.00
Training/Conferences	-	87.50	-	87.50	175.00
Food/Household Supplies	-	25.00	-	25.00	50.00
Vehicle Costs/Travel/Delivery	-	137.50	-	137.50	275.00
Summer Internships	-	-	-	200.00	-
Miscellaneous	-	75.00	-	75.00	150.00
Total Other Operating Expenses	<u>-</u>	<u>637.50</u>	<u>-</u>	<u>837.50</u>	<u>1,275.00</u>
 Total Operating Expenses	 <u>\$ 390.00</u>	 <u>\$ 2,000.00</u>	 <u>\$ 390.00</u>	 <u>\$ 2,200.00</u>	 <u>\$ 4,000.00</u>

Employee	Hours	Earnings
0007 Amanda S Kroninger	75.50	1,099.50
0014 Deidre Simone Green	444.00	6,458.50
0015 Clair Miller	293.50	3,482.39
Report Totals	813.00	11,040.39

CDD 2013-14 Application Q and A

Agency Name:	TJ's Support Brokerage	
Program Name:	C. Operation Stand Down	
Committee:	<input type="checkbox"/> Early Childhood Care and Education Committee <input type="checkbox"/> Committee on Aging <input checked="" type="checkbox"/> Community Services Committee <input type="checkbox"/> Community Development Block Grant Committee <input type="checkbox"/> Conference Committee	
Program Area:	I: Youth	
Priority:	B3: At-Risk Youth Comm. Engagement	
Committee Question 1:		
How does outcome objective #1 fit with performance indicator? And objective #2?		
Agency Answer 1:	Agency staff providing Answer 1:	Kevin McGraw
<p>Operation Stand Down (OSD) has a character building , 12- week, classroom curriculum, That will educate, train and encourage the youth to adopt ethical principles and behaviors to prevent and dismiss gang activities. This in exchange will help to produce the 75% of the youth enrolled in OSD services to report no personal gang involvement by the end of the services provided.</p> <p>Objective #2 will fit with the performance indicator by having communication and working with community, public and private services that will make them aware of our programming therefore the youth will have the option to participate OSD as an alternative and or parallel training to assist in anti-gang activities.</p>		

CDD 2013-14 Application Q and A

Agency Name:	Youth Services of Southern Wisconsin	
Program Name:	B. Youth Groups Program	
Program Area:	I: Youth	
Priority:	Youth B2: Youth Cultural/Gender	
Committee:	<input type="checkbox"/> Early Childhood Care and Education Committee <input type="checkbox"/> Committee on Aging <input checked="" type="checkbox"/> Community Services Committee <input type="checkbox"/> Community Development Block Grant Committee <input type="checkbox"/> Conference Committee	
Committee Question 1:		
Why only 5 youth? Is there the capacity to increase the number of participants?		
Agency Answer 1:	Agency staff providing Answer 1:	Behrend
<p>*NOTE: THIS QUESTION IS INTENDED FOR PROGRAM C: ALLIED BIKE PATH WORK CREWS* Five youth is the number of youth needed to complete the available work in the prescribed work area. The number of participants cannot be increased without additional funding.</p>		
Committee Question 2:		
Seems space costs are high when only meeting 2 hours for 2 days a week (\$6,600). Please clarify.		
Agency Answer 2:	Agency staff providing Answer 2:	Behrend
<p>Youth Services of Southern Wisconsin allocates space costs based on the number of FTE's associated with each program. The Youth Groups Program has 3.2% of the agency's FTE's, and consequently is allocated 3.2% of the agency's space costs. This includes use of group rooms, staff offices, and common areas like the kitchen and waiting area. Space costs include rent, repairs, and all utilities.</p>		
Committee Question 3:		
State of Wisconsin funds are listed. What department?		
Agency Answer 3:	Agency staff providing Answer 3:	Behrend
The program receives funding through the State of Wisconsin Department of Health Services for HIV prevention activities.		
Committee Question 4:		
Is transportation a need?		
Agency Answer 4:	Agency staff providing Answer 4:	Behrend
<p>Many youth participants arrange their own transportation to and from group meetings, but in cases where that is unsafe, cost-prohibitive, or difficult; staff will provide transportation using agency vehicles or by offering bus passes. Agency vehicles are also used for group outings and for travel to conferences and presentations.</p>		

Questions for Additional Programs by the same agency		
Program Name:	C. Allied Bike Path Work Crews	
Program Area:	I: Youth	
Priority:	A2: Youth Employment	
Committee Question 1:		
4 hours a week is this enough contact? Are there activities other than crew work?		
Agency Answer 1:	Agency staff providing Answer 1:	Behrend
<p>Participants do engage in other activities as part of the program. Participants begin the program by receiving trainings on job skills (the application process, employment expectations, etc), financial management (budgeting, how to open a checking account, etc.), and life skills. Throughout their participation in the program, youth receive on-going mentoring from supervisors. In addition to their trash removal activities, youth also assist with the monthly Allied Mobile Food Pantry and perform graffiti removal.</p> <p>4 hours per week is sufficient to establish a youth's work history and perform the work in the prescribed area within the program's budget constraints. However, more positive adult and community contact is always beneficial to at-risk youth.</p>		
Committee Question 2:		
How many crews are there and how many boys are in each crew? How much are they paid?		
Agency Answer 2:	Agency staff providing Answer 2:	Behrend
<p>There is one crew each year. In past years, the crews have had 2-3 boys and 2-3 girls. This year, all 5 program participants are boys. This was not a change in program design, and is solely a result of the applicant pool.</p> <p>Youth participants begin at \$5.90/hr, and after 90 days of employment, their pay increases to \$7.25/hr.</p>		
Committee Question 3:		
Can this program be merged with the Street Team program?		
Agency Answer 3:	Agency staff providing Answer 3:	Behrend
<p>This program could be merged with the Street Team since the work performed is similar, and we can direct work crews to any part of the City where their assistance is desired. It's important to remember that the Street Team operates for 10 weeks during June-August while the Allied Bike Path Crews operate May-October. Availability of funding is the determining factor as to how many man hours of work crews can perform. Preserving the combined funding of both programs will ensure that the number of work hours performed remains the same.</p>		
Committee Question 4:		
Why only 5 youth? Is there the capacity to increase the number of participants?		
Agency Answer 4:	Agency staff providing Answer 4:	Behrend
<p>Five youth is the number of youth needed to complete the available work in the prescribed work area. The number of participants cannot be increased without additional funding.</p>		

Questions for Additional Programs by the same agency		
Program Name:	D. Youth Peer Court	
Program Area:	I: Youth	
Priority:	B1: Youth Court	
Committee Question 1:		
Do you work with the Timebank Youth Court and/or the YWCA Restorative Justice Program? If not, why not and could you?		
Agency Answer 1:	Agency staff providing Answer 1:	Behrend
Established in 2000, the Youth Services of Southern Wisconsin (YSOSW) Youth Peer Court was the first restorative justice program of its kind in the area. YSOSW staff provided restorative justice training to Timebank Peer Court staff and volunteers and has collaborated with Timebank on various projects. The YSOSW Youth Peer Court is community-based whereas the Timebank Youth Court is school-based. YSOSW is willing to collaborate with the YWCA and has explored training and conference opportunities with them.		
Questions for Additional Programs by the same agency		
Program Name:	E. Madison Street Team	
Program Area:	I: Youth	
Priority:	A2: Youth Employment	
Committee Question 1:		
Can this program be merged with Allied Bike Path Work Program?		
Agency Answer 1:	Agency staff providing Answer 1:	Behrend
This program could be merged with the Allied Bike Path Program since the work performed is similar, and we can direct work crews to any part of the City where their assistance is desired. It's important to remember that the Street Team operates for 10 weeks during June-August while the Allied Bike Path Crews operate May-October. Availability of funding is the determining factor as to how many man hours of work crews can perform. Preserving the combined funding of both programs will ensure that the number of work hours performed remains the same.		
Questions for Additional Programs by the same agency		
Program Name:	F. Youth Job Center	
Program Area:	I: Youth	
Priority:	A2: Youth Employment	
Committee Question 1:		
\$5,000 is a relatively small amount (about 6% of the total budget). Why so little? Why now? What is the bigger budget picture?		
Agency Answer 1:	Agency staff providing Answer 1:	Behrend
We have applied for City funding for this program in the past. The agency strives to diversify each program's funding base as much as possible. This strategy provides long-term program stability if one funding source is lost. In addition, the program's primary funding source, Dane County, has not provided cost to continue increases in several years. Consistent with these factors, we are seeking		

additional partners for this program. The \$5,000 figure was arrived at to help cover cost-to-continue increases, while being a reasonable request for a program that has not previously received City of Madison funding.

Committee Question 2:

If there is 12 week program, why is program director 1.0 FTE?

Agency Answer 2:

Agency staff providing Answer 2:

Behrend

The full-time Program Coordinator provides approximately 176 hours of pre-employment training per year (16 hours per month January-November). He also pre-screens each program applicant; provides individual job placement assistance to program participants; identifies job leads for program participants; develops targeted job placements for program participants; and provides 12 weeks of post job placement mentoring and support for program participants. He is a salaried employee who usually works more than 40 hours per week.

Committee Question 3:

What has changed in the program to increase by \$8,000?

Agency Answer 3:

Agency staff providing Answer 3:

Behrend

The 2012 Youth Job Center program budget included a single health insurance plan under the personnel line-item. Through YSOSW's domestic partner benefits, the staff person for this program actually uses a double health insurance plan. This accounts for \$4,512 of the expense increase. The remainder of the program's increase is due to cost-to-continue adjustments.

Committee Question 4:

How is the \$7,000 in user fees generated since there is no cost to program participants?

Agency Answer 4:

Agency staff providing Answer 4:

Behrend

There is no cost to youth participants. User fees refers to fees paid by private organizations for program services for their clients who are referred to the Youth Job Center when all of their program slots are full.

Committee Question 5:

What are "gender-specific employment skills"?

Agency Answer 5:

Agency staff providing Answer 5:

Behrend

The program conducts separate employment skills training classes for males and females. The curriculum for the two courses is identical. The program provides separate training classes to address the different learning styles of males and females. We have also found that many youth are more focused on learning when they are not "posturing" for members of the opposite gender thus reducing distractions and improving the learning environment.

CDD 2013-14 Application Q and A

Agency Name:	YWCA of Madison	
Program Name:	F. Girl Inc	
Committee:	<input type="checkbox"/> Early Childhood Care and Education Committee <input type="checkbox"/> Committee on Aging <input checked="" type="checkbox"/> Community Services Committee <input type="checkbox"/> Community Development Block Grant Committee <input type="checkbox"/> Conference Committee	
Program Area:	I: Youth	
Priority:	A1: Middle School Youth	
Committee Question 1:		
Do they work on physical activity?		
Agency Answer 1:	Agency staff providing Answer 1:	Ronnica Johnson-Walker
<p>Girls participate in several different types of physical fitness activities through Girls Inc. Examples of activities include swimming lessons, swim outings, Double Dutch, yoga, canoeing, bike riding and golfing. In addition, the UW Dance Department received a grant to bring a UW dance instructor into the Girls Inc. program once a week for 30 weeks during the school year. Finally, the Girls Inc. Curriculum, Sporting Chance, will be implemented this fall and will focus on softball, soccer, tennis, and basketball.</p>		
Committee Question 2:		
Ideas for new sites?		
Agency Answer 2:	Agency staff providing Answer 2:	Ronnica Johnson-Walker
<p>We are currently in conversation with the Boys and Girls Clubs about bringing Girls Inc. to both the Taft Street and Allied Drive Centers and we expect to confirm this partnership later this month.</p>		
Committee Question 3:		
<p>How do you plan to achieve your large fundraising goals? Fundraising/donations for this program seems significantly higher in 2013 than many previous years. For example, in 2011 the City contract listed \$7,890 in fundraising and in 2012 the contract includes \$60,373. The application for 2013-2013, lists the 2012 fundraising level as \$129,734 and the 2013 goal of \$116,021. What are the sources for this revenue (individual or corporate donor, special event, direct solicitation etc.) and what is the current status of 2012 fundraising?</p>		
Agency Answer 3:	Agency staff providing Answer 3:	Debra Schwabe & LuAnn Quella
<p>The increase in fundraising numbers results from two factors: a) the 2011 budget reflected a single program site (West Side) while the other budgets reflect the whole program, and b) the YWCA received a significant anonymous gift to the program that provided \$50,000 per year in 2011 and 2012. The budget for the 2013-14 program year reflects the entire Girls Inc. budget including administrative costs, the 3 current program sites and the anticipated 2 additional sites.</p> <p>The program continues to seek out private grants and fundraising dollars to support the Girls Inc. program. We anticipate that the 2013 budget will be covered through continued City of Madison and United Way funding, along with program fees received from our new partner(s) and</p>		

fundraising dollars. One foundation has already committed to making a \$15,000 donation in 2012 and 2013. We hope that we will be able to renew that grant for 2014 as well. In addition, the YWCA conducts fundraising through personal requests to individual donors, mail solicitations, special events and grant writing.

Committee Question 4:

Several expenses have gone down significantly from 2011 to 2012 and sometimes even further for 2013. These include Rent/Utilities/Maintenance, Mortgage, Assistance to Individuals, Subcontracts and Affiliation Dues. Please explain.

Agency Answer 4:

Agency staff providing Answer 4:

LuAnn Quella

Rent/Utilities/Maintenance: Rent/Utilities/Maintenance costs have changed since the rehabilitation of our building. In the beginning of 2011, the YWCA's housing facility at 101 E. Mifflin street was still undergoing renovations. Since then we have experienced some energy efficiencies with the updated mechanicals.

Mortgage: The mortgage at the YWCA Empowerment Center, 3101 Latham Drive, was refinanced and resulted in budget savings.

Assistance to Individuals: In 2011, the YWCA was awarded a one-time grant of \$10,000 to provide energy cost assistance to individuals living in our Housing First programs.

Subcontracts: Subcontracts were reduced with the anticipation that some of our United Way Housing Program pass-through funds would go directly to the collaborating agencies.

Affiliation Dues: Affiliation costs were unusually high in 2011. The dues paid to the YWCA Great Lakes Alliance were increased for a one-time payment of assessed dues for consulting fees.

Questions for Additional Programs by the same agency

Program Name: H. Restorative Justice

Program Area: I: Youth

Priority: B1: Youth Court

No Committee questions for this Program.