



Youth Mentorship 2019

CBCR: Our Neighborhood – A Safe and Beautiful Place

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

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

Late applications will not be accepted

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

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

Agency or Group:	Rape Crisis Center	Amount Requested:	\$96,762.99
Title of Proposal:	Healing Power of Hip-Hop: Reshaping the lives of Black Youth, for Black Youth, by Black Youth		
EIN and DUNS #	23-7329215 121592398		
Brief Project Description:	<p>The Rape Crisis Center (RCC) is proposing to create a Youth Mentoring program that is centered around using hip-hop culture to engage and empower black at-risk youth in the west-side neighborhoods identified by the Department of Justice. The RCC's Mentoring program was designed and will be implemented in partnership with Demond Hill, a University of Wisconsin - Madison graduate student, who lived in the targeted area, and personally experienced the weight of violence, community detachment, and the juvenile justice system affecting the youth this program is looking to reach.</p> <p>The RCC is seeking to merge its experience of providing trauma informed support, with the vision of Mr. Hill, to develop a program that attempts to leverage the creative medium of hip-hop to re-engage youth with their own potential, their family, and their community. This innovative approach will center a curriculum designed to address overlapping root causes of youth crime and sexual assault, such as oppression, gender socialization, and normalization of violence and power.</p>		
Program Type	Group <input type="checkbox"/> Individual <input checked="" type="checkbox"/>		
# of Participant youth to be served	15		
Contact Person:	Missy Mael	Email	missy.mael@thercc.org
Address:	2801 Coho St., Ste. 301, Madison, WI 53713	Telephone:	608-251-5126 ext. 17

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

Fiscal Agent (if Applicable)	N/A		
Contact Person:	N/A	Email	N/A
Address:	N/A	Telephone:	N/A

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

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

The RCC is the only comprehensive sexual assault support center in Dane County. With over 45 years of experience serving victims of sexual assault, RCC has the capacity, community relationships, system protocols, policies, procedures, highly trained staff and volunteers and the authentic commitment to providing high quality, and trauma -informed programming across Madison communities. We have 32 staff members, including two multi-cultural outreach specialists specifically tasked with increasing outreach and awareness in Madison's underserved communities. The RCC recently has completed a robust board recruitment process to fill all 15 of the available board seats, as part of a strategic goal to develop a board that is reflective of the communities we serve.

Each year the RCC works to recruit and train volunteers that support our Helpline. The training is dynamic, and culturally competent. In 2018, volunteers staffed the line more than 1,600 hours, providing 83% of Helpline coverage.

The RCC has operated youth programs for many years including gender equity clubs and Game Changers (GC). In GC, the RCC recruits 18 students across Dane County schools to act as Youth Advisory board that engages in research and discussions to develop strategies and become leaders in engaging their peers in conversations around rape culture.

The RCC has extensive experience managing contractual compliance and completing reporting requirements for federal funds. We currently receive funding from VOCA, SAKI, and SAVS, in addition to public funds from Dane County and the City of Madison. The RCC has a Compliance and Grants Specialist that is dedicated to ensuring accurate and timely reporting and compliance.

2. **Project Description and Strategies:**

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

The primary collaboration for this project will be working with Mr. Hill, who will serve as Project Coordinator. As someone who lives in the neighborhood, has shared experiences with the targeted youth, and has dedicated his educational career to seeing change in the lives of Black and Latinx youth, he has the most holistic experience necessary to make authentic connections with individuals in the program and their families. Further, Mr. Hill through his experience both as a participant and leader of mentoring programs in Madison has developed extensive partnerships that will be a part of this project including with: teachers from the neighborhood such as Cherokee Middle School, Jefferson Middle School, Toki Middle School, Glacier Creek, After-School Programmers, High School Sporting Teams, Community Educators who know the neighborhoods such as Antonio Hoye (Middleton High School) and Sean Gray (West High School), as well as relationships with Boys and Girls club leaders such as Glenna Scholle-Malone. The RCC, as a non-profit

providing direct support, education, and outreach for victims across the Madison area had cultivated many organizational partners. For this project, we will be looking to maintain partnerships with organizations that provide the capacity to address the range of mentee needs. This includes seeking support from organizations such as: Deaf Unity, UNIDOS, DAIS, and Freedom Inc. We have also connected with staff at Elver Park and Theresa Terrace Neighborhood Centers to provide space and additional program support.

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

Recruiting:

The RCC will work teachers in the area schools, in which we have existing relationships, to get direct recommendations based on student behavior and performance, based on records of truancy and in-school disciplinary actions. We will reach out directly to the Juvenile Justice Center, using our previous history of conducting presentations at detention and shelter school, as well as Operation Fresh Start

We will also be using our connection with the Boys and Girls Club and the YWCA for additional youth referrals, based on their knowledge of their involvement in gangs or violence.

Further, we intent on hosting local events in the neighborhood that would be used as a way to engage possible youth that may be interested in the program, as well as an opportunity for our organization to engage with the community's families and the neighborhood as a whole.

Screening and Assessment:

RCC staff and Mr. Hill, will conduct interviews with the potential program participants, and speak with their families. Through these interviews, we will assess their current needs and their own goals for entering the program. While this process will look to find youth with the most need that best positioned to enter the program, it is also our goal to be open to a range of applicants. The reality is some youth may not seem like the best fit based on their behavior or interest, but these are often those most in need. We will need to rely on objective measures, as well as subjective factors.

- c. Recruitment, Engagement, Screening: Describe your plan to recruit, engage and retain **mentors** that have connections to the geographic area targeted by the RFP; Explain the screening and selection processes you will use for this program.

Recruiting:

Mr. Hill will be instrumental in the recruiting process of mentors, with extensive connections to local community leaders, as well as artistically driven individuals, he will lead a robust recruiting process that will leverage personal and professional connections to identify a diverse range of mentors with a passion for community change. The immediate network will include: UW-Madison Professors and Students, Community Educators, Edgewood College Organizations, Professors and Students, local school teachers, Kaleem Claire, Antonio Hoye, Madison School & Community Recreations, campus organizations, and 100 Black Men Inc. This outreach will make considerations about the location and background of the mentors to ensure that they have an authentic connection with the communities being served. To further ensure we are reaching mentors in the area, we will host recruiting events similar to the events for finding mentees. These events will be in the neighborhoods and local schools we are looking to serve and will provide a chance to reach to identify

local potential mentors that have strong connections with their community and a passion for seeing a positive outcome for its youth.

Screening:

The screening process will emphasize and ensure the following areas are addressed: Safety (checking criminal background and references), community commitment and commitment to positive youth development, and skills/experience (a background in the arts and an ability to be a useful connection for the youth in the future).

Retention:

The retention process is another process that will be a front-end priority, by making sure that we identify mentors that have both a passion, as well as the time to sustain participation in the project. However, another process will be providing on-going support to mentors by consistently checking-in and providing the logistical support that makes meetings and events easier to manage.

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

Mentees:

This Youth Mentorship program is designed to help young Black males between the ages of 10 and 18 to develop the skills needed to make positive choices, the skills to advocate for oneself, the skills to deal with their personal traumas, make healthy decisions and skills to move forward with their passions and dreams. We will provide youth with a space that reaffirms Black love, joy and belonging while providing educational and explorational experiences that attempts to shift the current social conditions and place the youth at the center of creating a much safer community. Youth Mentorship will firstly, offer a reimagined community were Black youth are positioned at the core foundations of the community. Providing an opportunity for youth to constructed their own narratives, proudly present their own cultures, and voice their own experiences. Secondly, we will provide the insight and understanding around the factors that contribute to rape culture, and develop an understanding of healthy relationships as this will provide the ability to make connections with both future partners, as well their own families and community members. Lastly, we will equip Black youth, their families and community with the necessary tools that frees them from physical, psychological, and sociological oppression all of which will be done by engaging our Black youth in the development of their community through the possibilities of postive Hip-Hop culture.

Families:

We understand that a core competent to a successful mentor-mentee relationship will be making a complete and sustainable connection with their family as well. For this reason, the project will also involve opportunities for mentor-family engagement, as well as mentor-mentee-family engagement. These events will be used to reinforce concepts taught in the mentee training, so the family is active leader in the mentee's growth, and vise-versa.

Describe curriculum and process for orienting and training mentors.

Mentors will be expected to attend five orientation and training sessions over a three-week period. These sessions will be held in various community spaces to provide mentors with knowledge about and access to valuable resources in the community. Orientation will focus on fostering a sense of program

ownership, team-building, and on policies and procedures related to serving as a member of this very important team.

Mentors will receive instruction on the following topics from RCC staff and community partners:

- Appropriate physical contact
- Contact with mentoring program (e.g., whom and when to contact)
- Relationship-monitoring requirements (e.g., response time, frequency, schedule)
- Approved activities
- Mandatory reporting requirements associated with suspected child abuse or neglect, as well as suicidality and homicidality
- Confidentiality and anonymity
- Digital and social media use
- Overnight visits and out-of-town travel
- Money spent on the mentee and mentoring activities
- Transportation
- Emergency and crisis procedures
- Health and medical care
- Trauma-informed practices
- Anti-Blackness/Discrimination/Racism
- Community Context/History of the community in relation to the issues in the community
- Program goals/Community goals
- Rape culture
- Consent
- Healthy relationships

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

The matching process begins with the mentor recruiting process, which will involve getting mentors with a range of interests and backgrounds, as well as sufficient age difference, to provide the greatest opportunity to provide mentees with the best fit. Information about mentor's background will be collected through self-reports completed by mentors to collect information about their communication styles, interests, etc. A similar assessment will be given to mentees.

Following this step, we will have a single group event with all mentors, mentees and their families in attendance. This will provide an open setting for participants to interact. Mentors and mentees will then supply feedback to Mr. Hill, which he will use to make determinations about the matching process, making

considerations based on these reports, as well as comparing the self-assessments produced by the mentors and mentees at the start of the program.

Mr. Hill will arrange a meeting between the mentor, mentee and family as a match-screening meeting. After this meeting each participant will give feedback as to if the match will be a good fit. If each person has positive reporting, then the match will be complete. Negative reporting will be discussed and may lead to re-matching.

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

The project will maintain ongoing meetings with mentors and mentees, both in the form of 2 monthly check-ins, as well as through any additional requested meetings to address new issues. These meetings will allow for the continual documentation of progress towards desired goals, as well as opportunity for participants to provide feedback about the project to identify resources they may require.

Further, the Project Director, will coordinate regular group meetings with mentors. During these meetings, mentors will have opportunities to collaboratively discuss issues, individual strategies used to address problems and progress towards goals. These meetings will work to reinforce core training and ensure consistency across mentor-mentee engagement.

The Project Coordinator and RCC will use information from individual and group meetings to develop and implement quarterly workshop events that provide interactive training to mentor/mentee partnerships, and will also provide an opportunity for them to share their progress. These quarterly events will be a critical point for capturing the longer term progress that is being achieved, as well as a chance to address big picture subjects (or current events) that all groups can benefit from.

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

Family engagement is a significant strategy to this program, and is an element that we are attempting to interweave at each step in the process, including in the front end of recruiting and matching. Throughout the program, the Project Coordinator will facilitate one group activity per month in the form of a community dinner, during which time, the family will have a chance to see the interaction between mentor and mentee and provide feedback about their progress.

RCC and the Project Coordinator will also have weekly reporting check-ins with mentee families to get regular feedback about their progress and any concerns that mentors should be addressing. This will allow for the family to have an ongoing impact on the mentor-mentee relationship and keep their progress anchored by the day to day issues and improvements experienced by the family.

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

Our mentoring program is centered on the mission of creating a lasting connection between mentors and mentees, and through this process, improve social emotional development, community/family connection, and sense of self-worth of each mentee. This mission is anchored in the artistic culture of hip-hop that encourages

self-expression, self-analysis, and exploration to enhance personal identity and understanding. Activities will include:

Mentor and Mentee:

Mentors will meet with mentees at least 6 times a month for 2 hours. Meetings will evolve, with the early meetings centered around developing an understanding current mentee challenges. Subsequently, the mentor will guide mentees towards channeling their social, emotional, and communication development through a hip-hop based artistic practice (Music, Poetry, Dance, Fashion, Culinary Arts, etc.) this will be co-developed by the mentee and mentor. The development in this artistic practice will advance personal understanding and make connections with their family and community. Projects will also address issues core to RCC's teachings about trauma, and the social factors contributing to sexual assault. Their work will be presented in community sharing events later in the project. Mentors and mentees will also participate in 4 outing events throughout the program.

Community & Family Activities:

The family and the community will have opportunities to participate directly in learning and sharing events. This will include a monthly community dinner/event to increase community engagement and share progress of hip-hop projects. Additionally, quarterly workshops led by RCC will be open to the community and will work to have a cross engagement between community members and the program participants.

Documentation:

Mentor and mentees will provide continual feedback and reporting that documents their meetings throughout the project. This will be used by the Project Coordinator as another means of project monitoring.

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

In considering this area, we have reviewed research conducted by the nonpartisan social research group Public/Private Ventures, who produced a 2009 research study looking at factors that support positive school transition. The research highlighted a one main contributing factor to negative transitions in school is related to the removal of familiarity with environment, which causes a disconnecting with school. Research in this area found that school results in higher rates of substance abuse and violence, which naturally contributes to a worse educational experience.

In response to these factors, our program will be working to use mentor-mentee meeting times to engage in conversations about how we build connections. This will be engaged by reflecting on the parallels of building the mentor-mentee connection with the process of how to be open to making new connections, both with people and institutions. Through this self-reflection, mentees will begin to have a better sense of how to not be overwhelmed by the transition process and develop stronger connections with their new environments.

Meetings will also look to advance areas highlighted in this study as part of successful transition including emphasizing: time management, problem solving, and balance of academic and social life.

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

As recommended by the "Elements of Effective Practice for Mentoring," the program will attempt to make the closure process a continual part of the communication throughout the project. This will allow for the mentor

to get some information about the mentee's end goal for the project and gain understanding of what their expectations are for the conclusion of the project. This continual process will be used to guide a final exit interview mediated by the Project Coordinator to gain closure about the project and exchange the information relevant to each closure that may provide some partial or complete sustained contact.

The project will also host a final event for all participants, again to mark an end to the program and produce the sense of closure that is critical for a successful conclusion for all mentors and mentees.

Pre-Program End Closures:

If a mentor-mentee closure must occur before the end of the program, due to termination or inability to continue, we will work directly with the mentee to support them through the process and make all considerations for the individual desires of mentees. We will have a system of retaining unassigned mentors, if the mentee would like to continue with a new mentor; however, we will also remain open to the interests of the mentee.

Mentors who have mentees that cannot continue the program, will be given other roles for contributing to the program, and depending when in the project timeline it occurs, they may be matched with a new mentee.

3. Staffing and Scale:

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

RCC will recruit 12 to 15 mentors and 12 to 15 mentees, and there will be a 1:1 adult to youth ratio. Mentors will be required to connect with their youth for at least two hours per week. Project staff will assist with this by providing monthly opportunities for mentor/mentee group gatherings and community dinners to include families in the mentoring relationship. Additionally, group excursions will be coordinated to provide cultural opportunities for mentees. These will occur once per quarter, and activities will be driven by the program participants.

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

Staff Position and Duties	F.T.E.* IN Program	Proposed Hourly Wage*
Project Director (RCC Director of Education, Outreach & Prevention - Missy Mael): will handle all administrative aspects of the grant (with support from RCC Grants Specialist), and will support program development and implementation	.125	\$26.92
Project Coordinator, Demond Hill: will provide be responsible for program activities, including planning, implementing, and monitoring	.5	\$18.85
Project Educational Consultant, RCC Multicultural Community Outreach Specialist - Shaquella Johnson: support program implementation and provide mentor training. This position will also assume program responsibilities after end of 18 month cycle	.25	\$18.85
		\$
		\$
		\$

Staff Position and Duties	F.T.E.* IN Program	Proposed Hourly Wage*
		\$
		\$
		\$
TOTAL		X

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

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

Project Director, Missy Mael (RCC Director of Education, Outreach & Prevention):

Manages education, outreach and prevention activities including prevention education in schools and communities, professional development, and culturally-proficient outreach education to bring awareness of RCC's services to survivors throughout the County. Prior to RCC she planned and coordinated a federal DOJ Office on Violence Against Women grant for Edgewood College, for which she established strategic partnerships with multiple agencies and systems. As assistant dean for student development Mael implemented restorative justice practices for appropriate student infractions.

Project Coordinator, Demond Hill:

Mr. Hill has over six years of experience as a lead mentor and tutor at schools and organizations including: West High, Middleton High, Cherokee Middle School, and Lussier Community Center. He has previously worked as a community coordinator at Edgewood College. He worked as a Mentor and Research Assistant for Bianca Baldrigues and John Diamonds, for the youth organization: Mobilizing Youth Voices which engaged multiple youth organizations and schools across Madison. He was the co-creator and mentor for the program "Black Boys Free" at Leopold Middle School. He is currently working towards his MA/PhD at UW-Madison, with an educational focus on community-based learning and development in traumatized/high-risk youth.

Project Educational Consultant, Shaquella Johnson (RCC Multicultural Community Outreach Specialist):

Served youth at the Elver Park Neighborhood Center prior to working at Rape Crisis Center. In her role as a Teen Program Specialist, she created lesson plans, managed behavioral concerns, assisted youth in education, employment and career exploration, and connected families to valuable community resources. She has an established level of trust with community members who use the center.

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

Volunteers are an integral part of this program, as mentor positions will be filled by community volunteers that we are already in the process of engaging and have expressed fervent support for this project. Additionally, we will be using volunteers to act in various speaking roles to provide support for mentor-mentee progress, as well as provide unique opportunities to support mentee develop in professional and educational capacities.

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

Outcome Objective of Interest	Youth will improve their own perceptions of their potential and develop a more positive personal identity (improved self-esteem). As well as a more positive connection to their community.		
Performance Standard	Targeted Percent	90	Targeted Number 14 of 15
Measurement Tool(s) and Data Collection Plan:			
Pre/Post Test - <ul style="list-style-type: none"> - Rosenberg Self-Esteem Scale (RSE): Self-reporting exam to measure self-esteem - Implicit Association Esteem Test: Another self-esteem test that seeks to get around the direct self-evaluation of tests like RSE - Monthly interviews with mentees, mentors, and their families 			

4. Cultural Relevance and Language Access

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

Our program was developed with the idea of not imposing our organization’s mission on participants but allowing for the program to be shaped by the relationships built between mentors and mentees. Core to this approach was immediately integrating a voice from the community in the program’s development. Mr. Hill has provided a framework for creating a program that is capable of being self-aware and relevant to the community the city’s program is looking to reach.

RCC has extensive experience in working to reach different communities across Madison. This has included working to develop workshops and outreach events in majority Latin and African American communities. From this experience, we have developed the capacity that accompanies an awareness of how community building needs to be a person-to-person, and not organization-to-person process. To be “culturally relevant”, we need to build personal ties that expand to address a variety of needs and voices. We have worked with Mr. Hill to define areas significant to reaching this community, which has included developing youth mentors that will be “unapologetically re-writing, re-explaining and re-structuring the worlds of these Black youth.”

We recognize that traditional research on Black youth have failed to capture the joys, beauties and power of Black youth in urban spaces. Programs and research tend to take a deficit-based approach to depicting and understanding Black youths’ experiences which contributes to the distortion of Black youth as “at-risk” or “broken”. Educational discourse continues to use “deficit rhetoric that suggest Black youth...are broken and in need of saving.” (Baldrige, 2014) Our program will use an empowerment-based approach which doesn’t disregard the realities of violence, inequity, and poverty that Black youth experience, but it re-addresses their experiences in order to attack the “struggles” they face and create an alternative way to address and transform our Black youth.

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

Yes, both the project coordinator and educational consultant have direct ties to the community being served, and reflect the race and culture of those we are seeking to serve.

5. Budget and Funding:

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

a. Project Budget:

BUDGET EXPENDITURES	TOTAL PROJECT COSTS	AMOUNT OF CITY \$ REQUESTED	AMOUNT OF NON-CITY REVENUES	SOURCE OF NON-CITY FUNDED PORTION
A. Personnel Costs (Complete Personnel chart below)				
1. Salaries/Wages (show detail above)	75,294.61	64,794.61	10,500.00	RCC
2. Fringe Benefits and Payroll Taxes	22,588.38	19,438.38	3,150.00	RCC
B. Program/Project Costs				
1. Program/Project supplies and equipment	5,314.00	5,314.00	0	N/A
2. Office Supplies	576.00	576.00	0	N/A
3. Transportation	2,160.00	2,160.00	0	N/A
4. Food	7,830	X	7,830.00	Foundational funding, charitable donations from local restaurants
5. Other (explain)				
C. Space Costs				
1. Rent/Utilities/Telephone				
2. Other (explain)				
D. Special Costs				
1. Other (explain): Transportation plus admission for group excursions (\$35 per excursion x 4 excursions x (15 youth + 15 mentors + 2 staff))	4,480.00	4,480.00		N/A
2. Other (explain):				
D. TOTAL (A + B + C +D)	118,242.99	96,762.99	21,480.00	X

b. Additional Information on Budget (if needed):

Food: As a byproduct of the RCC's history with federal funding, we have developed a good network for securing food donations from local restaurants.

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

8%

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

Rape Crisis Center is committed to serving at-risk youth in Dane County. Increased investment in staffing outreach, education, and prevention has improved the agency's ability to respond to the needs of community members who work with young people. With the recent addition of a Multicultural Community Outreach Specialist, RCC plans to expand programming to Latinx, Black, and African American communities. Foundational funding, as well as federal (including public health funds of which we already receiving) and community grants and direct charitable donations will be sought to supplement this grant and to continuing the project after the expiration of this grant. We are currently in the process of engaging a private foundation that has expressed a strong interest in supporting this project should it be funded.

e. Proposed Timeline for Implementation

Activity	Estimated Start and Completion Dates
- Training, policy, program development - Mentor recruitment - Mentor selection, orientation, and training	April - May 2019 June - July 2019 August - September 2019
- Mentee recruitment - Mentee selection and matching - Program kickoff, team-building, getting-to-know-you	August - September 2019 September - October 2019 October 31, 2019 (latest)
- Individual mentoring experiences - Group meetings - Community dinners (with families)	Monthly November 2019 - October 2020
Group excursions	Quarterly November 2019 - October 2020
- Mid-project evaluation with mentors and mentees - Transition planning with mentors and mentees - Program evaluations	April 2020 September 2020
Transition implementation	October 2020

-SIGNATURE PAGE-

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

City of Madison Contracts:

The following information is provided in order to outline city requirements that will apply if your proposal is funded. All allocated funds will be administered through contracts with the City of Madison, Community Development Division. If funded, the City of Madison reserves the right to negotiate the final terms of a contract with the selected organization. If funded, applicants will be required to attend a **mandatory meeting** on contracting requirements in March 2019. City purchase of service contracts include requirements regarding non-discrimination, consideration of vulnerable populations along with specific requirements in the following three areas:

1. Affirmative Action:

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

<https://www.cityofmadison.com/civil-rights/contract-compliance/community-based-organizations/forms>

2. Insurance

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

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

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

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

Reporting Requirements:

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

Signature:

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

Applicant Signature:

Enter
Name: Missy Mael

Date: 2/10/2019

By entering your initials
in the box,

MM

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