



School-Age Child Programs for 2020: Elementary Multi-Focus Afterschool, Multi-Focus Summer, and Topical/Skill/Population (TSP) Focused Program

Submit Application to: cddapplications@cityofmadison.com
Deadline: 12:00 pm CST (noon) on **August 5, 2019**

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

This application should be used to apply for multi-focused afterschool, multi-focused summer programs (Section 1), and topical/skill/population focused programs for elementary-age youth (Section 2).

Please complete the narrative questions and tables in Section 1 and/or 2 in this document, and the Organizational Overview and Budget within the separate Excel document. Both documents must be submitted for the application to be accepted.

The intent of this application and subsequent contract is for all organizations to present a set of opportunities within the umbrella of one contracted program for each age group, i.e. elementary, middle and high school. Only opportunities that involve both a completely different group of participants for that age group and staff, who are not working in the comprehensive multi-focused afterschool and/or summer program, should be considered a stand-alone Topical/Skill/Population (TSP) program with a separate narrative (#1-3).

Please limit your proposal and responses to spaces provided in this form and the Organizational Overview and Budget in the required [Excel workbook](#). Responses to this RFP should be complete and comprehensive but succinct. Materials submitted in addition to this application form and the required [Excel workbook](#) will not be considered in the evaluation of the proposal. *Do not attempt to unlock or alter this form.* Font should be no less than 11 pt.

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.

Legal Name of Organization:	DSS Community Center Inc	Total Amount Requested for this Age Group:	\$50,000
Elementary Programs applied for (select one or more as applicable):	<input checked="" type="checkbox"/> Multi-focus School Year <input checked="" type="checkbox"/> Topical/ Skills/Population	<input checked="" type="checkbox"/> Multi-focus Summer	
Contact Person	Felicia Davis	Email:	dssccinc@gmail.com
Address:	PO Box 14657	Telephone:	608-577-4571

Contact Us! CDD staff are committed to helping interested groups understand and work through program requirements. Call Mary O'Donnell or Coral Manning at 266-6520.

SECTION 1. ELEMENTARY MULTI-FOCUS AFTERSCHOOL AND/OR SUMMER PROGRAM

Program Name: Brentwood Learning Center - Elementary Program

Brief Project Description: DSS will provide Elementary School-aged care for low-income and minority children on the City's northside during out-of-school times.

Amount Requested: \$50,000 Total Proposed Program Budget: \$100,000

1. PROGRAM DESCRIPTION

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

Ensure that children and their families have access to a safe and developmentally appropriate space that provides enrichment activities that enhance the educational experience of our youth in order for them to become academically successful in school. Our programs support social emotional learning, cognitive development and positive child and youth development as described in the RFP guidelines.

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

The Brentwood Learning Center's Program is focused on students that attend Emerson Elementary School and primarily on the northern part of the Brentwood neighborhood, specifically, on the area that contains the most densely populated housing and the highest concentrations of poverty. The intended service population that will be impacted by this program include Economically disadvantaged youth, African American, Hispanic and minority youth that reside in poverty, youth that are performing below their grade level in the areas of reading and math and students that are habitually truant during the school year.

Brentwood Learning Center program is located on Madison's northside and will provide an elementary school-age child and youth out-of-school time program for children in grades 3rd - 5th grade. The following statistics were taken from the Data Tool Kit.

--Economically disadvantaged youth that attend Emerson Elementary School is at 52.7% compared to 48.9% in the City of Madison.

--There is 20.7% of children ages 0-17 years of age that reside in the Brentwood Neighborhood compared to 17.5% in the city of Madison.

--In the Brentwood neighborhood there is 20.3 % of African Americans compared to the 7.1 percent in the City of Madison.

-- In the Brentwood Neighborhood there is 4.6% other racist compared to 3.1 percent in the city of Madison. Including 9.5 percent Hispanic or Latino compared to 6.8% in the City of Madison.

--There are 57 apartment buildings in the 4-block area with over 400 units that consist of; 27% African American, 68% Caucasian, other races/multiracial 12% (City of Madison 2010 Census Data). There is a high turnover rate in this area of the community therefore creating a shift in the demographics year by year.

--Census data identifies 217 children in 2010, then living in Brentwood. 183 (84%) were estimated to live in the low-income rental units in the northern part of the neighborhood

--Income per capita is 4.5% less than the Madison average.

--Median household income is 21.4% less than the Madison average.
--The poverty level in Brentwood is 69.4% greater than the Wisconsin average (Capital Area Regional Planning Commission, 2013 data).

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

Door to door outreach is constant to this day. DSS will continue to build on the successful relationships with the families that have children that are currently enrolled in our programs. DSS networks with other agencies and groups to share information about our program. We provide information to churches, schools, and other community agencies such as the Dane County Department of Human Services, childcare providers, and parents in the Neighborhood, the public library. Program information will be published in various languages (English, Spanish, Hmong) and in family-focused news publications and on the DSS website. Most importantly, we will send personal invitations to all parents of DSS members and follow up with phone calls. DSS will work together with the MMSD school district and Sherman Middle School to distribute flyers, and letters of invitation. Lastly, we will invite 4 – 6 parent/caregivers from the community to serve as a local recruitment team, meet with this team to describe the program, and enlist their support in reaching potential participants. Participants enrolled in this program will complete pre and post tests to measure their skills, knowledge, and confidence as well as identify the area each participant needs help the most.

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

Our programs offer a wide variety of activities that includes homework help time, snack, STEM activities, civic engagement and enrichment activities; including arts and crafts, puzzles, games and outdoor activities, that supports the academic and social skill development of the youth we serve. Students will have regular access to technology daily. Students are provided a variety of choices so that they can pursue their interests in order to address their developmental and educational needs.

By providing academic enrichment services specifically, through the planned programming youth will have the ability to improve academic performance, school attendance, increase school and community connectedness, and develop the social-emotional skills of self-management, relationship skills, and responsible decision making according to the After-School Alliance Evaluations Backgrounder. We will accomplish our goals by providing programs that have already been tested and provided in other neighborhoods throughout the city of Madison funded by the City of Madison.

Research indicates that after-school programs can markedly increase engagement in learning, improve academic achievement, narrow the achievement gap, and reduce behavioral issues. An after-school environment allows youth to interact among themselves and with adults in a more comfortable environment. Research also shows that youth with the opportunity to build positive peer and adult relationships have better school and community connectedness, higher self-confidence, increased social competence, and less substance abuse and behavioral issues including gang involvement. After-school programs also provide the opportunity for youth to participate in activities and projects that promote and reinforce physical fitness, team-building, healthy nutrition and wellness, as well as emotional well-being.

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
Program Implementation Date	January 6, 2020
Parent and youth beginning evaluation	January 9, 2020
Community Potluck for participating families	June 8, 2020
End of the year picnic	June 12, 2020
Parents and youth Final evaluations	June 12, 2020

Other milestones, notes or comments about the proposed timeline (if applicable): N/A

f. Family and Community Engagement: Briefly describe how children and families who will benefit from the proposed program have been involved in the development of this proposal and will be involved in the implementation and assessment of program activities and outcomes. How are families of the participants engaged with the program?

Residents in the community and the youth that participate in the program help spread the news about programs by word of mouth and handing out brochures. Brentwood residents sit on a committee of the board and there are 2 residents that sit on the board. Residents are included in the implementation and planning of our programs by helping plan programs, supervise programs, chaperone on field trips, and plan family fun nights. We also receive support for this program from the Brentwood Village Association, Brentwood Landlords and local northside businesses.

g. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and/or their families. Describe how the proposed program will be culturally relevant to the population served.

Program information will be published in various languages (English, Spanish, Hmong) and in family-focused news publications and on the DSS website. The population served includes African American and minority residents and families that reside in low-income housing, it is imperative that these types of programs are provided. Our staff are Child Care Professionals that are skilled at teaching in a cross-cultural or multicultural setting. Teachers using this method encourage each student to relate course content to his or her cultural context.

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

1. Intentional program design – our programs are designed and based off of evidence-based practices
2. Support Relationships with Youth – Individual relationships are built that creates a trusting relationship.
3. Youth Voice & Leadership – Youth are provided opportunities to take on leadership roles along with starting a Youth Leadership Committee.
4. Racial & Cultural Inclusion – Education and conversations about implicit bias, racial equity and cultural inclusion takes place with the youth as well as at all levels of the organization.
5. Community and Family Engagement - Residents in the community and the youth that participate in the program help spread the news about programs by word of mouth and handing out brochures. Brentwood residents sit on a committee of the board. Residents are included in the implementation and planning of our programs by helping plan programs, supervise programs, chaperone on field

trips, and plan family fun nights. We also receive support for this program from the Brentwood Village Association, Brentwood Landlords and local northside businesses.

6. Organizational management & Staff Support – In order to ensure our mission is understood by our staff and in order to create an environment that is respectful and values it's staff we have monthly mandatory meetings where staff is recognized for their hard work when necessary.

7. Environment & Safety – DSS always provides a safe and developmentally appropriate space for it's youth as well as our program.

Our programming follows the guidelines set forth in the Madison Out-Of-School Time effective Practices (MOST) --- and has an intentional program design, includes community & family engagement, builds supportive relationships with youth, enhances and empowers youth voice & leadership, encompasses racial and cultural inclusion, and has organizational management & staff support along with environmental safety practices. It also follows the strategic goals of the ---in that it advances racial equities, integrates people of all races, creeds, genders, etc. with meaningful community engagement and mutual accountability through transparency and provides just-in-time integration, collaboration and coordination for the future citizens of Madison, WI.

2. PROGRAM STRUCTURE AND STAFFING

- a. Anticipated Frequency, Duration and Attendance: Please complete the table below. If you are proposing to provide an elementary multi-focused afterschool and/or summer program at more than one location and the program structure is the same for all locations, please list all of the locations in the "Location(s)" cell in the table below. If the program structure varies amongst locations, please complete the rows for "Location #2" and the question following the table for any additional program locations.

Elementary Multi-Focused	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location(s): Goodwill (Community Meeting Room); Northside Town Center: 2901 N Sherman Ave, Madison, WI 53704					
Afterschool	4 days per week	2.5 hours per program day	41 weeks	1-15	12
Summer	<u>4 days per week</u>	5 hours per program day	8 weeks	1-15	12
Location #2:					
Afterschool					
Summer					

*Frequency=number of times per week, month, year (i.e. 5 days per week, 2x per month, 4x per year)

**Annual Duration=number of weeks or months annually (i.e. 10 weeks, 6 months)

If applicable, please list any other locations with differences in the program structure as compared to the two elementary multi-focused afterschool or summer programs included in the table above.

N/A

b. Total Annual Unduplicated Elementary-Age Children: Anticipated unduplicated number of individual elementary-age children in the proposed programs: 25

c. Program Schedule: If you are proposing to provide a multi-focused afterschool and/or summer program at more than one location and the program schedule is the same for all locations, please list all of the locations in the “Location(s)” cell in Table 1 below. If the program schedules vary amongst locations, please complete Table 2 and the question following the tables.

Table 1

Location(s): Goodwill (Community Meeting Room); Northside Town Center: 2901 N Sherman Ave, Madison, WI 53704			
Day	Elementary Multi-Focused	Start Time	End Time
Mon.	School Year	1:30 pm	3:30 pm
	Summer	9:00 am	2:00 pm
Tues.	School Year	3:00 pm	5:00 pm
	Summer	9:00 am	2:00 pm
Wed.	School Year	3:00 pm	5:00 pm
	Summer	9:00 am	2:00 pm
Thur.	School Year	3:00 pm	5:00 pm
	Summer	9:00 am	<u>2:00 pm</u>
Fri.	School Year		
	Summer		
Sat.	School Year		
	Summer		
Sun.	School Year		
	Summer		

If applicable, please list the third location and any subsequent locations. Include the specific program schedule(s) differences as compared to the two elementary multi-focused afterschool or summer programs included in the tables above.

N/A

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

We plan to take the kids on field trips to Goodman Pool during the summer months for 5 hours during the duration of our program times, that includes travel time as well. During the school year we will take field trips to the Lakeview Library once a week for an hour. The Lakeview Library is in the same area as the Goodwill Community Meeting room where the programs will take place.

- e. Program Staffing: Full-Time Equivalent (FTE) – Include employees, AmeriCorps members and Adult Interns with direct program implementation responsibilities. FTE = % of 40 hours per week. *Use one line per individual employee

Position Title*	Qualifications or Required Training	Location	FTE		
			Multi-Focused School Year	Multi – Focused Summer	Other Programs
Director/Lead Teacher	10years experience in youth programs & Certified Child Care Professional	DSS	.5	.5	.5
Program Director/Lead Teacher	Six years Executive Director of non-profit youth organization	DSS	0.25	0.25	0.25
Assistant Teacher	Child Care Professional level one	DSS	0.25	0.25	0.25
Total:			1	1	1

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

DSS partners with the UW-Madison Morgridge Center and our volunteers are vetted by their organization. Any and all volunteers also go through our screening process where we complete background checks as well as screening interviews to make sure they are a good fit for our programs. Volunteers are trained and supervised by DSS staff with weekly staff meetings.

3. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Goodwill	Donated Space	Lori Wirth	Yes
<u>Emerson Elementary School</u>	Recruit & Speak to youth	Brad Kose	No

List any additional partners, their role & responsibilities, contract person and MOU information (if applicable):

N/A

How do these partnerships enhance this proposal?

Space donated by Goodwill provides us the main resource we need in order to provide Brentwood's disadvantaged youth with a safe space to engage in productive opportunities. DSS works with Sherman Middle school to recruit new students that move to Brentwood, build relationships with teachers in order to help students excel in school and maintain communication with the principal in order to maintain the safety of our youth.

What are the decision-making agreements with each partner?

Goodwill decides when we will use the space and what the limitations are and DSS decides what programs will take place as well as program design and implementation.

- b. Resource Linkage and Coordination: What resources are provided to participants and their families by your proposed program? How does the program coordinate and link families and participants to these resources?

Families of participants are provided these services at no cost to the family. Children are provided free meals and connected to outside resources that are necessary in order to support the family as a whole. By partnering with the school district, Elementary school counselors and teachers we are in a better position to meet the needs of our families outside of the program and connect them to resources as needed.

4. DATA USE, MANAGEMENT AND MEASURES OF SUCCESS

- a. Please identify the Community Indicator(s) of Success for School-Age Children and Youth, from the RFP Guidelines, that is addressed by your proposed program:

Improved third grade math and reading scores, by race and ethnicity by 85%

- b. Did the [Data Tool Kit](#) or other sources of data affect your program design, recruitment strategies, and choice of outcome objectives? If yes, how? It confirmed that we are on the right track with our program design.
- c. Please identify at least one Program Outcome for your proposed program(s), from the RFP Guidelines 1.4, that you will track and measure. Complete the table(s) below.

Elementary Program Outcome (select one or more program types as applicable): <input checked="" type="checkbox"/> Multi-focus School Year <input type="checkbox"/> Multi-focus Summer				
Outcome Objective # 1	Academic achievement (overall)			
Performance Standard	Targeted Percent	85 %	Targeted Number	25
Measurement Tool(s) and Comments: Teachers will test students quarterly by providing assessments, analyze student work samples and interview students on their reading, writing and math skills during the school year. (Where were the students prior to entering our program? Where are they now (since joining our program)?)				

Elementary Program Outcome (select one or more program types as applicable): <input type="checkbox"/> Multi-focus School Year <input checked="" type="checkbox"/> Multi-focus Summer				
Outcome Objective # 2	Academic achievement (Participating third grade students will improve math and reading scores)			
Performance Standard	Targeted Percent	90 %	Targeted Number	25
Measurement Tool(s) and Comments: Teachers will test students by providing assessments, analyze student work samples and interview students on their reading and math skills during the summer months. (Where were the students prior to entering our program? Where are they now (since joining our program)?)				

Elementary Program Outcome (select one or more program types as applicable): <input checked="" type="checkbox"/> Multi-focus School Year <input type="checkbox"/> Multi-focus Summer				
Outcome Objective # 3	Absenteeism & Truancy			
Performance Standard	Targeted Percent	75%	Targeted Number	25
Measurement Tool(s) and Comments:				

Students' attendance records are provided to DSS and are compared and correlated based on before entering the program and after entering the program.

If necessary, add additional outcome objectives, performance standards, targeted percent, targeted number, and measurement tools:

N/A

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

In order to track demographics an enrollment application is provided to parents prior to enrollment. Parent policies and procedures are provided and designed to respect and protect client confidentiality. A routine schedule is provided to staff and parents in order to identify and track program activities. An evaluation methodology that has been framed around pilot efforts in 2015 will be used to gather data about the impact of DSS. The use of qualitative measures, such as interviews and observations, along with quantitative measures, such as attendance and participation based on race and ethnicity, will provide a comprehensive way to ensure quality of the program and to provide a path to guide future planning. Outcome measures include improved test scores and improved school attendance records. All expenses are tracked, reported and receipts are kept in our financial records by our treasurer.

SECTION 5: DISCLOSURES

If applicable, please include the following:

Disclosure of Conflict of Interest

Disclose any potential conflict of interest due to any other clients, contracts, or property interests, e.g. direct connections to other funders, City funders, or potentially funded organizations, or with the City of Madison.

N/A

Disclosure of Contract Failures, Litigations

Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation or

N/A

SECTION 6. BUDGET

The budget should be submitted with the proposal using the template provided in an Excel document or a PDF. There are five tabs within the Excel spreadsheet: Cover Page, Organization Overview and one sheet for the Program Budget for each age group . The Cover Page, Organizations Overview and relevant Program Budgets must be submitted with this document for a proposal to be complete.

The budget template can be found on the CDD Other Funding Opportunities webpage:

<https://www.cityofmadison.com/dpced/communitydevelopment/funding/other-funding-opportunities/477/>



School-Age Child Programs for 2020: Middle School

Multi-Focus Afterschool and Summer, Weekend and Summer Evenings, and Topical/Skill/Population (TSP) Focused Program

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 Deadline: 12:00 pm CST (noon) on **August 5, 2019**

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

This application should be used to apply for multi-focused afterschool, multi-focused summer programs (Section 1), and topical/skill/population focused programs for middle school-age youth (Section 2).

Please complete Section 1, 2 and/or 3 in this document and the Organizational Overview and Budget document within separate Excel document. Both documents must be submitted for the application to be accepted.

The intent of this application and subsequent contract is for all organizations to present a set of opportunities within the umbrella of one contracted program for each age group, i.e. elementary, middle and high school. Only opportunities that involve both a completely different group of participants for that age group and staff who are not working in the comprehensive multi-focused afterschool and/or summer or evening program, should be considered a stand-alone Topical/Skill/Population (TSP) program with a separate narrative (#1-3).

Please limit your proposal and responses to spaces provided in this form and the required [Excel workbook](#). Responses to this RFP should be complete and comprehensive but succinct. Materials submitted in addition to this application form and the required [Excel workbook](#) will not be considered in the evaluation of the proposal. *Do not attempt to unlock or alter this form.* Font should be no less than 11 pt.

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.

Legal Name of Organization:	DSS Community Center Inc	Total Amount Requested for this Age Group:	\$ 50,000
Middle School Programs applied for (select one or more as applicable):	<input type="checkbox"/> Multi-focus School Year <input type="checkbox"/> Weekend or Summer Evening	<input type="checkbox"/> Multi-focus Summer <input type="checkbox"/> Topical/ Skills/Population	
Contact Person	Felicia Davis	Email:	dssccinc@gmail.com
Address:	PO Box 14657	Telephone:	608-577-4571

Contact Us! CDD staff are committed to helping interested groups understand and work through program requirements. Call Mary O'Donnell or Coral Manning at 266-6520.

SECTION 1. MIDDLE SCHOOL MULTI-FOCUS AFTERSCHOOL OR SUMMER PROGRAM

Program Name: Brentwood After School Program

Brief Project Description: DSS provides a safe space for Brentwood Youth to engage in productive activities that enhance their academic success.

Amount Requested: \$50,000 Total Proposed Program Budget: 100,000

1. PROGRAM DESCRIPTION

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

Our goal is to provide academic enrichment activities for disadvantaged youth that reside in the Brentwood Neighborhood. Youth will have the ability to improve academic performance, increase school and community connectedness, and develop the social-emotional skills of self-management, relationship skills, and responsible decision making. DSS provides quality programs that have already been tested. Our programs support social emotional learning, cognitive development and positive child and youth development as described in the RFP guidelines.

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

The Brentwood After School Program is focused on students that attend Sherman Middle School and primarily on the northern part of the Brentwood neighborhood, specifically, on the area that contains the most densely populated housing and the highest concentrations of poverty. The intended service population that will be impacted by this program include Economically disadvantaged youth, African American, Hispanic and minority youth that reside in poverty, youth that are performing below their grade level in the areas of reading and math and students that are habitually truant during the school year. The Brentwood After School Program will provide out-of-school time programs for youth in grades 6th - 8th. The following statistics were taken from the Data Tool Kit.

-- 69% of students attending Sherman Middle School are economically disadvantaged compared to the 48.9 percent in the City of Madison.

--64% of students that attend Sherman Middle School have never been involved in an out of school activity.

--80 % of the students that attend Sherman Middle School are not involved in leadership or support groups in the Sherman school district.

--46% of Sherman Middle School students struggle to get homework done which is the highest of all the schools in the area with one exception being Wright Middle School at 53%.

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

DSS works with Sherman Middle school in order to recruit new students and maintain communication with the principal in order to maintain the safety of our youth. Other recruiting techniques include passing out flyers, word of mouth and recruiting through existing relationships. Barriers to

participation are limited to none due to the youth receiving bus cards directly through the school and the students that don't have access to bus cards are provided bus fare through DSS or they walk from Sherman. The intake process includes speaking with students at Sherman close to the end of the day and explaining our program. DSS provides the youth with enrollment applications that include disclosures they have to take home and have signed by parents.

DSS networks with other agencies and groups to share information about our program. We provide information to churches, schools, and other community agencies such as the Dane County Department of Human Services, childcare providers, and parents in the Neighborhood, the public library. Program information will be published in various languages (English, Spanish, Hmong) and in family-focused news publications and on the DSS website. Most importantly, we will send personal invitations to all parents of DSS members and follow up with phone calls. DSS will work together with the MMSD school district and Sherman Middle School to distribute flyers, and letters of invitation. Lastly, we will invite 4 – 6 parent/caregivers from the community to serve as a local recruitment team, meet with this team to describe the program, and enlist their support in reaching potential participants. Participants enrolled in this program will complete pre and post tests to measure their skills, knowledge, and confidence as well as identify the area each participant needs help the most.

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

DSS middle school model serves as a pathway to success for youth in 6th, 7th and 8th grades. With structured like clubs, the model offers young people a choice in how they spend their time; provides rigorous instruction in homework club, STEM, sports, and arts; and requires youth leadership through civic service. *Youth Empowered Society* (Y.E.S.) is a Youth Leadership Program new initiative designed to build leadership skills for our youth and learn what it takes to have a productive, safe, secure and successful society. The youth in our program will be allowed to shadow government, business, and education leaders and develop an appreciation (and perhaps, aspiration) for the role and responsibility of a community leader.

Brentwood After School Programs itself becomes a classroom through trips and opportunities for instruction beyond a traditional learning setting. Dinner is provided and programs are offered two hours each day, four days per week.

By providing academic enrichment services specifically, through the planned programming youth will have the ability to improve academic performance, school attendance, increase school and community connectedness, and develop the social-emotional skills of self-management, relationship skills, and responsible decision making according to the After-School Alliance Evaluations Backgrounder. We will accomplish our goals by providing programs that have already been tested and provided in other neighborhoods throughout the city of Madison funded by the City of Madison.

Research indicates that after-school programs can markedly increase engagement in learning, improve academic achievement, narrow the achievement gap, and reduce behavioral issues. An after-school environment allows youth to interact among themselves and with adults in a more comfortable environment. Research also shows that youth with the opportunity to build positive peer and adult relationships have better school and community connectedness, higher self-confidence, increased social competence, and less substance abuse and behavioral issues including gang involvement. After-school programs also provide the opportunity for youth to participate in activities

and projects that promote and reinforce physical fitness, team-building, healthy nutrition and wellness, as well as emotional well-being.

e. **Proposed Timeline for Implementation:**

Activity	Estimated Start and Completion Date
Program Implementation Date	January 6, 2020
Parent and youth beginning evaluation	January 9, 2020
Organize Youth Leadership Committee (Y.E.S) – Youth Empowered Society	February 1, 2020
Community Potluck for participating families	June 8, 2020
End of the year picnic	June 12, 2020
Parents and youth Final evaluations	June 12, 2020

Other milestones, notes or comments about the proposed timeline (if applicable): N/A

f. **Family and Community Engagement:** Briefly describe how youth and families who will benefit from the proposed program have been involved in the development of this proposal and will be involved in the implementation and assessment of program activities and outcomes. How are families of the participants engaged with the program?

Residents in the community and the youth that participate in the program help spread the news about programs by word of mouth and handing out brochures. Brentwood residents sit on a committee of the board and there are 2 residents that sit on the board. Residents are included in the implementation and planning of our programs by helping plan programs, supervise programs, chaperone on field trips, and plan family fun nights. We also receive support for this program from the Brentwood Village Association, Brentwood Landlords and local northside businesses.

g. **Cultural Relevance and Language Access:** Please describe how the proposed program will serve non-English speaking youth and/or their families. Describe how the proposed program will be culturally relevant to the population served.

Program information will be published in various languages (English, Spanish, Hmong) and in family-focused news publications and on the DSS website. The population served includes African American and minority residents and families that reside in low-income housing, it is imperative that these types of programs are provided. Our staff are Child Care Professionals that are skilled at teaching in a cross-cultural or multicultural setting. Teachers using this method encourage each student to relate course content to his or her cultural context.

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

1. Intentional program design – our programs are designed and based off of evidence-based practices
2. Support Relationships with Youth – Individual relationships are built with the you that creates a trusting relationship.
3. Youth Voice & Leadership – Youth are provided opportunities to take on leadership roles along with starting a Youth Leadership Committee.
4. Racial & Cultural Inclusion – Education and conversations about implicit bias, racial equity and cultural inclusion takes place with the youth as well as at all levels of the organization.
5. Community and Family Engagement - Residents in the community and the youth that participate in the program help spread the news about programs by word of mouth and handing out brochures. Brentwood residents sit on a committee of the board. Residents are included in the implementation and planning of our programs by helping plan programs, supervise programs, chaperone on field trips, and plan family fun nights. We also receive support for this program from the Brentwood Village Association, Brentwood Landlords and local northside businesses.
6. Organizational management & Staff Support – In order to ensure our mission is understood by our staff and in order to create an environment that is respectful and values it's staff we have monthly mandatory meetings where staff is recognized for their hard work when necessary.
7. Environmentment & Safety – DSS always provides a safe and developmentally appropriate space for it's youth as well as our program.

Our programming follows the guidelines set forth in the Madison Out-Of-School Time effective Practices (MOST) --- and has an intentional program design, includes community & family engagement, builds supportive relationships with youth, enhances and empowers youth voice & leadership, encompasses racial and cultural inclusion, and has organizational management & staff support along with environmental safety practices. It also follows the strategic goals of the ---in that it advances racial equities, integrates people of all races, creeds, genders, etc. with meaningful community engagement and mutual accountability through transparency and provides just-in-time integration, collaboration and coordination for the future citizens of Madison, WI.

2. PROGRAM STRUCTURE AND STAFFING

a. Anticipated Frequency, Duration and Attendance: Please complete the table below. If you are proposing to provide a middle school multi-focused afterschool and/or summer program at more than one location and the program structure is the same for all locations, please list all of the locations in the "Location(s)" cell in the table below. If the program structure varies amongst locations, please complete the rows for "Location #2" and the question following the table for any additional program locations.

Middle School Multi-Focused	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day

Location(s): Goodwill Community Room; Northside Town Center: 2901 N Sherman Ave, Madison, WI 53704					
Afterschool	<u>4 days per week</u>	2 hours	41 weeks	1-15	<u>15</u>
Summer					
Location #2:					
Afterschool					
Summer					

*Frequency=number of times per week, month, year (i.e. 5 days per week, 2x per month, 4x per year)

**Annual Duration=number of weeks or months annually (i.e. 10 weeks, 6 months)

If applicable, please list any other locations with differences in the program structure as compared to the two middle school multi-focused afterschool or summer programs included in the table above.

N/A

- b. Total Annual Unduplicated Middle School-Age Youth: Anticipated unduplicated number of individual middle school-age children in the proposed programs: 85
- c. Program Schedule: If you are proposing to provide a multi-focused afterschool and/or summer program at more than one location and the program schedule is the same for all locations, please list all of the locations in the “Location(s)” cell in Table 1 below. If the program schedules vary amongst locations, please complete Table 2 and the question following the tables.

Table 1

Location(s): Goodwill Community Room Northside Town Center: 2901 N Sherman Ave, Madison, WI 53704			
Day	Middle School Multi-Focused	Start Time	End Time
Mon.	School Year	4:30 pm	6:30 pm
	Summer		
Tues.	School Year	5:30 pm	7:30 pm
	Summer		
Wed.	School Year	5:30 pm	7:30 pm
	Summer		
Thur.	School Year	5:30 pm	7:30 pm
	Summer		
Fri.	School Year		
	Summer		

Sat.	School Year		
	Summer		
Sun.	School Year		
	Summer		

If applicable, please list the third location and any subsequent locations. Include the specific program schedule(s) differences as compared to the two middle school multi-focused afterschool or summer programs included in the tables above.

N/A

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

During the school year we will take field trips to the Lakeview Library once a week for an hour. The Lakeview Library is in the same area as the Goodwill Community Meeting room where the programs will take place therefore transportation isn't needed.

- e. Program Staffing: Full-Time Equivalent (FTE) – Include employees, AmeriCorps members and Adult Interns with direct program implementation responsibilities. FTE = % of 40 hours per week.

*Use one line per individual employee

Position Title*	Qualifications or Required Training	Location	FTE		
			Multi-Focused School Year	Multi – Focused Summer	Other Programs
Director	10years experience in youth programs & Certified Child Care Professional	DSS	.5		.5
Program Director/Lead Teacher	Six years Executive Director of non-profit youth organization	DSS	0.25		0.25
Assistant Teacher	Early Childhood	DSS	0.25		0.25

	Certification level one				
		Total:	1		1

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

DSS partners with the UW-Madison Morgridge Center and our volunteers are vetted by their organization. Any and all volunteers also go through our screening process where we complete background checks as well as screening interviews to make sure they are a good fit for our programs. Volunteers are trained and supervised by DSS staff with weekly staff meetings.

3. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Goodwill	Donated Space	Lori Wirth	Yes
<u>Sherman Middle School</u>	Recruit & Speak to youth	Laura Cleveland	No

List any additional partners, their role & responsibilities, contract person and MOU information (if applicable):

N/A

How do these partnerships enhance this proposal?

Space donated by Goodwill provides us the main resource we need in order to provide Brentwood's disadvantaged youth with a safe space to engage in productive opportunities. DSS works with Sherman Middle school to recruit new students that move to Brentwood, build relationships with teachers in order to help students excel in school and maintain communication with the principal in order to maintain the safety of our youth.

What are the decision-making agreements with each partner?

Goodwill decides when we will use the space and what the limitations are and DSS decides what programs will take place as well as program design and implementation.

- b. Resource Linkage and Coordination: What resources are provided to participants and their families by your proposed program? How does the program coordinate and link families and participants to these resources?

Families of participants are provided these services at no cost to the family. Children are provided free meals and connected to outside resources that are necessary in order to support the family as a whole. By partnering with the school district, Middle school counselors and teachers we are in a better position to meet the needs of our families outside of the program and connect them to resources as needed.

4. DATA USE, MANAGEMENT AND MEASURES OF SUCCESS

- a. Please identify the Community Indicator(s) of Success for School-Age Children and Youth, from the RFP Guidelines, that is addressed by your proposed program:

-Improved eighth grade math and reading scores, by race and ethnicity.
 -Increase in proportion of low-income children and youth, and children and youth of color who exhibit developmentally-appropriate social, emotional and academic skills.

- b. Did the Data Tool Kit or other sources of data affect your program design, recruitment strategies, and choice of outcome objectives? If yes, how?

Yes. The Data Tool Kit provided me more distinct details about how many kids struggle to get their homework done and that academic success should really be our target focus for disadvantaged youth.

- c. Please identify at least one Program Outcome for your proposed program(s), from the RFP Guidelines 1.4, that you will track and measure. Complete the table(s) below.

Middle School Program Outcome (select one or more program types as applicable): <input checked="" type="checkbox"/> Multi-focus School Year <input type="checkbox"/> Multi-focus Summer				
Outcome Objective # 1	Academic Achievement (Students of color will improve eighth grade math and reading scores)			
Performance Standard	Targeted Percent	75 %	Targeted Number	85
Measurement Tool(s) and Comments: An evaluation methodology that has been framed around pilot efforts in 2015 will be used to gather data about the impact of DSS. The use of qualitative measures, such as interviews and observations, along with quantitative measures, such as attendance and participation based on race and ethnicity, will provide a comprehensive way to ensure quality of the program and to provide a path to guide future planning.				
Middle School Program Outcome (select one or more program types as applicable): <input checked="" type="checkbox"/> Multi-focus School Year <input type="checkbox"/> Multi-focus Summer				

Outcome Objective # 2	Academic Achievement (overall)			
Performance Standard	Targeted Percent	80%	Targeted Number	85
Measurement Tool(s) and Comments: Student performance assessments scores in reading, writing and math are provided to DSS and will be compared and correlated for periods before entering the program and after entering the program.				

Middle School Program Outcome (select one or more program types as applicable): <input type="checkbox"/> Multi-focus School Year <input type="checkbox"/> Multi-focus Summer				
Outcome Objective # 3	School Attendance			
Performance Standard	Targeted Percent	80%	Targeted Number	85
Measurement Tool(s) and Comments: Students' attendance records are provided to DSS and are compared and correlated based on before entering the program and after entering the program.				

If necessary, add additional outcome objectives, performance standards, targeted percent, targeted number, and measurement tools:
N/A

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

In order to track demographics an enrollment application is provided to parents prior to enrollment. Parent policies and procedures are provided and designed to respect and protect client confidentiality. A routine schedule is provided to staff and parents in order to identify and track program activities. An evaluation methodology that has been framed around pilot efforts in 2015 will be used to gather data about the impact of DSS. The use of qualitative measures, such as interviews and observations, along with quantitative measures, such as attendance and participation based on race and ethnicity, will provide a comprehensive way to ensure quality of the program and to provide a path to guide future planning. Outcome measures include improved test scores and improved school attendance records. All expenses are tracked, reported and receipts are kept in our financial records by our treasurer.

SECTION 5: DISCLOSURES

If applicable, please include the following:

Disclosure of Conflict of Interest

Disclose any potential conflict of interest due to any other clients, contracts, or property interests, e.g. direct connections to other funders, City funders, or potentially funded organizations, or with the City of Madison.

N/A

Disclosure of Contract Failures, Litigations

Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation or

N/A

SECTION 6. BUDGET

The budget should be submitted with the proposal using the template provided in an Excel document or a PDF. There are five tabs within the Excel spreadsheet: Cover Page, Organization Overview and one sheet for the Program Budget for each age group . The Cover Page, Organizations Overview and relevant Program Budgets must be submitted with this document for a proposal to be complete.

The budget template can be found on the CDD Other Funding Opportunities webpage:

<https://www.cityofmadison.com/dpced/communitydevelopment/funding/other-funding-opportunities/477/>



School-Age Child Programs for 2020: High School Multi-Focus Afterschool and Summer, Weekend and Summer Evenings, and Topical/Skill/Population (TSP) Focused Program

Submit Application to: cddapplications@cityofmadison.com
Deadline: 12:00 pm CST (noon) on **August 5, 2019**

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

This application should be used to apply for multi-focused afterschool, multi-focused summer programs (Section 1), and topical/skill/population focused programs for high school-age youth (Section 2).

Please complete Section 1, 2 and/or 3 in this document and the Organizational Overview and Budget document within separate Excel document. Both documents must be submitted for the application to be accepted.

The intent of this application and subsequent contract is for all organizations to present a set of opportunities within the umbrella of one contracted program for each age group, i.e. elementary, middle and high school. Only opportunities that involve both a completely different group of participants for that age group and staff who are not working in the comprehensive multi-focused afterschool and/or summer or evening program, should be considered a stand-alone Topical/Skill/Population (TSP) program with a separate narrative (#1-3).

Please limit your proposal and responses to spaces provided in this form and the required [Excel workbook](#). Responses to this RFP should be complete and comprehensive but succinct. Materials submitted in addition to this application form and the required [Excel workbook](#) will not be considered in the evaluation of the proposal. *Do not attempt to unlock or alter this form.* Font should be no less than 11 pt.

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.

Legal Name of Organization:	DSS Community Center, Inc.	Total Amount Requested for this Age Group:	\$ 40,000
High School Programs applied for (select one or more as applicable):	<input type="checkbox"/> Multi-focus School Year <input type="checkbox"/> Weekend or Summer Evening	<input type="checkbox"/> Multi-focus Summer <input type="checkbox"/> Topical/ Skills/Population	
Contact Person	Felicia Davis	Email: dssccinc@gmail.com	dssccinc@gmail.com
Address:	PO Box 14657	Telephone:	608-577-4571

Contact Us! CDD staff are committed to helping interested groups understand and work through program requirements. Call Mary O'Donnell or Coral Manning at 266-6520.

SECTION 1. HIGH SCHOOL MULTI-FOCUS AFTERSCHOOL OR SUMMER PROGRAM

Program Name: Brentwood Neighborhood High School Leadership Development Program

Brief Project Description: Model citizenry for highly productive future citizens of Madison, WI

Amount Requested: \$40,000 Total Proposed Program Budget: \$40,000

1. PROGRAM DESCRIPTION

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

Our goal is to help high school students navigate their new surroundings and create goals to graduate with targeted academic and social and emotional supports, and advocacy within the school community. Research shows that when high school students get off track, they are more likely to drop out than finish high school. DSS seeks to create the necessary conditions for Madison high school students in the Brentwood neighborhood to realize their full potential through our skill focused program.

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

The Brentwood After School Program is focused on students that attend East High School and primarily on the northern part of the Brentwood neighborhood, specifically, on the area that contains the most densely populated housing and the highest concentrations of poverty. The intended service population that will be impacted by this program include Economically disadvantaged youth, African American, Hispanic and minority youth that reside in poverty, youth that are performing below their grade level in the areas of reading and math and students that are habitually truant during the school

year. The Brentwood After School Program will provide out-of-school time programs for youth in grades 9th - 12th. The following statistics were taken from the Data Tool Kit.

-- 69% of students attending schools from our neighborhood are economically disadvantaged compared to the 48.9 percent in the City of Madison.

***57% of the disadvantaged high school students in East High School come from our neighborhood.

--64% of students that attend schools from our neighborhood have never been involved in an out of school activity.

--80 % of the students that attend schools in our neighborhood are not involved in leadership or support groups in the Sherman school district.

--46% of our students struggle to get homework done which is the highest of all the schools in the area with one exception being Wright Middle School at 53%.

***Our students have the lowest high school graduation rate of any other high school in the MMSD (81%).

***Our students have the lowest attendance rate (87.8%) and the highest truancy rate (302 out of 1616, 19%) of any other high school in MMSD.

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

DSS works with East High school in order to recruit new students and maintain communication with the principal in order to maintain the safety of our youth. Other recruiting techniques include passing out flyers, word of mouth and recruiting through existing relationships. Barriers to participation are limited to the youth receiving bus cards directly through the school and the students that don't have access to bus cards are provided bus fare through DSS. The intake process includes speaking with students at East High School close to the end of the school day and explaining our program. DSS provides the youth with enrollment applications that include disclosures they have to take home and have signed by parents.

DSS networks with other agencies and groups to share information about our program. We provide information to churches, schools, and other community agencies such as the Dane County Department of Human Services, childcare providers, and parents in the Neighborhood, the public library. Program information will be published in various languages (English, Spanish, Hmong) and in family-focused news publications and on the DSS website. Most importantly, we will send personal invitations to all parents of DSS members and follow up with phone calls. DSS will work together with the MMSD school district and East High School to distribute flyers, and letters of invitation. Lastly, we will invite 4 – 6 parent/caregivers from the community to serve as a local recruitment team, meet with this team to describe the program, and enlist their support in reaching potential participants. Participants enrolled in this program will complete pre and post tests to measure their skills, knowledge, and confidence as well as identify the area each participant needs help the most.

- d. Activities: Describe your proposed program activities. Include information about key parts of your program that help us understand how you will accomplish your goals. If applicable, describe any

evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

Brentwood Neighborhood High School Leadership Development program has a two-fold approach: (1) Youth leadership empowerment, and (2) Career and College development

Our high school students need to have opportunities to grow and develop into productive citizens as well as work toward their future careers. To that end, the following activities takes place in this program:

- a. Shadowing government, business and education leaders of their choice (onsite experiential learning)
- b. Career and college exploration sessions to include career assessment, college prep exam teaching, (communication, conflict negotiation, networking), how to effectively complete college applications, the right way to research scholarship applications and how to submit them, stress management, cognitive behavior training, FASFA training as well as creating college portfolios.
- c. Help with SAT's and other testing required to get into college.
- d. Resiliency mindset for moving forward and taking responsibility for one's own life and livelihood.

Youth Empowered Society (Y.E.S.) is a Youth Leadership Program new initiative designed to build leadership skills for our youth and learn what it takes to have a productive, safe, secure and successful society. The youth in our program will be allowed to develop an appreciation (and perhaps, aspiration) for the role and responsibility of a community leader.

By providing academic enrichment services specifically, through the planned programming youth will have the ability to improve academic performance, school attendance, increase school and community connectedness, and develop the social-emotional skills of self-management, relationship skills, and responsible decision making according to the After-School Alliance Evaluations Backgrounder. We will accomplish our goals by providing programs that have already been tested and provided in other neighborhoods throughout the city of Madison funded by the City of Madison.

Research indicates that after-school programs can markedly increase engagement in learning, improve academic achievement, narrow the achievement gap, and reduce behavioral issues. An after-school environment allows youth to interact among themselves and with adults in a more comfortable environment. Research also shows that youth with the opportunity to build positive peer and adult relationships have better school and community connectedness, higher self-confidence, increased social competence, and less substance abuse and behavioral issues including gang involvement. After-school programs also provide the opportunity for youth to participate in activities and projects that promote and reinforce physical fitness, team-building, healthy nutrition and wellness, as well as emotional well-being.

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
Program Implementation Date	January 6, 2020
Parent and youth beginning evaluation	January 9, 2020
Organize Youth Leadership Committee (Y.E.S) – <i>Youth Empowered Society</i>	February 1, 2020
Community Potluck for participating families	June 8, 2020
End of the year picnic	June 12, 2020
Parents and Youth Final evaluations	June 12, 2020

Other milestones, notes or comments about the proposed timeline (if applicable):

N/A

f. Family and Community Engagement: Briefly describe how youth and families who will benefit from the proposed program have been involved in the development of this proposal and will be involved in the implementation and assessment of program activities and outcomes. How are families of the participants engaged with the program?

Residents in the community and the youth that participate in the program help spread the news about programs by word of mouth and handing out brochures. Brentwood residents sit on a committee of the board and there are 2 residents that sit on the board. Residents are included in the implementation and planning of our programs by helping plan programs, supervise programs, chaperone on field trips, and plan family fun nights. We also receive support for this program from the Brentwood Village Association, Brentwood Landlords and local northside businesses.

g. Cultural Relevance and Language Access: Please describe how the proposed program will serve non-English speaking youth and/or their families. Describe how the proposed program will be culturally relevant to the population served.

Program information will be published in various languages (English, Spanish, Hmong) and in family-focused news publications and on the DSS website. The population served includes African American and minority residents and families that reside in low-income housing, it is imperative that these types of programs are provided. Our staff are Child Care Professionals that are skilled at teaching in a cross-cultural or multicultural setting. Teachers using this method encourage each student to relate course content to his or her cultural context.

- h. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements is addressed by your proposed program design. How will you monitor if the program during implementation to assess continued alignment with the [MOST Effective Practices](#)?
1. Intentional program design – our programs are designed and based off of evidence-based practices
 2. Support Relationships with Youth – Individual relationships are built with the you that creates a trusting relationship.
 3. Youth Voice & Leadership – Youth are provided opportunities to take on leadership roles along with starting a Youth Leadership Committee.
 4. Racial & Cultural Inclusion – Education and conversations about implicit bias, racial equity and cultural inclusion takes place with the youth as well as at all levels of the organization.
 5. Community and Family Engagement - Residents in the community and the youth that participate in the program help spread the news about programs by word of mouth and handing out brochures. Brentwood residents sit on a committee of the board. Residents are included in the implementation and planning of our programs by helping plan programs, supervise programs, chaperone on field trips, and plan family fun nights. We also receive support for this program from the Brentwood Village Association, Brentwood Landlords and local northside businesses.
 6. Organizational management & Staff Support – In order to ensure our mission is understood by our staff and in order to create an environment that is respectful and values it's staff we have monthly mandatory meetings where staff is recognized for their hard work when necessary.
 7. Environment & Safety – DSS always provides a safe and developmentally appropriate space for it's youth as well as our program.

Our programming follows the guidelines set forth in the Madison Out-Of-School Time effective Practices (MOST) --- and has an intentional program design, includes community & family engagement, builds supportive relationships with youth, enhances and empowers youth voice & leadership, encompasses racial and cultural inclusion, and has organizational management & staff support along with environmental safety practices. It also follows the strategic goals of the ---in that it advances racial equities, integrates people of all races, creeds, genders, etc. with meaningful community engagement and mutual accountability through transparency and provides just-in-time integration, collaboration and coordination for the future citizens of Madison, WI.

2. PROGRAM STRUCTURE AND STAFFING

- a. Anticipated Frequency, Duration and Attendance: Please complete the table below. If you are proposing to provide a high school multi-focused afterschool and/or summer program at more than one location and the program structure is the same for all locations, please list all of the locations in the “Location(s)” cell in the table below. If the program structure varies amongst locations, please complete the rows for “Location #2” and the question following the table for any additional program locations.

High School Multi-Focused	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location(s): Goodwill Community Room; Northside Town Center: 2901 N Sherman Ave, Madison, WI 53704					
Afterschool	2 days per week	2 hours	41 weeks	1:15	10
Summer					
Location #2:					
Afterschool					
Summer					

*Frequency=number of times per week, month, year (i.e. 5 days per week, 2x per month, 4x per year)

**Annual Duration=number of weeks or months annually (i.e. 10 weeks, 6 months)

If applicable, please list any other locations with differences in the program structure as compared to the two high school multi-focused afterschool or summer programs included in the table above.
N/A

- b. Total Annual Unduplicated High School-Age Youth: Anticipated unduplicated number of individual high school-age youth across all of the proposed programs: **50**
- c. Program Schedule: If you are proposing to provide a multi-focused afterschool and/or summer program at more than one location and the program schedule is the same for all locations, please list all of the locations in the "Location(s)" cell in Table 1 below. If the program schedules vary amongst locations, please complete Table 2 and the question following the tables.

Table 1

Location(s): Goodwill Community Room; Northside Town Center: 2901 N Sherman Ave, Madison, WI 53704			
Day	High School Multi-Focused	Start Time	End Time
Mon.	School Year	5:30 pm	7:30pm
	Summer		
Tues.	School Year		
	Summer		
Wed.	School Year		
	Summer		
Thur.	School Year	5:30 pm	7:30pm
	Summer		

Fri.	School Year		
	Summer		
Sat.	School Year		
	Summer		
Sun.	School Year		
	Summer		

Table 2

Location #2:			
Day	High School Multi-Focused	Start Time	End Time
Mon.	School Year		
	Summer		
Tues.	School Year		
	Summer		
Wed.	School Year		
	Summer		
Thur.	School Year		
	Summer		
Fri.	School Year		
	Summer		
Sat.	School Year		
	Summer		
Sun.	School Year		
	Summer		

If applicable, please list the third location and any subsequent locations. Include the specific program schedule(s) differences as compared to the two high school multi-focused afterschool or summer programs included in the tables above.

N/A

- d. Additional Activities: Do you anticipate providing activities for the multi-focused high school afterschool or summer program that are not included in the table above? Please describe these

activities, including location, frequency, hours and duration (i.e. special event, field trips, workshops or meetings).

During the school year we will take field trips to local area colleges.

- e. Program Staffing: Full-Time Equivalent (FTE) – Include employees, AmeriCorps members and Adult Interns with direct program implementation responsibilities. FTE = percentage of 40 hours per week.

*Use one line per individual employee

Position Title*	Qualifications or Required Training	Location	FTE		
			Multi-Focused School Year	Multi-Focused Summer	Other Programs
Program Director/Lead Teacher	Six years Executive Director of non-profit youth organization	DSS	0.25		0.25
		Total:	0.25		0.25

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

DSS partners with the UW-Madison Morgridge Center and our volunteers are vetted by their organization. Any and all volunteers also go through our screening process where we complete background checks as well as screening interviews to make sure they are a good fit for our programs. Volunteers are trained and supervised by DSS staff with weekly staff meetings.

3. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Onward and Upward	Career and College development; entrepreneurship training Y.E.S. facilitation	AnnaMaria Bliven	Yes
Goodwill	Donated Space	Lori Wirth	Yes
<u>High School</u>	Recruit & Speak to youth	Kristi Vitale	No

List any additional partners, their role & responsibilities, contract person and MOU information (if applicable):

N/A

- b. How do these partnerships enhance this proposal?

Onward and Upward has a robust and highly successful component that leads to career development, career mapping, and entrepreneurship development.

Space donated by Goodwill provides us the main resource we need in order to provide Brentwood's disadvantaged youth with a safe space to engage in productive opportunities. DSS works with Sherman Middle school to recruit new students that move to Brentwood, build relationships with teachers in order to help students excel in school and maintain communication with the principal in order to maintain the safety of our youth.

- c. What are the decision-making agreements with each partner?

Goodwill decides when we will use the space and what the limitations are and DSS decides what programs will take place as well as program design and implementation.

DSS works collaboratively with Onward and Upward for programming scheduling.

- b. Resource Linkage and Coordination: What resources are provided to participants and their families by your proposed program? How does the program coordinate and link families and participants to these resources?

Families of participants are provided these services at no cost to the family. Children are provided free meals and connected to outside resources that are necessary in order to support the family as a whole. By partnering with the school district, High school counselors and teachers we are in a better position to meet the needs of our families outside of the program and connect them to resources as needed.

4. DATA USE, MANAGEMENT AND MEASURES OF SUCCESS

a. Please identify the Community Indicator(s) of Success for School-Age Children and Youth, from the RFP Guidelines, that is addressed by your proposed program:

- Improved high school academic achievement, by race and ethnicity.
- Increase in proportion of low-income children and youth, and children and youth of color who exhibit developmentally appropriate social, emotional and academic skills.
- Increase in proportion of low-income children and youth, and children and youth of color who stay in high school and graduate on time
- Increase in proportion of low-income children and youth, and children and youth of color who enter college or technical training school

b. Did the Data Tool Kit or other sources of data affect your program design, recruitment strategies, and choice of outcomes objectives? If yes, how?

Yes. The Data Tool Kit provided me more distinct details about how many kids struggle to stay in high school and that academic success and career development should really be our target focus for disadvantaged youth in high school.

c. Please identify at least one Program Outcome for your proposed program(s), from the RFP Guidelines 1.4, that you will track and measure. Complete the table(s) below.

High School Program Outcome (select one or more program types as applicable): <input checked="" type="checkbox"/> Multi-focus School Year <input type="checkbox"/> Multi-focus Summer				
Outcome Objective # 1	Academic Achievement (Students of color and other disadvantaged youth will improve overall academic scores)			
Performance Standard	Targeted Percent	75%	Targeted Number	50
Measurement Tool(s) and Comments: Student performance assessments scores in reading, writing and math are provided to DSS and will be compared and correlated for periods before entering the program and after entering the program.				
High School Program Outcome (select one or more program types as applicable): <input checked="" type="checkbox"/> Multi-focus School Year <input type="checkbox"/> Multi-focus Summer				
Outcome Objective # 2	Absenteeism and truancy (Students of color and other disadvantaged youth will decrease the amount of absent and truant days)			
Performance Standard	Targeted Percent	75%	Targeted Number	50

Measurement Tool(s) and Comments:

Students' attendance records are provided to DSS and are compared and correlated based on before entering the program and after entering the program.

High School Program Outcome (select one or more program types as applicable):

Multi-focus School Year Multi-focus Summer

Outcome Objective # 3

Graduating high school and entering in college/technical training school

Performance Standard	Targeted Percent	75%	Targeted Number	50
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Measurement Tool(s) and Comments:

38 (minimum) out of 50 students participating in our program will graduate from high school and enter in college or a technical training school.

If necessary, add additional outcome objectives, performance standards, targeted percent, targeted number, and measurement tools:

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

In order to track demographics an enrollment application is provided to parents prior to enrollment. Parent policies and procedures are provided and designed to respect and protect client confidentiality. A routine schedule is provided to staff and parents in order to identify and track program activities. An evaluation methodology that has been framed around pilot efforts in 2015 will be used to gather data about the impact of DSS. The use of qualitative measures, such as interviews and observations, along with quantitative measures, such as attendance and participation based on race and ethnicity, will provide a comprehensive way to ensure quality of the program and to provide a path to guide future planning. Outcome measures include improved test scores and improved school attendance records. All expenses are tracked, reported and receipts are kept in our financial records by our treasurer.

SECTION 5: DISCLOSURES

If applicable, please include the following:

Disclosure of Conflict of Interest

Disclose any potential conflict of interest due to any other clients, contracts, or property interests, e.g. direct connections to other funders, City funders, or potentially funded organizations, or with the City of Madison.

N/A

Disclosure of Contract Failures, Litigations

Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation or

N/A

SECTION 6. BUDGET

The budget should be submitted with the proposal using the template provided in an Excel document or a PDF. There are five tabs within the Excel spreadsheet: Cover Page, Organization Overview and one sheet for the Program Budget for each age group. The Cover Page, Organizations Overview and relevant Program Budgets must be submitted with this document for a proposal to be complete.

The budget template can be found on the CDD Other Funding Opportunities webpage:

<https://www.cityofmadison.com/dpced/communitydevelopment/funding/other-funding-opportunities/477/>



APPLICATION FOR 2020 SCHOOL-AGE CHILD AND YOUTH PROGRAMS

1. ORGANIZATION CONTACT INFORMATION

Legal Name of Organization	DSS Community Center Inc	
Mailing Address	PO Box 14657	
Telephone	608-577-4571	
FAX		
Director	Felicia Davis	
Email Address	dssccinc@gmail.com	
Additional Contact	Larry Tabron	
Email Address	Ltabron83@gmail.com	
Legal Status	Private: Non-Profit	
Federal EIN:	61-1692727	

2. PROPOSED PROGRAMS

Program Type	2020 Request		Program Name
	Letter	New?	
Elementary Programs	A	\$50,000	Elementary School Program
Contact: Felicia Davis Phone: 608-577-4571 Email: dssccinc@gmail.com			
Middle School Programs	B	\$50,000	Middle School Youth Program
Contact: Felicia Davis Phone: 608-577-4571 Email: dssccinc@gmail.com			
High School Programs	C	\$40,000	High School Youth Program
Contact: nnaMaria Bliven Phone: 6084264184 Email: ambliven77@gmail.com			
TOTAL REQUEST		\$140,000	

DEFINITION OF ACCOUNT CATEGORIES:

Personnel: Amount reported should include salary, taxes and benefits. Salary includes all permanent, hourly and seasonal staff costs. Taxes/benefits include all payroll taxes, unemployment compensation, health insurance, life insurance, retirement benefits, etc.

Operating: Amount reported for operating costs should include all of the following items: insurance, professional fees and audit, postage, office and program supplies, utilities, maintenance, equipment and furnishings depreciation, telephone, training and conferences, food and household supplies, travel, vehicle costs and depreciation, and other operating related costs.

Space: Amount reported for space costs should include all of the following items: Rent/Utilities/Maintenance: Rental costs for office space; costs of utilities and maintenance for owned or rented space. Mortgage Principal/Interest/Depreciation/Taxes: Costs with owning a building (excluding utilities and maintenance).

Special Costs: Assistance to Individuals - subsidies, allowances, vouchers, and other payments provided to clients. Payment to Affiliate Organizations - required payments to a parent organization. Subcontracts - the organization subcontracts for service being purchased by a funder to another agency or individual. Examples: agency subcontracts a specialized counseling service to an individual practitioner; the agency is a fiscal agent for a collaborative project and provides payment to other agencies.

3. SIGNATURE PAGE

AFFIRMATIVE ACTION

If funded, applicant hereby agrees to comply with City of Madison Ordinance 39.02 and file either an exemption or an affirmative action plan with the Department of Civil Rights. A Model Affirmative Action Plan and instructions are available at cityofmadison.com/civil-rights/contract-compliance.

CITY OF MADISON CONTRACTS

If funded, applicant agrees to comply with all applicable local, State and Federal provisions. A sample contract that includes standard provisions may be obtained by contacting the Community Development Division at 266-6520. If funded, the City of Madison reserves the right to negotiate the final terms of a contract with the selected agency.

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 Compensation, and Professional Liability. The cost of this coverage can be considered in the request for funding.

4. SIGNATURE

Enter name:

By entering your initials in the box you are electronically signing your name and agreeing to the terms listed above.

DATE

INITIALS:

COMMUNITY DEVELOPMENT DIVISION ELEMENTARY SCHOOL PROGRAM DESCRIPTION

CITY OF MADISON

ORGANIZATION:	DSS Community Center Inc	REQUESTED AMOUNT:
PROGRAM:	Elementary Programs	50,000

1. Total unduplicated number of individual elementary-age children across all of your proposed programs:	40
What is your best estimate for the percentage of your program population who qualify for free or reduced school lunch?	100%

2. DEMOGRAPHICS: Complete the following chart for unduplicated participants served by this program in 2018. Indicate the number and percentage for the following characteristics. For new programs, estimate projected participant numbers and descriptors.

You will receive an "ERROR" until completing the demographic information.

DESCRIPTOR	PART #	PART %	STAFF #	STAFF %
RACE				
WHITE/CAUCASIAN	0	0%	0	0%
BLACK/AFRICAN AMERICAN	30	75%	2	100%
ASIAN	5	13%	0	0%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	0	0%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%
MULTI-RACIAL	5	13%	0	0%
BALANCE/OTHER	0	0%	0	0%
TOTAL RACE	40	100%	2	100%
ETHNICITY				
HISPANIC OR LATINO	5	13%	1	50%
NOT HISPANIC OR LATINO	35	88%	1	50%
TOTAL ETHNICITY	40	100%	2	100%
AGE				
<2	0	0%		
2 - 5	0	0%		
6 - 12	40	100%		
13 - 17	0	0%		
18 - 29	0	0%		
30 - 59	0	0%		
60 - 74	0	0%		
75 & UP	0	0%		
TOTAL AGE	40	100%		
PERSONS WITH DISABILITIES				
	0	0%		
RESIDENCY				
CITY OF MADISON	40	100%		
DANE COUNTY (NOT IN CITY)	0	0%		
OUTSIDE DANE COUNTY	0	0%		
TOTAL RESIDENCY	40	100%		
TOTAL				
	40	100%		
MALE	20	50%		
FEMALE	20	50%		
UNKNOWN/OTHER	0	0%		

ORGANIZATION:

DSS Community Center Inc

PROGRAM:

Elementary Programs

3. PARTICIPANT DEMOGRAPHICS: The City is interested in addressing issues of poverty and racial equity for residents of Madison. Please comment on your programs current service participants and identify your underserved population(s).

Explain how you understand any disparities and plans you have to address these issues.

The Brentwood Neighborhood is comprised of over 400 economically disadvantaged families. Prior to DSS after school programs were not available directly in Brentwood. Families lacked access to resources that are provided in other surrounding northside neighborhoods. There is 20.7% of children ages 0-17 years of age that reside in the Brentwood Neighborhood compared to 17.5% in the city of Madison. In the Brentwood neighborhood there is 20.3% of African Americans compared to the 7.1 percent in the City of Madison. Over recent years, the Brentwood neighborhood has been the only neighborhood without its own neighborhood facility with a huge number of racial disparities that have not been addressed by the City of Madison. The Brentwood neighborhood has been visible to City of Madison officials as a place with a history of violence, high numbers of police calls, juvenile complaints, and yearly increases in crime and community pride violations since 2010. Residents have struggled to cope with groups of unsupervised children gathering in the street (City of Madison Data). In response to these realities, providing program opportunities during out-of-school times for underserved minority youth in the Brentwood Community serves an invaluable resource that Brentwood cannot afford to lose. When misfortune happens in a home, it impacts everyone in the household. Brentwood continues to present an emerging need. Without the presence of DSS Community Center, Brentwoods youth would not have an a safe place to engage in productive activities that enhance their academic success. DSS contributes to decreasing the proclivities of economically disadvantaged youth who participate in the program. Participating youth are steered towards education and knowledge of self-being. At the same time, youth are less prone to engage in illegal behavior and activities that drain the city's resources, which could be used for city development and improvement. DSS positively contributes to youth development within Brentwood, which has the capacity to further translate to the community and its citizenry.

4. STAFF DEMOGRAPHICS: Does the **staffing** of the program reflect the racial and cultural diversity of the residents served?

If not, what plans do you have to address this?

Yes.

ORGANIZATION:	DSS Community Center Inc
PROGRAM:	Elementary Programs

PROGRAM BUDGET

5. 2019 BUDGET

REVENUE SOURCE	SOURCE TOTAL	ACCOUNT CATEGORY			
		PERSONNEL	OPERATING	SPACE	SPECIAL COSTS
DANE CO HUMAN SVCS	0				
DANE CO CDBG	0				
MADISON-CDD	0				
UNITED WAY ALLOC	0				
UNITED WAY DESIG	0				
OTHER GOVT	0				
FUNDRAISING DONATIONS	0				
USER FEES	0				
OTHER	0				
TOTAL REVENUE	0	0	0	0	0

6. 2020 PROPOSED BUDGET

REVENUE SOURCE	SOURCE TOTAL	PERSONNEL	OPERATING	SPACE	SPECIAL COSTS
DANE CO HUMAN SVCS	0				
DANE CO CDBG	0				
MADISON-CDD	50,000	35,000	7,000	5,000	3,000
UNITED WAY ALLOC	0				
UNITED WAY DESIG	0				
OTHER GOVT*	0				
FUNDRAISING DONATIONS	0				
USER FEES	0				
OTHER**	0				
TOTAL REVENUE	50,000	35,000	7,000	5,000	3,000

*OTHER GOVT 2019

Source	Amount	Terms
	0	
	0	
	0	
	0	
	0	
	0	
TOTAL	0	

**OTHER 2020

Source	Amount	Terms
	0	
	0	
	0	
	0	
	0	
	0	
TOTAL	0	

ORGANIZATION:

DSS Community Center Inc

PROGRAM:

Elementary Programs

7. List the funding sources included in "Other" and include any other relevant information about revenue and expenses.

N/A

COMMUNITY DEVELOPMENT DIVISION MIDDLE SCHOOL PROGRAM DESCRIPTION

CITY OF MADISON

ORGANIZATION:	DSS Community Center Inc	REQUESTED AMOUNT:
PROGRAM:	Middle School Programs	50,000

1. Total unduplicated number of individual middle school-age youth across all of your proposed programs:	85
What is your best estimate for the percentage of your program population who qualify for free or reduced school lunch?	100%

2. DEMOGRAPHICS: Complete the following chart for unduplicated participants served by this program in 2018. Indicate the number and percentage for the following characteristics. For new programs, estimate projected participant numbers and descriptors.

You will receive an "ERROR" until completing the demographic information.

DESCRIPTOR	PART #	PART %	STAFF #	STAFF %
RACE				
WHITE/CAUCASIAN	0	0%	0	0%
BLACK/AFRICAN AMERICAN	50	59%	2	100%
ASIAN	15	18%	0	0%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	0	0%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%
MULTI-RACIAL	20	24%	0	0%
BALANCE/OTHER	0	0%	0	0%
TOTAL RACE	85	100%	2	100%
ETHNICITY				
HISPANIC OR LATINO	20	24%	1	50%
NOT HISPANIC OR LATINO	65	76%	1	50%
TOTAL ETHNICITY	85	100%	2	100%
AGE				
<2	0	0%		
2 - 5	0	0%		
6 - 12	0	0%		
13 - 17	85	100%		
18 - 29	0	0%		
30 - 59	0	0%		
60 - 74	0	0%		
75 & UP	0	0%		
TOTAL AGE	85	100%		
PERSONS WITH DISABILITIES	0	0%		
RESIDENCY				
CITY OF MADISON	85	100%		
DANE COUNTY (NOT IN CITY)	0	0%		
OUTSIDE DANE COUNTY	0	0%		
TOTAL RESIDENCY	85	100%		
TOTAL	85	100%		
MALE	40	47%		
FEMALE	45	53%		
UNKNOWN/OTHER	0	0%		

ORGANIZATION:

DSS Community Center Inc

PROGRAM:

Middle School Programs

3. PARTICIPANT DEMOGRAPHICS: The City is interested in addressing issues of poverty and racial equity for residents of Madison. Please comment on your programs current service participants and identify your underserved population(s).

Explain how you understand any disparities and plans you have to address these issues.

The Brentwood Neighborhood is comprised of over 400 economically disadvantaged families. Prior to DSS after school programs were not available directly in Brentwood. Families lacked access to resources that are provided in other surrounding northside neighborhoods. There is 20.7% of children ages 0-17 years of age that reside in the Brentwood Neighborhood compared to 17.5% in the city of Madison. In the Brentwood neighborhood there is 20.3% of African Americans compared to the 7.1 percent in the City of Madison. Over recent years, the Brentwood neighborhood has been the only neighborhood without its own neighborhood facility with a huge number of racial disparities that have not been addressed by the City of Madison. The Brentwood neighborhood has been visible to City of Madison officials as a place with a history of violence, high numbers of police calls, juvenile complaints, and yearly increases in crime and community pride violations since 2010. Residents have struggled to cope with groups of unsupervised children gathering in the street (City of Madison Data). In response to these realities, providing program opportunities during out-of-school times for underserved minority youth in the Brentwood Community serves an invaluable resource that Brentwood cannot afford to lose. When misfortune happens in a home, it impacts everyone in the household. Brentwood continues to present an emerging need. Without the presence of DSS Community Center, Brentwoods youth would not have a safe place to engage in productive activities that enhance their academic success. DSS contributes to decreasing the proclivities of economically disadvantaged youth who participate in the program. Participating youth are steered towards education and knowledge of self-being. At the same time, youth are less prone to engage in illegal behavior and activities that drain the city's resources, which could be used for city development and improvement. DSS positively contributes to youth development within Brentwood, which has the capacity to further translate to the community and its citizenry.

4. STAFF DEMOGRAPHICS: Does the **staffing** of the program reflect the racial and cultural diversity of the residents served?

If not, what plans do you have to address this?

Yes.

ORGANIZATION:

DSS Community Center Inc

PROGRAM:

Middle School Programs

PROGRAM BUDGET

5. 2019 BUDGET

REVENUE SOURCE	SOURCE TOTAL	ACCOUNT CATEGORY			
		PERSONNEL	OPERATING	SPACE	SPECIAL COSTS
DANE CO HUMAN SVCS	0				
DANE CO CDBG	0				
MADISON-CDD	0				
UNITED WAY ALLOC	0				
UNITED WAY DESIG	0				
OTHER GOVT	0				
FUNDRAISING DONATIONS	0				
USER FEES	0				
OTHER	0				
TOTAL REVENUE	0	0	0	0	0

6. 2020 PROPOSED BUDGET

REVENUE SOURCE	SOURCE TOTAL	PERSONNEL	OPERATING	SPACE	SPECIAL COSTS
DANE CO HUMAN SVCS	0				
DANE CO CDBG	0				
MADISON-CDD	50,000	35,000	7,000	5,000	3,000
UNITED WAY ALLOC	0				
UNITED WAY DESIG	0				
OTHER GOVT*	0				
FUNDRAISING DONATIONS	0				
USER FEES	0				
OTHER**	0				
TOTAL REVENUE	50,000	35,000	7,000	5,000	3,000

*OTHER GOVT 2019

Source	Amount	Terms
	0	
	0	
	0	
	0	
	0	
TOTAL	0	

**OTHER 2020

Source	Amount	Terms
	0	
	0	
	0	
	0	
	0	
TOTAL	0	

ORGANIZATION:

DSS Community Center Inc

PROGRAM:

Middle School Programs

7. List the funding sources included in "Other" and include any other relevant information about revenue and expenses.

N/A

ORGANIZATION:	DSS Community Center Inc	REQUESTED AMOUNT:
PROGRAM:	High School Programs	40,000

1. Total unduplicated number of individual high school-age youth across all of your proposed programs:	50
What is your best estimate for the percentage of your program population who qualify for free or reduced school lunch?	100%

2. DEMOGRAPHICS: Complete the following chart for unduplicated participants served by this program in 2018. Indicate the number and percentage for the following characteristics. For new programs, estimate projected participant numbers and descriptors.

You will receive an "ERROR" until completing the demographic information.

DESCRIPTOR	PART #	PART %	STAFF #	STAFF %
RACE				
WHITE/CAUCASIAN	0	0%	0	0%
BLACK/AFRICAN AMERICAN	30	60%	2	100%
ASIAN	5	10%	0	0%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	0	0%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%
MULTI-RACIAL	15	30%	0	0%
BALANCE/OTHER	0	0%	0	0%
TOTAL RACE	50	100%	2	100%
ETHNICITY				
HISPANIC OR LATINO	20	40%	1	50%
NOT HISPANIC OR LATINO	30	60%	1	50%
TOTAL ETHNICITY	50	100%	2	100%
AGE				
<2	0	0%		
2 - 5	0	0%		
6 - 12		0%		
13 - 17	50	100%		
18 - 29	0	0%		
30 - 59	0	0%		
60 - 74	0	0%		
75 & UP	0	0%		
TOTAL AGE	50	100%		
PERSONS WITH DISABILITIES				
	0	0%		
RESIDENCY				
CITY OF MADISON	50	100%		
DANE COUNTY (NOT IN CITY)	0	0%		
OUTSIDE DANE COUNTY	0	0%		
TOTAL RESIDENCY	50	100%		
TOTAL				
	50	100%		
MALE	35	70%		
FEMALE	15	30%		
UNKNOWN/OTHER	0	0%		

ORGANIZATION:

DSS Community Center Inc

PROGRAM:

High School Programs

3. PARTICIPANT DEMOGRAPHICS: The City is interested in addressing issues of poverty and racial equity for residents of Madison. Please comment on your programs current service participants and identify your underserved population(s).

Explain how you understand any disparities and plans you have to address these issues.

The Brentwood Neighborhood is comprised of over 400 economically disadvantaged families. Prior to DSS after school programs were not available directly in Brentwood. Families lacked access to resources that are provided in other surrounding northside neighborhoods. There is 20.7% of children ages 0-17 years of age that reside in the Brentwood Neighborhood compared to 17.5% in the city of Madison. In the Brentwood neighborhood there is 20.3% of African Americans compared to the 7.1 percent in the City of Madison. Over recent years, the Brentwood neighborhood has been the only neighborhood without its own neighborhood facility with a huge number of racial disparities that have not been addressed by the City of Madison. The Brentwood neighborhood has been visible to City of Madison officials as a place with a history of violence, high numbers of police calls, juvenile complaints, and yearly increases in crime and community pride violations since 2010. Residents have struggled to cope with groups of unsupervised children gathering in the street (City of Madison Data). In response to these realities, providing program opportunities during out-of-school times for underserved minority youth in the Brentwood Community serves an invaluable resource that Brentwood cannot afford to lose. When misfortune happens in a home, it impacts everyone in the household. Brentwood continues to present an emerging need. Without the presence of DSS Community Center, Brentwoods youth would not have an a safe place to engage in productive activities that enhance their academic success. DSS contributes to decreasing the proclivities of economically disadvantaged youth who participate in the program. Participating youth are steered towards education and knowledge of self-being. At the same time, youth are less prone to engage in illegal behavior and activities that drain the city's resources, which could be used for city development and improvement. DSS positively contributes to youth development within Brentwood, which has the capacity to further translate to the community and its citizenry.

4. STAFF DEMOGRAPHICS: Does the **staffing** of the program reflect the racial and cultural diversity of the residents served?

If not, what plans do you have to address this?

1600 characters (with spaces)

ORGANIZATION:	DSS Community Center Inc
PROGRAM:	High School Programs

PROGRAM BUDGET

5. 2019 BUDGET

REVENUE SOURCE	SOURCE TOTAL	ACCOUNT CATEGORY			
		PERSONNEL	OPERATING	SPACE	SPECIAL COSTS
DANE CO HUMAN SVCS	0				
DANE CO CDBG	0				
MADISON-CDD	0				
UNITED WAY ALLOC	0				
UNITED WAY DESIG	0				
OTHER GOVT	0				
FUNDRAISING DONATIONS	0				
USER FEES	0				
OTHER	0				
TOTAL REVENUE	0	0	0	0	0

6. 2020 PROPOSED BUDGET

REVENUE SOURCE	SOURCE TOTAL	PERSONNEL	OPERATING	SPACE	SPECIAL COSTS
DANE CO HUMAN SVCS	0				
DANE CO CDBG	0				
MADISON-CDD	40,000	25,000	7,000	5,000	3,000
UNITED WAY ALLOC	0				
UNITED WAY DESIG	0				
OTHER GOVT*	0				
FUNDRAISING DONATIONS	0				
USER FEES	0				
OTHER**	0				
TOTAL REVENUE	40,000	25,000	7,000	5,000	3,000

*OTHER GOVT 2019

Source	Amount	Terms
	0	
	0	
	0	
	0	
	0	
	0	
TOTAL	0	

**OTHER 2020

Source	Amount	Terms
	0	
	0	
	0	
	0	
	0	
	0	
TOTAL	0	

ORGANIZATION:

DSS Community Center Inc

PROGRAM:

High School Programs

7. List the funding sources included in "Other" and include any other relevant information about revenue and expenses.

N/A

ORGANIZATION:

DSS Community Center Inc

ORGANIZATIONAL PROFILE

1. ORGANIZATION HISTORY, VISION STATEMENT, MISSION STATEMENT AND VALUES

DSS has been a mechanism for creating partnerships, fundraising to sustain programs, building social capital, community outreach and connecting families to resources in the Brentwood Neighborhood. Our mission is to provide services which support the social economic, intellectual and cognitive ability of the participants we serve. Through positive guidance, youth are encouraged to become well-rounded citizens with the confidence to excel in spite of difficult challenges. Our vision is to create unity among the youth in the community and promote diversity.

2. ORGANIZATION EXPERIENCE AND QUALIFICATIONS PROVIDING PROPOSED PROGRAM(S): Describe length of experience and specific qualifications. List current child and youth programs with their inception date.

DSSCC is a 501C3 non-profit governed by a board of directors. Since 2012 DSS has provided after school programs for middle and high school youth with opportunities for community engagement by sharing space with existing organizations close to the neighborhood. DSS has provided access to comprehensive programs during out of school time for disadvantaged youth in Brentwood. Prior to DSS after school programs were not provided in the Brentwood Neighborhood. DSS has provided direct services for youth 5 days a week 3 hours a day. During the summer months DSS provides youth employment opportunities for at-risk youth. DSS plans to implement after school programs for elementary and middle school students in January of 2020. DSS Director has over 9 years of experience running a non-profit and providing youth experience. DSS staff is State of Wisconsin Licensed Child Care Professionals. Resumes can be provided upon request

3. ORGANIZATION UPDATE: Describe any significant change or shifts that the agency has experienced in the last few years, or that you may anticipate in the next few years. For example, changes in leadership, significant turnover in staffing, strategic planning processes, expansions or loss of funding. What, if any, affects will these shifts have on the agency's ability to provide contracted services? If there are no changes, write "no changes" in box below.

DSS plans to expand its financial sources. We don't expect any changes in leadership, significant turnovers in staffing or any significant changes or shifts that the agency has experienced in the last few years. We do plan to expand our staff as needed based on the demand for programs.

4. COMMUNITY ENGAGEMENT:

Describe your organization's relationship with the community served. Include how you solicit feedback from the community, adapt your work to meet the needs of the community, community members are included in planning activities or programs, and service recipients are included in the governing structure of your organization. How do these efforts improve your your services?

Include specific strategies that address client, participant, and community engagement.

Community outreach and resident involvement is another one of our biggest accomplishments. We formed a committee that consist of residents who live directly in Brentwood. Residents are trained on how to start and run a committee. Parents of our participants as well as residents volunteer to chaperone on field trips and help supervise students during programs. Surveys are provided to residents that participate in the programs in order to solicit feedback from the community. These efforts improve our services by using the feedback that we are provided to enhance and/or transform our programs as needed. In order to address dien, participant and community engagement DSS partners with Sherman Middle school as well as host family fun nights inside St Paul Lutheran Church.

5. DATA: Describe any qualitative or quantitative data sources about the community served that you use to inform your decisions (e.g., input or involvement in the creation, design, implementation, and feedback for services)?

How does the use of this data improve your your services?

Qualitative and Quantitative measuring includes - STEM level, writing level, Math level: Where were the students prior to entering our program? Where are they now (since joining our program); School Attendance rate of participant of participants based on program attendance; Number of meals provided to student participants and the number of community partnerships that lead to shadowing opportunities. % of students who sho one letter grade improvement in 2 core subjects, % of unduplicated participants. First we identify the needs of our youth by identifying a goal, then we come up with outcomes and address the best way to accomplish those outcomes. This doesn't just improve the quality of our services but the lifes of the youth we serve as well.

6. BOARD-VOLUNTEER DEMOGRAPHICS

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

DESCRIPTOR	BOARD		VOLUNTEER		MADISON*		
	Number	Percent	Number	Percent	GENERAL Percent	POVERTY Percent	R/POV** Percent
	TOTAL	6	100%	8	100%		
GENDER							
MALE	4	67%	2	25%			
FEMALE	2	33%	6	75%			
UNKNOWN/OTHER	0	0%	0	0%			
TOTAL GENDER	6	100%	8	100%			
AGE							
LESS THAN 18 YRS	0	0%	2	25%			
18-59 YRS	4	67%	6	75%			
60 AND OLDER	2	33%	0	0%			
TOTAL AGE	6	100%	8	100%			
RACE							
WHITE/CAUCASIAN	2	33%	0	0%	80%	67%	16%
BLACK/AFRICAN AMERICAN	4	67%	8	100%	7%	15%	39%
ASIAN	0	0%	0	0%	8%	11%	28%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	0	0%	<1%	<1%	32%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%	0%	0%	0%
MULTI-RACIAL		0%	0	0%	3%	4%	26%
BALANCE/OTHER	0	0%	0	0%	1%	2%	28%
TOTAL RACE	6	100%	8	100%			
ETHNICITY							
HISPANIC OR LATINO		0%	0	0%	7%	9%	26%
NOT HISPANIC OR LATINO	6	100%	8	100%	93%	81%	74%
TOTAL ETHNICITY	6	100%	8	100%			
PERSONS WITH DISABILITIES	0	0%	0	0%			

*REPORTED MADISON RACE AND ETHNICITY PERCENTAGES ARE BASED ON 2009-2013 AMERICAN COMMUNITY SURVEY FIGURES.

AS SUCH, PERCENTAGES REPORTED ARE ESTIMATES. See Instructions for explanations of these categories.

**R/POV=Percent of racial group living below the poverty line.

7. Does the board composition and volunteer pool of your agency represent the racial and cultural diversity of the residents you serve? If not, what is your plan to address this?

Yes.

8. ORGANIZATION REVENUE DETAILED BY PROPOSED PROGRAM

REVENUE SOURCE	2020 PROPOSED	2020 PROPOSED PROGRAMS			OTHER PROGRAMS
		A	B	C	
DANE CO HUMAN SVCS	0	0	0	0	
DANE CO CDBG	0	0	0	0	
MADISON-CDD	140,000	50,000	50,000	40,000	
UNITED WAY ALLOC	10,000	0	0	0	10,000
UNITED WAY DESIG	0	0	0	0	
OTHER GOVT	10,000	0	0	0	10,000
FUNDRAISING DONATIONS	10,000	0	0	0	10,000
USER FEES	0	0	0	0	
OTHER	60,000	0	0	0	60,000
TOTAL REVENUE	230,000	50,000	50,000	40,000	90,000

9. List the funding sources included in "Other"; describe your organizations fundraising history, structure and results. Include any other relevant information about revenue and expenses.

Other funding in the amount of 60,000 is aquired through our early childhood development program. "Other Govt" Includes the 10,000 we receive during the summer months through a grant that we receive yearly. DSS has fundraised by hosting fundraising events as well as writing grants. We have received funding through foundations, organizations, corporate giving, grants as well as private donations. We have received continuous support from some of the same organizations every year and anticipate them to continue supporting our efforts in the Brentwood Neighborhood.

10. PERSONNEL DATA: Personnel Schedule

Indicate the number of 2020 Proposed Full-Time Equivalents (FTEs) in each staff position, across all agency programs.

Indicate the total salaries for all FTEs in that staff position. Do NOT include payroll taxes or benefits in this table.

Indicate base hourly wage for each position.

Staff Position/Category	2020		2020 PROPOSED FTEs BY PROGRAM				
	Proposed FTE	Proposed Salary	Hourly Wage	Elem FTE	Middle FTE	High FTE	Other FTE
Director	1.40	\$60,000	\$0.00	0.50	0.50	0.00	0.40
Program Director/Lead Teacher	1.00	\$0	\$17.00	0.25	0.25	0.25	0.25
Assistant Teacher	0.75	\$0	\$13.50	0.25	0.25	0.00	0.25
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
TOTAL FTEs	3.15			1.00	1.00	0.25	0.90

11. AGENCY GOVERNING BODY

How many Board meetings were held in 2018?

How many Board meetings has your governing body or Board of Directors scheduled for 2019?

How many Board seats are indicated in your agency by-laws?

List your current Board of Directors or your agency's governing body.

Name	Lord Michael Hunt			
Home Address	lordsaka19@yahoo.com			
Occupation	Director of Non-profit & Public Speaker			
Representing	Vice President			
Term of Office	10 year term	From:	01/2019	To: 01/2030
Name	Larry Tabron			
Home Address	ltabron83@gmail.com			
Occupation	Executive Director of Non-Profit PAUSA			
Representing	Board Member			
Term of Office	10 year term	From:	01/2019	To: 01/2030
Name	Jerome Dillare			
Home Address	jeromevbb@gmail.com			
Occupation	Expo State Wide Organizer			
Representing	Board Member Advisor			
Term of Office	10 year term	From:	01/2019	To: 01/2030
Name	Boris Frank			
Home Address	borisfrank@tds.net			
Occupation	Non-profit Consultant			
Representing	Board Advisor			
Term of Office	Ten year Term	From:	01/2019	To: 01/2030
Name	Joseph Falk			
Home Address	Joseph.falk@tax.hrblock.com			
Occupation	Senior Tax Advisor			
Representing	Board Treasurer			
Term of Office	Ten year Term	From:	01/2019	To: 01/2030
Name	Jane Antonovich			
Home Address	jane.antonovich@gmail.com			
Occupation	Consultant & Elementary School Teacher			
Representing	Board Member			
Term of Office	Ten year Term	From:	01/2019	To: 01/2030
Name	Brittani Anderson			
Home Address	Brittani.anderson@gmail.com			
Occupation	Child Care Professional			
Representing	President			
Term of Office	Ten year Term	From:	01/2019	To: 01/2030
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy