



# Current City Funded Neighborhood Centers: Center Support Application for 2020

Submit Application to: [cddapplications@cityofmadison.com](mailto:cddapplications@cityofmadison.com)

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

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

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

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

|                      |  |            |                   |
|----------------------|--|------------|-------------------|
| Neighborhood Center: | Boys & Girls Clubs of Dane County Allied Family Center |            |                   |
| Contact Person:      | Tiffany Loomis   | Email:     | tloomis@bgcdc.org |
| Address:             | 4619 Jenewein Road, Fitchburg<br>WI 53711              | Telephone: | 608-661-4750      |

***Below are a series of questions about characteristics of the neighborhood center and how the agency meets or plans to meet a range of benchmarks. The answers to these questions will determine if the neighborhood center should receive be assigned to Tier 1 or Tier 2 for purposes of determining Center Support funding.***

## **Section 1: Geography and Populations Served**

To answer questions in section 1, please use the [Neighborhood Center Data Toolkit](#). This toolkit is intended to help neighborhood centers view data on geographic areas surrounding their center. One data source in the toolkit specifically provides data on the ½ mile and ¾ mile around each City funded neighborhood center. CDD recognizes, however, that neighborhood centers often serve areas beyond the ½ mile or ¾ mile surrounding their center. As such, other data sources are provided with data both at the school-level and for neighborhoods beyond those immediately adjacent to each neighborhood center. Neighborhood centers are encouraged to amend and supplement the data provided to accurately reflect additional neighborhoods served or natural boundaries that exist which impact services areas.

### **Using the Data Toolkit (LINK)**

#### **1. Geography and Demographics**

- a. Refer to the [Neighborhood Center Data Toolkit](#) and any other relevant data you wish to use. Review the ½ to ¾ mile area surrounding your neighborhood. Please share any information about how the geography or other features of the neighborhoods impact the ½ mile or ¾ geography around the

neighborhood center. For example, note if there is a natural barrier (highway, lake, etc.) in your ¾ mile radius that makes access for nearby residents difficult (i.e. children don't cross the highway).

There are no natural barriers like highways or bridges that impact the geography in the surrounding 1/2 to 3/4 mile radius of the Allied Neighborhood Center. However, Verona Road has been under construction since 2013 and Stage 2 is scheduled through 2019 which will continue to hinder mobility for community residents.

- b. Using at least 2 sources of data from the data toolkit, describe the population in the neighborhoods immediately surrounding your neighborhood center. Be sure to include data that describes the demographics and income level of children and families in the area. If you noted an area near to your neighborhood center that you do not serve due to natural barriers, you can exclude that in this description.

The 1/2 mile radius surrounding our Allied Neighborhood Center serves a community of 16.1% Female Headed Households with children between the ages of 0-17, 21.5% African American, and 37.1% Latino/Hispanic population based on 2010 Census Data reflected in the Citywide Data Toolkit for Madison. Examining historical trends shows that those demographic percentages for the area have increased, especially for our Latino/Hispanic families. Our Neighborhood Center serves an area with significantly different racial demographics than those of the overall city of Madison (7% African American and 6% Latino/Hispanic). It should be noted that "poverty" is consolidated within the 1/2 and 3/4 mile radius of the Neighborhood Center. For example, 20-30% of the parents in the neighborhood do not have a high school diploma, which limits their high to moderate income earning potential. Additionally, 90-99% of students surrounding the Neighborhood Center are considered economically disadvantaged by the MMSD. Research suggests that isolated and consolidated poverty combined with higher racial demographics contribute to generational poverty as a result of systemic barriers. There is a grocery store within the ½ to ¾ mile radius of the Allied Neighborhood Center. The nearest grocery store is located 0.3 miles away (5 minutes walking distance). Lunas grocery store opened in December of 2018 and was first grocery store to open in the area since 2009. Prior to their intentional move into the area, the neighborhood was considered a food desert. Lunas is located 0.3 miles from our Allied Neighborhood Center making it accessible for our community members. Aldis is a larger full service grocery located 2.1 miles away from the Allied Neighborhood Center but it difficult to access with no motorized transportation options due to the continued construction of Verona Road and the general unfriendliness of the non-motorized transportation network around this shopping center.

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

Our Allied Neighborhood Center serves students that attend a number of local elementary/middle/high Schools in two school districts (e.g., Spring Harbor, Chavez, High Point, Jefferson, John Muir, Leopold Cherokee, Glenn Stephens, Crestview, Orchard Ridge, Faulk, Huegel, Toki, Thoreau in Madison and within the Verona School District: Badger, Core Knowledge, Country View, Stoner Prairie, Sugar Creek, Glacier Edge, and Savannah Oaks). These schools, students, and families depend on the Allied Neighborhood Center to provide quality programming during summer and afterschool hours with the help of Madison City Neighborhood Center funding.

All of our elementary/middle school youth served at the Neighborhood Center are bussed from 1.7 to 6.5 miles away. We provide transportation to and from the Neighborhood Center during the week to ensure access in a safe manner for our members. We've extended our hours as late 9:00pm for our teens and community members during the summer session to ensure they have access to a safe/ supervised setting

and enriching programming. Our neighborhood center is easily accessible via bus routes and the surrounding sidewalk network.

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

The best way to share the mission and impact of our services on the neighborhood is to hear directly from our members.

Zion has been a member of the BGCDC at our Allied Center since the age of 7. He was very engaged as a younger member and set a good example for his peers. At 16, Zion's attendance was much more sporadic. When asked about this by family and club staff, he said it was because he needed a job. Zion was encouraged to begin attending the club again regularly so he could participate in the Junior Staff program. Our partnership with Google resulted in a pilot of the Google Applied Digital Skills curriculum - which Zion was able to use to create his first ever resume. Through the process, Zion was able to recognize and pinpoint his skill set and use it to apply to his Junior Staff job placement. Zion now works at the club 5 days a week assisting with customer service at our Membership Desk and in our Sports and Recreation programming implementation. He is a role model for our younger members and embodies commitment and dedication to service and the community.

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

As seen across the nation and analyzed by census tracking data, the Hispanic/Latino population is expected to continue to increase through 2050. Our Allied Neighborhood Center expects to hire more Spanish speaking staff in 2020, host more Latino cultural activities, and partner with more Latino/Hispanic organizations to accommodate our community members' needs. We also drafted our Language Access Plan to provide free access to services for adults and their children with limited English language proficiency.

## **2. Meeting the Needs and Interests of Residents**

- a. Describe how your neighborhood center currently meets the needs and interests of the populations you described in the area immediately surrounding the neighborhood center.

Our neighborhood center hosts an annual community dog day event in partnership with Dane County Humane Society (a free vaccination clinic). (Both of our clubs host this event.) Through this partnership we are able to provide free vaccinations for over 100 dogs that belong to our families. Additionally, community members have access to computers, wifi, meeting space and community celebrations (birthdays, graduations, Repass, and weddings), which can significantly impact the economic bottom line for our neighbors in a positive way. We also provide free access to our Fitness room of which community members regularly take advantage. Other popular annual community events include our Back-to-School Drive, Allied/Dunns Marsh annual block party, Thanksgiving, and adult athletic leagues.

- b. Does the population who participates in activities, services, and programs match the diversity reflected in your neighborhoods? Draw from your prior sampling reports and program participation information.

As mentioned, the Allied Neighborhood Center provides accessible, quality programming to school-age children, youth, families, and community members, most of which are economically disadvantaged. We provide meals during the summer and snacks during the academic school year for school-age children and youth in partnership with Second Harvest and MMSD. Additionally, we provide transportation home to many children home during the academic school year and during summer programming.

The actual demographics of our neighborhood center participants are 61% African American, 6% Caucasian, and 15% Latino. Many of our Center participants (14%) identify as Multicultural. As mentioned, many of our Neighborhood Center and Club members come from schools in the Madison Metropolitan and Verona Area School Districts. We see an increase in Latino population participation during the summer months for our children and youth.

- c. Describe any significant changes you anticipate in 2020 to the way the neighborhood center meets the needs and interests of the population (for example: hiring bi-lingual staff, adding new programming, etc).

As seen across the nation and analyzed by census tracking data the Hispanic/Latino population is expected to continue to increase through 2050. Our Allied Neighborhood Center expects to hire more Spanish speaking staff in 2020, host more Latino cultural activities, and partner with more Latino/Hispanic organizations to accommodate our community members' needs.

### **Section 2: Physical Description of the Neighborhood Center**

Please put an "X" in the boxes below to indicate if your neighborhood center has the following spaces.

| Description   | Current | Specific Expansion Noted in Strategic Plan                                 |
|---|---------|--|
| Meeting Rooms/Classrooms for Public or Facility Users | X       |  |
| Gymnasium   | X       |  |
| Large Activity Room                                   | X       |  |
| Reception Area  | X       |  |
| Executive Director Office                             |         | ED housed in admin building; Building Director has office space in the NC. |
| Staff Office Space                                    | X       |  |
| Commercial Kitchen                                    | X       |  |
| Non-Commercial Kitchen                                |         |  |
| Food Pantry   | X       |  |
| Outdoor Green Space                                   | X       |  |
| Outdoor Play Area - without Equipment                 | X       |  |
| Outdoor Play Area - with Equipment                    | X       |  |
| Exercise Room   | X       |  |
| Computer Lab  | X       |  |
| Recording Studio                                      |         |  |
| Performance Space                                     | X       |  |
| Other: Dental Clinic, Credit Union Space              | X       |  |

### **Directions for Sections 3-8:**

The following sections are used to assess if the neighborhood center is a Tier 1 or Tier 2 facility. At the start of each section you will see a colored chart which reviews the benchmarks associated with the section. Please answer the questions in each section, which guide you through each benchmark. Then fill out the chart to indicate if your agency meets Tier 1 or Tier 2 expectations. **Mark only one box when indicating if you believe the neighborhood center meets Tier 1 or Tier 2 expectations.**

- Select “Tier 2” only if the neighborhood center currently meets **all** Tier 2 criteria for that benchmark.
- Select “Tier 1” only if the neighborhood center meets **all** Tier 1 criteria for that benchmark and not all Tier 2 criteria.
- Select “Neither Met” only if the neighborhood center does not currently meet all Tier 1 criteria for that benchmark.

Please note that at the end of the application there is space to share how the neighborhood center is working towards meeting Tier 1 or Tier 2 benchmarks, if appropriate.

**Section 3: Ensure Surrounding Neighborhoods and Stakeholders have Access to the Facility**

| Requirement:  | Benchmark:                 | Tier 1 Expectation:   | Tier 2 Expectation:                                    | Tier 1 or Tier 2 Expectations Met?<br><i>Check only one box.</i>   |
|---|----------------------------|---|--|--|
| Ensure Surrounding Neighborhoods and Stakeholders have Access to the Facility | Square footage             | 5,000-9,999 square feet   | 10,000+ square feet                                    | <input checked="" type="checkbox"/> Tier 2 Expectation Met<br><input type="checkbox"/> Tier 1 Expectation Met<br><input type="checkbox"/> Not yet meeting Tier 1 Expectation |
| Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility  | Facility use hours         | 250-2,140 facility use hours per year   | 2,141+ facility use hours per year                     | <input checked="" type="checkbox"/> Tier 2 Expectation Met<br><input type="checkbox"/> Tier 1 Expectation Met<br><input type="checkbox"/> Not yet meeting Tier 1 Expectation |
| Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility  | Facility use participants  | 200-2,150 unduplicated facility use participants per year   | 2,151+ unduplicated facility use participants per year | <input checked="" type="checkbox"/> Tier 2 Expectation Met<br><input type="checkbox"/> Tier 1 Expectation Met<br><input type="checkbox"/> Not yet meeting Tier 1 Expectation |
| Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility  | Facility policies and plan | <ul style="list-style-type: none"> <li>• Have a facility use policy that provides low/no cost options for residents.</li> <li>• Have a maintenance and facility update plan.</li> <li>• Have a language access plan for facility and programs.</li> </ul> |  | <input type="checkbox"/> Expectations Met<br><input checked="" type="checkbox"/> Not yet meeting Tier 1 Expectation  |

|  |   |  |  |  |
|--|---|--|--|--|
| Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility | Facility available for community use on weekends and evenings | <ul style="list-style-type: none"> <li>Center is available for facility use at least 5 or more Saturdays or Sundays per year.</li> <li>Center is available for facility use until 7pm at least 2 days per week.</li> </ul> | <ul style="list-style-type: none"> <li>Center is available for facility use at least 12 Saturdays or Sundays per year.</li> <li>Center is available for facility use until 8 pm at least 3 days per week.</li> </ul> | <input checked="" type="checkbox"/> Tier 2 Expectation Met<br><br><input type="checkbox"/> Tier 1 Expectation Met<br><br><input type="checkbox"/> Not yet meeting Tier 1 Expectation |
|--|---|--|--|--|

## 1. Square Footage

a. List the current square footage of the neighborhood center:

21,200

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

None

| List Rooms available for Facility Use | Square footage of Room | Room Features (tables, chairs, A/V)             | Occupancy Capacity of space |
|---------------------------------------|------------------------|---|-----------------------------|
| Tech Lab (2)                          | 1200                   | tables, chairs, computers, projector and screen | 45                          |
| Community and Teen Lounge             | 800                    | TV, soft furniture, gaming systems              | 25                          |
| Kitchen                               | 525                    |   |                             |
| Gymnasium                             | 6775                   | basketball hoops, gym floor                     | 900                         |
| Games room                            | 1612                   | games, tables, chairs                           | 100                         |
| Arts room                             | 642                    | art equipment, tables, chairs                   | 20                          |
| Studio room                           | 615                    | projector, tables, chairs                       | 20                          |
| Healthy Habits Room                   | 375                    | instruments, audio equipment                    | 15                          |
| Fitness Center                        | 400                    | free weights, cardio and exercise equipment     | 15                          |
| Mindfulness room                      | 378                    | yoga mats and cushions                          | 12                          |

## 2. Facility Use Hours

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

2032 hours were reported but neighbors and stakeholders used 2875 hours of access.

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

None

### 3. Facility Use Participants

- a. In 2018 how many unduplicated facility use participants did the neighborhood center report to CDD?  
4395

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

Yes, we accommodate many types of community requests such as space for meetings, parent teacher conferences, school registration, birthday parties, graduations, baby showers and more.

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

As seen across the nation and analyzed by census tracking data, the Hispanic/Latino population is expected to continue to increase through 2050. Our Allied Neighborhood Center expects to hire more Spanish speaking staff in 2020, host more Latino cultural activities, and partner with more Latino/Hispanic organizations to accommodate our community members' needs. We also drafted our Language Access Plan to provide free access to services for adults and their children with limited English language proficiency.

### 4. Facility Policies and Plans

- a. Do you have a maintenance and facility update plan?  
 Yes  No

*\*Attach your maintenance and facility update plan.*

- b. Do you have a facility use policy that provides consistent low/no cost options for residents?  
 Yes  No

- c. Is it posted on your website?  
 Yes  No

*\*Attach your facility use policy.*

- d. Do you have a language access plan and resources for the facility?  
 Yes  No

*\*Attach your language access plan and resources.*

- e. Describe any anticipated changes to your facility policies and plans in 2020.

Our Safety and Facilities Committee is currently drafting a Maintenance and Facility Plan. Expected completion is EOY 2019.

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

- a. How many Saturdays and Sundays is the center available per year for facility use?  
 0-4 days per year  5-11 days per year  12 or more days per year

- b. Is the center available for facility use until 7pm at least 2 days per week (excluding holidays and bi-yearly maintenance and cleaning weeks)?  
 Yes  No
- c. Is the center available for facility use until 8pm at least 3 days per week (excluding holidays and bi-yearly maintenance and cleaning weeks)?  
 Yes  No
- d. What is the schedule for evening and weekend availability (example: every M/W/F until 8pm and the first Saturday each month)? If the schedule is not yet set, how is it determined?  
 We offer community hours from 9am-8:30pm Monday thru Friday and weekend availability based on appointments. Summer hours are from 7:30am-9:00pm Monday thru Friday and weekend availability based on appointments.
- e. How is the neighborhood center staffed during open hours on evenings and weekends?  
 The center is staffed with BG CDC employees who cover the front desk as well as any supervisory staffing needs, as determined by the number of participants in the facility.
- f. How does the community find out about available spaces and reserve rooms at the neighborhood center?  
 Our Club Director fields requests for reservations of spaces via email, phone or in person. Community members are able to access information via events, our website, word of mouth and our Facebook.
- g. When are your scheduled closings (holidays, maintenance, cleaning, etc.)?  
 The Center is closed for standard holidays. The Center also closes for inclement weather at the discretion of management.
- h. Describe any anticipated changes to your facility policies and plans in 2020.  
 None are anticipated.

**Section 4: Engage and Connect with the Community**

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



## 1. Resident Involved Planning or Governing

- a. How does the neighborhood center involve residents in planning or governing? Provide specific examples of how the input gathered from residents is reflected in planning, programming, activities, and/or services at the center. Describe the level of participation in these events and how you track number of participants.

BG CDC is in the process of establishing a Family Advisory Council. Currently, council members have been identified, the principals have been formed (5 Key Factors for Strengthening Families) and a mission statement developed. The council is facilitated by the BG CDC Community Resource Specialist who serves as the staff liaison to the Council. Just this year, the BG CDC started offering pre-camp care in the summer, based on feedback from families who needed care to start earlier in the day. Similarly, our Allied Club now offers before school care to accommodate families affected by the weekly late-start Mondays in the Verona Area School District. This decision was also made with input from our member families - in direct response to an expressed need. Our public CEO search was conducted at the facility and the public was invited. Additionally, we partnered with the Fitchburg Community Center for Bingo and Chicago Step Class and hosted VASD school registration on site.

- b. How many events of this type did the Center have?

0-3 events  4 or more events

- c. Describe any anticipated changes to resident involved planning or governing in 2020.

Our Family Advisory Council will continue to meet regularly.

## 2. Community Outreach

- a. How many community-building events did the center have in 2018?

0-1 events  2-3 events  4 or more events

- b. Describe the events.

We host a free, fun Thanksgiving meal and party, Family Fun Nights bi-monthly, Dane County Humane Society Event annual event for free pet care, community adult basketball every Saturday, youth basketball teams practices, community meeting for MOST Racial Justice Community of Practice Meeting, and provide space for Dance Classes, and Fitness Facility Community usage.

### Section 5: Offer Programs and Services to a Variety of Age Groups

| Requirement:   | Benchmark:                        | Tier 1 Expectation:  | Tier 2 Expectation:  | Tier 1 or Tier 2 Expectations Met? Check only one box.   |
|--|-----------------------------------|--|--|--|
| Offer Programs and Services to a Variety of Age Groups | Programming and Resources Offered | <ul style="list-style-type: none"> <li>Programming for at least two of the following age groups offered: Elementary, Middle, and High School aged programming.</li> <li>12 or more planned activities at the Center for adults per year.</li> <li>Have a plan to connect residents with</li> </ul> | <ul style="list-style-type: none"> <li>Elementary, Middle, and High School aged programming required. 24 or more planned activities at the Center for adults per year.</li> <li>Have a plan to connect residents with needed resources and services.</li> <li>Have a food pantry in Center or close</li> </ul> | <input checked="" type="checkbox"/> Tier 2 Expectation Met<br><input type="checkbox"/> Tier 1 Expectation Met<br><input type="checkbox"/> Not yet meeting Tier 1 Expectation |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  | needed resources and services.<br>• Have a food pantry in Center or relationship with food pantry in area. | relationship with food pantry in area.<br>• One or more of the following: Adult Employment, Early Childhood, and Older Adult programming. |  |
|--|--|--|---|--|

## 1. Programming and Resources Offered

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

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

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

- 0-11    12-23    24 or more

Please describe the types of activities.

Youth court, Dental Clinics, Adult Sports Leagues, Fitness training, youth sports teams, technology classes, cooking classes, Spiritual programming, VASD and MMSD school meetings and Family Fun nights

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

We collaborate with Joining Family Forces to address these needs as well as engage our Community Resource Specialist as necessary. We also direct people to 211- the Emergency Social Services Hotline.

d. Do you have a food pantry in-house?

- Yes    No

f. If you do have a food pantry, please describe the types of food typically available (i.e. fresh produce, non-perishable items, toiletries), the hours it is available, the number of residents who use the pantry, and if it is staffed.

Fresh produce, non-perishable, dairy, meat, and toiletries are all regularly available. The pantry is open on Wednesdays from 10am-12pm and 6:00 to 7:30 pm. An average of 125 families visit per month and it is staffed by volunteers.

g. If you do not have a food pantry in-house, do you have a strong relationship with a food pantry in area? Describe your relationship and identify your contact at the food pantry.

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

none

**Section 6: Build Organizations and Administrative Capacity**

| Requirement:                                     | Benchmark:          | Tier 1 Expectation:   | Tier 2 Expectation: | Tier 1 or Tier 2 Expectations Met? <i>Check only one box.</i>  |
|--|---------------------|---|---------------------|--|
| Build Organizational and Administrative Capacity | Total Agency Budget | \$200,000-\$520,699   | \$520,700+          | <input checked="" type="checkbox"/> Tier 2 Expectation Met<br><input type="checkbox"/> Tier 1 Expectation Met<br><input type="checkbox"/> Not yet meeting Tier 1 Expectation |
| Build Organizational and Administrative Capacity | Total Agency FTE    | 3-7.9 FTE   | 8.0+ FTE            | <input checked="" type="checkbox"/> Tier 2 Expectation Met<br><input type="checkbox"/> Tier 1 Expectation Met<br><input type="checkbox"/> Not yet meeting Tier 1 Expectation |
| Build Organizational and Administrative Capacity | Policy and Planning | <ul style="list-style-type: none"> <li>● Have a current strategic plan.</li> <li>● Submit annual reports on board and staff demographics.</li> <li>● Have an existing personnel policy that addresses key elements required in contract.</li> </ul> |                     | <input checked="" type="checkbox"/> Tier 2 Expectation Met<br><input type="checkbox"/> Tier 1 Expectation Met<br><input type="checkbox"/> Not yet meeting Tier 1 Expectation |

**1. Total Agency Budget**

a. Indicate the total agency budget for 2019 for the neighborhood center.

- Below \$200,000    \$200,000-\$520,699    \$520,700 or more

b. If you anticipate significant changes to the total agency budget in 2020, please describe.

We are opening a new club facility in Sun Prairie in January 2020 and this is expected to have a significant impact on our budget.

**2. Total Agency FTE**

a. Indicate the total agency FTE for the neighborhood center.

- Below 3.0 FTE    3.0-7.9 FTE    8 or more FTE

b. Indicate staff positions that will be supported with Center Support Funds

| <b>Position Title</b><br><i>Enter one position title per line</i> | <b>Qualifications or Required Training</b>  |
|---|---|
| CEO   | Masters degree; non profit management; fundraising experience including major gifts; development, grants, annual campaign; budget development/management experience |
| EVP/COO   | Masters degree, non profit management; administrative and programmatic experience   |
| CDO   | Bachelors or higher; grantwriting, fundraising experience; strong understanding of educational and youth development concerns                                       |
| HR Director   | College degree, HR management experience and best practices, payroll processing/management experience   |
| Club Director   | College degree in related field, nonprofit experience, management experience, facilities management experience  |
| VP of Operations  | Bachelor's degree; nonprofit management; programming experience, facilities experience  |

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

Volunteers must submit to a background check. Once successfully completed, volunteers with an interest in areas of programming and trained via volunteer orientation prior to participating in the club. They are supervised by club staff.

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

We are opening a new club facility in Sun Prairie in January 2020 and this is expected to have a significant impact on agency FTE.

### 3. Organizational Policies and Plans

- a. Does the neighborhood center have a current strategic plan?

Yes  No

- b. Is it posted on your website? Please attach if it is not posted.

Yes  No

- c. When was it last updated?

2015. We are currently undergoing a Strategic Planning Process with senior staff and our BOD with an anticipated completion date of January 2020.

- d. Do you agree to submit annual reports on board and staff demographics?

Yes  No

- e. Does the neighborhood center have existing agency and personnel policies that address key elements required in the contract? Check all currently in use by the center.

Vulnerable Populations

- Ban the Box
- Weapons Prohibitions
- Use of City logo on website and communications about the neighborhood center
- ADA accessibility
- At least one meeting per year is open and accessible to the public

**Section 7: Collect and Use Data**

| Requirement:         | Benchmark:                                 | Tier 1 and Tier 2 Expectation:   | Tier 1 or Tier 2 Expectations Met?<br><i>Check only one box.</i>  |
|----------------------|--|--|---|
| Collect and Use Data | Sampling and Data Informed Decision-Making | <ul style="list-style-type: none"> <li>● Participate in sampling.</li> <li>● Use data in decision-making (data toolkit and other resources).</li> <li>● Collect data to track program outcomes.</li> </ul> | <input checked="" type="checkbox"/> Expectations Met<br><br><input type="checkbox"/> Not yet meeting Expectations |

**1. Sampling and Data Informed Decision-Making**

- a. Describe how you anticipate using data in decision-making and what data you will likely use.

We use facility use data as well as data from the City of Madison Data toolkit to determine programming and staffing needs.

- b. How do you track facility use data?

We host our annual Community Planning Session in September. Data is analyzed from our annual Community Customer Usage Survey and review our City of Madison sampling report annually as well. Staff attend Neighborhood Center Director meetings on a regular basis for purposes of collaboration and decision-making

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

none

**Section 8: Benchmark summary**

Review sections three through seven and count the number of Tier 1 and Tier 2 benchmarks the neighborhood center met based on the boxes you checked in each table. To receive Tier 1 funding you must meet 12/12 Tier 1 benchmarks or propose a plan to meet all 12 over the next 2 years. To receive Tier 2 funding you must either meet 12/12 Tier 2 benchmarks or meet 10 or more Tier 2 benchmarks and propose a plan to meet all 12 over the next 2 years.

**Total number of Tier 1 Benchmarks Currently Meeting: 11/12**

**Total number of Tier 1 Benchmarks not currently meeting: 1/12**

1. If your agency is not currently meeting Tier 1 benchmarks, please list the benchmarks not yet met and describe how you plan to meet them in the next 2 years.

We are currently creating a Maintenance and Facilities plan. This plan is being created under the direction of our Safety and Facilities Committee which meets monthly. Expected date of completion is January 2020.

**Total number of Tier 2 Benchmarks Currently Meeting: 11/12**

- If your agency currently meets 10 or 11 Tier 2 benchmarks, and you aspire to be a Tier 2 Center, describe how you plan to meet the additional 1 to 2 benchmarks in the next 2 years.

We are currently creating a Maintenance and Facilities plan. This plan is being created under the direction of our Safety and Facilities Committee which meets monthly. Expected date of completion is January 2020.

**Section 9: Funding Projection**

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

| <b>Program Type</b>        | <b>2019 Allocation</b> | <b>Amount Shifted</b> | <b>2020 Proposal</b> |
|----------------------------|------------------------|-----------------------|----------------------|
| Center Support             | \$121,418              | (\$21,418)            | \$100,000            |
| Elementary Programs        |                        |                       |                      |
| Middle School Programs     | \$10,455               | \$23,076              | \$33,531             |
| High School Programs       | \$11,328               | (\$1658)              | \$9,670              |
| Other City-funded Programs |                        |                       |                      |
| <b>Total</b>               | <b>\$143,201</b>       | <b>\$0</b>            | <b>\$143,201</b>     |

- Describe uses of funds shifted to City funded programs. This includes dollars shifted from Center support and dollars shifted among Elementary, Middle, and High School age programming.

These funds will be used to offer BGCA programming not currently implemented such as Street Smarts, Date Smarts, as well as allow us to expand programming to a greater number of teens. Diversification of programs will also be pursued to take full advantage of our facilities.

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

none

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

| Program Type                     | Start Time | End Time |
|----------------------------------|------------|----------|
| <b>MONDAY</b>                    |            |          |
| <b>Elementary</b>                |            |          |
| Multi Focused Afterschool        |            |          |
| Multi Focused Summer             |            |          |
| Topical/Skill/Population Focused |            |          |
| <b>Middle School</b>             |            |          |
| Multi Focused Afterschool        | 2pm        | 8:30pm   |
| Multi Focused Summer             | 3pm        | 9pm      |
| Summer Evening                   | 3pm        | 9pm      |
| Weekends Day                     |            |          |
| Weekend Eve.                     |            |          |
| Topical/Skill/Population Focused |            |          |
| <b>High School</b>               |            |          |
| Multi Focused Afterschool        | 2pm        | 8:30pm   |
| Multi Focused Summer             | 3pm        | 9pm      |
| Summer Evening                   | 3pm        | 9pm      |
| Weekends Day                     |            |          |
| Weekend Eve.                     |            |          |
| Topical/Skill/Population Focused |            |          |

| Program Type                     | Start Time | End Time |
|----------------------------------|------------|----------|
| <b>TUESDAY</b>                   |            |          |
| <b>Elementary</b>                |            |          |
| Multi Focused Afterschool        |            |          |
| Multi Focused Summer             |            |          |
| Topical/Skill/Population Focused |            |          |
| <b>Middle School</b>             |            |          |
| Multi Focused Afterschool        | 3pm        | 8:30pm   |
| Multi Focused Summer             | 3pm        | 9pm      |
| Summer Evening                   | 3pm        | 9pm      |
| Weekends Day                     |            |          |
| Weekend Eve.                     |            |          |
| Topical/Skill/Population Focused |            |          |
| <b>High School</b>               |            |          |
| Multi Focused Afterschool        | 3pm        | 8:30pm   |
| Multi Focused Summer             | 3pm        | 9pm      |
| Summer Evening                   | 3pm        | 9pm      |
| Weekends Day                     |            |          |
| Weekend Eve.                     |            |          |
| Topical/Skill/Population Focused |            |          |

| Program Type                     | Start Time      | End Time |
|----------------------------------|-----------------|----------|
| <b>WEDNESDAY</b>                 |                 |          |
| <b>Elementary</b>                |                 |          |
| Multi Focused Afterschool        |                 |          |
| Multi Focused Summer             |                 |          |
| Topical/Skill/Population Focused |                 |          |
| <b>Middle School</b>             |                 |          |
| Multi Focused Afterschool        | same as Tuesday |          |
| Multi Focused Summer             |                 |          |
| Summer Evening                   |                 |          |
| Weekends Day                     |                 |          |
| Weekend Eve.                     |                 |          |
| Topical/Skill/Population Focused |                 |          |
| <b>High School</b>               |                 |          |
| Multi Focused Afterschool        | same as Tuesday |          |
| Multi Focused Summer             |                 |          |
| Summer Evening                   |                 |          |
| Weekends Day                     |                 |          |
| Weekend Eve.                     |                 |          |
| Topical/Skill/Population Focused |                 |          |

| Program Type                     | Start Time      | End Time |
|----------------------------------|-----------------|----------|
| <b>THURSDAY</b>                  |                 |          |
| <b>Elementary</b>                |                 |          |
| Multi Focused Afterschool        |                 |          |
| Multi Focused Summer             |                 |          |
| Topical/Skill/Population Focused |                 |          |
| <b>Middle School</b>             |                 |          |
| Multi Focused Afterschool        | same as Tuesday |          |
| Multi Focused Summer             |                 |          |
| Summer Evening                   |                 |          |
| Weekends Day                     |                 |          |
| Weekend Eve.                     |                 |          |
| Topical/Skill/Population Focused |                 |          |
| <b>High School</b>               |                 |          |
| Multi Focused Afterschool        | same as Tuesday |          |
| Multi Focused Summer             |                 |          |
| Summer Evening                   |                 |          |
| Weekends Day                     |                 |          |
| Weekend Eve.                     |                 |          |
| Topical/Skill/Population Focused |                 |          |



| Program Type                     | Start Time      | End Time |
|----------------------------------|-----------------|----------|
| <b>FRIDAY</b>                    |                 |          |
| <b>Elementary</b>                |                 |          |
| Multi Focused Afterschool        |                 |          |
| Multi Focused Summer             |                 |          |
| Topical/Skill/Population Focused |                 |          |
| <b>Middle School</b>             |                 |          |
| Multi Focused Afterschool        | Same as Tuesday |          |
| Multi Focused Summer             |                 |          |
| Summer Evening                   |                 |          |
| Weekends Day                     |                 |          |
| Weekend Eve.                     |                 |          |
| Topical/Skill/Population Focused |                 |          |
| <b>High School</b>               |                 |          |
| Multi Focused Afterschool        | same as Tuesday |          |
| Multi Focused Summer             |                 |          |
| Summer Evening                   |                 |          |
| Weekends Day                     |                 |          |
| Weekend Eve.                     |                 |          |
| Topical/Skill/Population Focused |                 |          |

| Program Type                     | Start Time | End Time |
|----------------------------------|------------|----------|
| <b>SATURDAY</b>                  |            |          |
| <b>Elementary</b>                |            |          |
| Multi Focused Afterschool        |            |          |
| Multi Focused Summer             |            |          |
| Topical/Skill/Population Focused |            |          |
| <b>Middle School</b>             |            |          |
| Multi Focused Afterschool        | 9am        | 12pm     |
| Multi Focused Summer             |            |          |
| Summer Evening                   |            |          |
| Weekends Day                     |            |          |
| Weekend Eve.                     |            |          |
| Topical/Skill/Population Focused |            |          |
| <b>High School</b>               |            |          |
| Multi Focused Afterschool        |            |          |
| Multi Focused Summer             |            |          |
| Summer Evening                   |            |          |
| Weekends Day                     |            |          |
| Weekend Eve.                     |            |          |
| Topical/Skill/Population Focused |            |          |

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

**-SIGNATURE PAGE-**

City of Madison Contracts:

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

1. Affirmative Action:

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

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

2. Insurance

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

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

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

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

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

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

Signature:

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

Applicant Signature:

Enter Name: Michael Johnson, CEO

Date: July 26, 2019

By entering your initials in the box,

MJ

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





## School-Age Youth Services for 2020: Middle School Services at Current City-Funded Neighborhood Centers

Submit Application to: [cddapplications@cityofmadison.com](mailto:cddapplications@cityofmadison.com)

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

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

This application should be used to apply for multi-focused afterschool and multi-focused summer programs (section 1), weekend and summer evenings programs (section 2), and topical/skill/population focused programs (section 3) for middle school-age youth implemented by current City-funded Neighborhood Centers. The intent of this application and subsequent contract is for all organizations to present a set of opportunities within the umbrella of one contracted program for each age group, i.e. elementary, middle and high school. Only opportunities that involve both a completely different group of participants for that age group and staff who are not working in the comprehensive multi-focused afterschool and/or summer program, should be considered a stand-alone program with a separate narrative (#1-3) and placed in the Topical/Skill/Population (TSP) program structure, and schedule.

***Please complete the relevant sections of this application, and the section in the Center Support Application that captures the Center’s proposed programming schedule and staffing distribution across programs.***

|                       |   |                   |  |
|-----------------------|---|-------------------|--|
| Organization:         | Boys & Girls Clubs of Dane County<br>Allied Family Center   | Amount Requested: | \$ 33,531  |
| Programs applied for: | <input checked="" type="checkbox"/> Multi-focus School Year <input checked="" type="checkbox"/> Multi-focus Summer<br><input type="checkbox"/> Topical/ Skills/Population<br><input checked="" type="checkbox"/> Weekend and/or Summer Evenings |                   |  |
| Contact Person        | Tiffany Loomis  | Email:            | <a href="mailto:Tloomis@bgcdc.org">Tloomis@bgcdc.org</a> |
| Address:              | 4619 Jenewein Road, Fitchburg WI<br>53711   | Telephone:        | 608-661-4750   |

## **SECTION 1: MIDDLE SCHOOL MULTI-FOCUSED PROGRAMMING**

### **1. PROGRAM DESCRIPTION**

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

BGGDC provides programs, activities and support to primarily low-income middle and high school youth by focusing on three major outcomes: academic success, good character and citizenship and healthy lifestyles. The Boys and Girls Club Teen Program provides programming for kids aged 12-18. The program is designed around the group leader model which is rooted in best practice models provided by the National Boys and Girls Club of America Association. Teen specific programs utilized to achieve programmatic goals include: Career Launch, Money Matters, Junior Staff, Smart Girls, Passport to Manhood, and various community partnerships. The teen program is a drop-in program, although all participants must be registered members of the BGDC. All of our teen programming participants have full access to amenities and programming at both sites.

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

The Allied neighborhood population within  $\frac{3}{4}$  of a mile of our club is comprised of 7,403 residents. 17% are African-American, 5% Asian, 27% Hispanic or Latino and up to 80% of MMSD students in the area are considered economically disadvantaged. 30% of the neighborhood are youth ages 0-17. Currently, our Middle School population at Allied is comprised of 66% African-American, 2% Caucasian, 16% Latino, and 20% multi-cultural.

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

The BGDC Marketing & Resource Development team works with BGDC staff to market programs & services through local schools, churches, local businesses, PSA announcements & newspapers. Our network of relationships with schools, police, juvenile justice agencies, social service agencies, & community organizations refer youth while direct recruitment & outreach are used to target youth ages 12-18. Outreach to middle and high school students includes advertising at schools, special events such as lock-ins and tournaments, providing transportation to members as needed, and collaboration with other organizations.

Additional recruitment strategies include canvassing local communities and visiting with families in need to illustrate to students and parents what we can provide.

Our intake procedure begins with the completion of the membership form and code of conduct form and submittal of a fee of \$10 annually for a school year membership. For our summer camp programming we charge \$10 per week. We also provide scholarships and accommodate any families that cannot afford the fee. Before any student can attend

the club, the application must be processed and entered into our Kid Trax system. This process usually takes one business day.

- 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.

The BG CDC runs other youth programs concurrently with this program, but at our Allied location, teens have their own separate wing until 6:00pm when programming for our younger members concludes for the day. After 6pm, our teen members have full facility access. Teens enter the facility, sign in, and are assigned to a designated group, led by a Teen Specialist. These groups are typically assembled by age and grade, although given the drop-in nature of the program, some groups may include youth of different ages. Staff typically are assigned to designated programs. However, there is some flexibility in order to maintain the required adult to child ratios of approximately a 1/12 staff/participant ratio. All youth have the opportunity to receive some form of academic or homework support daily as a part of this program. Each group travels to multiple stations throughout the programming time. These stations include both standard options like the teen lounge, computer lab and fitness center after school. The evening programming also includes gymnasium, art room and kitchen. We also provide opportunities for pull out programming based on interests such as activities lead by our Dance Instructor or Sports Specialist. When engaging in programming at pull- out stations, a Teen Specialist may or may not be present, and kids may or may not leave their home group to engage in that activity.

Our program activities include Career Launch - a computer based program designed to support youth in preparing for their first job, internships, summer employment, and more. Money Matters - Participants learn how to manage a checking account, budget, save, and invest. They also learn about starting small businesses and planning to pay for post-secondary academic opportunities. Junior Staff - this program helps young people with preparing for a career in Boys & Girls Clubs and/or other soft service professions. Members shadow Lead Staff to gain knowledge of the day-to-day activities of the Club, then assume paying support staff roles. Smart Girls - focuses on prevention/education and self-esteem enhancement designed to meet the developmental needs of girls. Passport to Manhood promotes and teaches responsibility in Club boys ages 8 to 17 and Healthy Habits which is designed to incorporate healthy living and active learning into the lives of members and their families. All of our programming is based in our research-based National Directive - Formula for Impact whereby we focus on young people who need us most and provide an outcome-driven club experience to realize our priority outcomes. This outcome-driven Club experience can be a powerful tool for changing young lives. Our targeted programs are specifically designed to help our local youth achieve one or more of our priority outcomes - Academic Success, Good Character and Citizenship and Healthy Lifestyles.

- e. Proposed Timeline for Implementation:

| Activity            | Estimated Start and Completion Date |
|---------------------|-------------------------------------|
| Afterschool program | 38 weeks; Sept – June               |
| Summer camp         | 10 weeks; June – August             |
|                     |                                     |

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

BG CDC is in the process of establishing a Family Advisory Council. Currently, council members have been identified, the principals have been formed (5 Key Factors for Strengthening Families) and a mission statement developed. The council is facilitated by the BG CDC Community Resource Specialist who serves as the staff liaison to the Council. Just this year, the BG CDC started offering pre-camp care in the summer, based on feedback from families who needed care to start earlier in the day. We have a monthly calendar for our community events - and those events are independent of club curriculum and are therefore community driven. We partner with schools, the police, juvenile justice agencies, social services agencies and local community organizations like the Library and Urban League to solicit input and inform programming. Our children, families, and the community are the focal point of our Club and who we serve and as such, we cater our programs to meet their needs.

- g. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and or their families. Describe aspects of the proposed programming that will have cultural relevance to the population served. See attached BG CDC Language Access Plan; see Racial and Cultural Inclusion response below

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

**Intentional Program Design**

The BG CDC set clear, focused goals that are both aligned with our mission and responsive to family/ community needs. Our programs are varied and cover a wide range of topics and activities that center on our three priority outcomes - academic success, character and leadership development and healthy lifestyles. We provide regular, ongoing sessions with activities that build upon each other, with time and structure built in for youth to reflect on learning via our 38 week afterschool program and our 10 week summer program. Please see the list of program offerings for curriculum that promotes positive youth development by incorporating the strengths and interests of youth through exploration, curiosity and creativity.

**Supportive Relationships with Youth**

BG CDC staff build authentic relationships through reliable, ongoing interactions that develop trust. We use the research based Check and Connect mentorship model with our members - the only statistically proven model that reduced recidivism and school dropout rates. We use consistent positive guidance and behavior management techniques based



on SEL best practices daily in the clubs as well as meditation and mindfulness techniques. We believe in and focus on the development of the full potential of each member - their potential to academically succeed, be a productive and kind community member and a healthy individual of both body and mind. Additionally, we ensure youth and adults understand their roles and boundaries via code of conduct contracts.

#### Youth Voice & Leadership

BG CDC respect and recognize youth for their contributions and engage youth in sharing ownership in program planning, implementation and evaluation. Our nationally development curriculum previously mentioned is member-driven and provides ample choice in direction and project outcome. Our members are encouraged to build and practice skills that contribute to leadership and community making through community service projects, and Junior Staff programming. This is achieved by engaging youth in a range of leadership roles that positively impact themselves, others and their communities. Please see the description of our Junior Staff program for more details.

#### Racial & Cultural Inclusion

BG CDC promote and pursues racial and cultural diversity at all levels of our organization. Our CEO and COO are African-American and likewise, our general staff racial demographics are reflective of our membership population (40% African-American).

We provide ongoing and progressive learning on implicit bias, racial equity and cultural inclusion for all staff on an annual basis either through required trainings twice a year or professional development opportunities. We recognize and assess our organizational bias, and identify and implement strategic responses to create inclusive environments and this will be a critical element of our Strategic planning currently underway. We understand very clearly the importance of representation at all levels of our organization. We have a culture of high expectations for all of our youth members and their families regardless of their racial and cultural background, while recognizing the significant systemic barriers the majority of our members face due to marginalization.

#### Community & Family Engagement

We support ongoing meaningful partnerships with families, schools, and communities and recently created a position specifically to address community resource management for our families. The Boys & Girls Clubs of Dane County host numerous events focused on family engagement each year. Monthly Family Fun Nights are hosted at alternating club locations to allow for our families, members and staff to interact. At these events, families are able to provide informal feedback that is used to guide future programming for our members. Additionally, the use of formal surveys regarding overall satisfaction, and needs for services such as Before Care or Transportation services are administered. These results may determine if a service will be offered in the future as well as to identify areas of highest need of resource dedication.

BG CDC is in the process of establishing a Family Advisory Council. Currently, council members have been identified, the principals have been formed (5 Key Factors for Strengthening Families) and a mission statement developed. The council is facilitated by the BG CDC Community Resource Specialist who serves as the staff liaison to the Council. Just this year, the BG CDC started offering pre-camp care in the summer, based on feedback from families who needed care to start earlier in the day. Our Allied Club now offers before school care to accommodate families affected by the weekly late-start Mondays in the Verona Area School District. This decision was also made with input from our member families - in direct response to an expressed need.

### Organizational Management & Staff Support

BG CDC ensures the organizational mission is understood by all - staff, members and families. We employ regular and ongoing program oversight to build an organizational environment that is respectful of individual staff members' culture and identity. Our board provides for fiscally sound, well-managed programs that align with the program's mission. Staff retention is a priority at our organization and implementation of programs and initiatives to retain staff are a priority. We regularly collect data and for evaluation purposes to examine our programs' growth and to determine areas for improvement. Additionally, we make sure to have sufficient program materials that are developmentally appropriate and accessible to all youth.

### Environment & Safety

BG CDC continuously identifies physical and emotional safety and risk factors for youth and staff and implements policies and procedures to address them. We have created a system to identify and address participant health issues and concerns. We provide an engaging and developmentally appropriate environment that builds community and enhances the emotional and physical well-being of the members. We make intentional decisions about the nutritional, physical and emotional well-being of our members and communicate health, safety and behavior procedures to staff, participants and families relevant to the programs.

## **2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE**

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

| Partner Organization                      | Role & Responsibilities | Contact Person  | Signed MOU (Yes/No)? |
|---|-------------------------|-----------------|----------------------|
| UW Slow Foods and Badger Volunteers       | Facilitator             |                 |                      |
| First Tee Golf                            | Facilitator             | Nate Savado     | yes                  |
| Wisconsin Martial Arts and Fitness Center | Facilitator and coach   | Charles Dean    | yes                  |
| Rugby                                     | Facilitator             | Michael Johnson | no                   |
| Habitat for Humanity                      | Facilitator             |                 | no                   |
| MMSD                                      | Facilitator             | varied          | yes                  |
| More Smiles                               | Facilitator             |                 | yes                  |
| Good Shepherd                             | Facilitator             |                 | yes                  |
| Ladder Program                            | Facilitator             |                 | yes                  |

How do these partnerships enhance this proposal?

These partnerships enhance our programming because they allow us to provide more diverse offerings to our club members. We actively seek partner programs that are of interest to our teens and ones that help support them in their career and educational goals as well as the pursuit of healthy lifestyles.

What are the decision-making agreements with each partner?

Most of our partner agreements state that we will provide the participants, space (if relevant, transportation (if needed), and full supervision while the partner facilitates the skill or class.

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

The BG CDC has a Community Resources Specialist on staff and her job is to provide case management to members and their families, to connect them to resources within the community from which they could benefit. She conducts home visits and/or school visits as necessary and provides advocacy and support for customers as they navigate systems. She also cultivates relationships with community organizations/agencies.

### 3. PROGRAM STRUCTURE AND STAFFING

- a. Anticipated Frequency, Duration and Attendance:

| Middle School Multi-Focused Program | Frequency* | # of Hours Per Program Day | Annual Duration** | Adult to Youth Ratio | Anticipated Average Attendance per Program Day |
|-------------------------------------|------------|----------------------------|-------------------|----------------------|--|
| Multi-Focused Afterschool           | 5 days/wk  | 5.5                        | 38 weeks          | 10:1                 | 20   |
| Multi-Focused Summer                | 5 days/wk  | 6                          | 10 weeks          | 12:1                 | 25   |

\*Frequency=number of times per week, month, year (ie. 5 days per week, 2x per mth, 4x per yr)

\*\*Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

- b. Total Annual Anticipated Unduplicated Middle School-Age Youth: Anticipated unduplicated number of individual middle school-age children in the proposed programs: 100
- c. Additional Activities: Do you anticipate providing activities for the multi-focused middle school program that are not included in the table above? Please describe these activities including frequency, hours and duration (i.e. special event, field trips, workshops or meetings).

We offer other programs and opportunities to our middle school population such as guest speakers, special events (Overture Center performances) field trips (local state parks, movies, pool, trips to Wisconsin colleges/universities) and workshops (Habitat for Humanity, etc.). We have also sent our middle schoolers to Washington DC for the past two summers in partnership with the Herb Kohl Educational Foundation.

- d. Program Staffing: Full-Time Equivalent – Include employees, AmeriCorps members and adult interns. **1 FTE =2080 hours annually**

| Position Title<br>Use one line per individual employee | Qualifications or Required Training  | FTE         |        |       |       |
|--|--|-------------|--------|-------|-------|
|  |  | School Year | Summer | Other | Total |
| EVP/COO  | Master's Degree, nonprofit management experience, Administrative & programmatic experience | .0064       | .0016  |       | .008  |
| Director of Teens and Recreation                       | Bachelor's Degree or equivalent of experience, Supervision,                                | .2          | .05    |       | .25   |

|                             |  |       |       |  |      |
|-----------------------------|--|-------|-------|--|------|
|                             | programming experience   |       |       |  |      |
| Associate Director of Teens | Associated Degree or equivalent experience, youth development programming              | .2    | .05   |  | .25  |
| VP of Operations            | Bachelor's Degree, Nonprofit management, Programming experience, Facilities experience | .0072 | .0018 |  | .009 |
| Teen Staff                  | Youth development experience; experience in programming                                | .56   | .14   |  | .7   |
|                             |  |       |       |  |      |

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

Volunteers must submit to a background check. Once successfully completed, volunteers with an interest in areas of programming and trained via volunteer orientation prior to participating in the club. They are supervised by club staff.

#### 4. DATA MANAGEMENT AND MEASURES OF SUCCESS

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

Our members fill out an intake form prior to joining our program which solicits information about the potential member and their guardian's demographics. These applications are then entered into our Kid Trax system, which is used to track members' information such as Age, Race, Ethnicity, Gender, Grade, School, Household income, family information, etc.

We also log and track all of our program outcomes. Money Matters, Career Launch, Date Smart, etc. all have goals for us to complete with members and we track member progress as part of these programs.

Our expenses are tracked in two systems called Intacct and Nexonia. These systems document all of our yearly spending. Every time a transaction is made, it is recorded and entered into Intacct and Nexonia with an image of the receipt. Client confidentiality is achieved via all staff and club computers being password protected and paper files are kept in a locked file cabinet at each club. Contract compliance – reports are compiled and submitted quarterly.

*PLEASE NOTE: At the point of contract negotiation, all Centers will identify at least one of the Community Indicators of Success and one of the Program Outcomes described in the RFP Guidelines.*

**SECTION 2: MIDDLE SCHOOL WEEKEND AND SUMMER EVENING PROGRAM**

*If your responses to #1-2 below are duplicative of the responses provided in the Multi-focused After-school or Summer Program proposed, please state, “See Multi-focused Program Response.”*

**1. PROGRAM DESCRIPTION**

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

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

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

To recruit for our 3pm - 9pm teen summer program, we sent our Teen Program Summer Flyer to our ‘parent email’ list, which consists of all parents that have had youth members in our program previously. We also visit local middle-schools and post flyers around the community to promote our program. We engage and mitigate barriers to participation via our membership sign up form and, if needed, have a face to face meeting with parents to address any concerns.

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.

See Multi-focused Program Response. Additionally, we offer dance class on weekends for our middle school members.

e. Proposed Timeline for Implementation:

| Activity                           | Estimated Start and Completion Date |
|------------------------------------|-------------------------------------|
| See Multi-focused Program Response |                                     |
|                                    |                                     |
|                                    |                                     |

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

- g. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and or their families. Describe aspects of the proposed programming that will have cultural relevance to the population served.  
See Multi-focused Program Response
- h. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements is addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)?  
See Multi-focused Program Response

**2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE**

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

| Partner Organization               | Role & Responsibilities | Contact Person | Signed MOU (Yes/No)? |
|------------------------------------|-------------------------|----------------|----------------------|
| See Multi-focused Program Response |                         |                |                      |
|                                    |                         |                |                      |
|                                    |                         |                |                      |
|                                    |                         |                |                      |
|                                    |                         |                |                      |

How do these partnerships enhance this proposal?  
See Multi-focused Program Response

What are the decision-making agreements with each partner?  
See Multi-focused Program Response

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

**3. PROGRAM STRUCTURE AND STAFFING**

- a. Anticipated Frequency, Duration and Attendance:  
See Multi-focused Program Response



| Middle School Evening | Frequency*                         | # of Hours Per Program Day | Annual Duration** | Adult to Youth Ratio | Anticipated Average Attendance per Program Day |
|-----------------------|------------------------------------|----------------------------|-------------------|----------------------|--|
| School Year           | See Multi-focused Program Response |                            |                   |                      |  |
| Summer                |                                    |                            |                   |                      |  |

\*Frequency=number of times per week, month, year (ie. 5 days per week, 2x per mth, 4x per yr)

\*\*Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

- b. Total Annual Unduplicated Middle School-Age Youth: Anticipated unduplicated number of individual middle school-age children in the proposed program:  
25
- c. Additional Activities: Do you anticipate providing activities for the weekend and summer evenings middle school program that are not included in the table above? Please describe these activities including frequency, hours and duration (i.e. special event, field trips, workshops or meetings).  
See Multi-focused Program Response
- d. Program Staffing: Full-Time Equivalent – Include employees, Americorps members and adult interns. **1 FTE =2080 hours annually**

| Position Title<br>Use one line per individual employee | Qualifications or Required Training | FTE         |        |       |       |
|--|-------------------------------------|-------------|--------|-------|-------|
|  |                                     | School Year | Summer | Other | Total |
| See Multi-focused Program Response                     |                                     |             |        |       |       |
|  |                                     |             |        |       |       |
|  |                                     |             |        |       |       |
|  |                                     |             |        |       |       |
|  |                                     |             |        |       |       |
|  |                                     |             |        |       |       |
|  |                                     |             |        |       |       |
|  |                                     |             |        |       |       |
|  |                                     |             |        |       |       |
|  |                                     |             |        |       |       |
|  |                                     |             |        |       |       |
|  |                                     |             |        |       |       |

- e. Volunteers: If volunteers will have direct contact with program participants, how are volunteers vetted, trained and supervised?  
See Multi-focused Program Response

#### **4. DATA MANAGEMENT AND MEASURES OF SUCCESS**

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

*PLEASE NOTE: At the point of contract negotiation, all Centers will identify at least one of the Community Indicators of Success and one of the Program Outcomes described in the RFP Guidelines.*

**SECTION 3: MIDDLE SCHOOL  
TOPICAL/SKILL/ POPULATION FOCUSED PROGRAM (TSP)**

*If your responses to #1-2 below are duplicative of the responses provided in the Multi-focused After-school or Summer Program proposed, please state, "See Multi-focused Program Response."*

**PROGRAM NAME:** \_\_\_\_\_

**1. PROGRAM DESCRIPTION**

- a. Goal Statement: What is the goal of your program and how does it align with the strategies described in the RFP guidelines?
  
- b. Intended Service Population: Describe the intended service population that will be impacted by this program (e.g., ages, race/ethnicities, income ranges, English language proficiency etc.). Please refer to the [Data Tool Kit](#).
  
- c. Recruitment, Engagement, Intake and Assessment: Describe your plan to recruit, engage and address barriers to participation for the identified service population; and explain the intake and assessment procedure you will use for this program.
  
- d. Activities: Describe your proposed program activities. Include information about key parts of your program that help us understand how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.
  
- e. Proposed Timeline for Implementation:

| Activity | Estimated Start and Completion Date |
|----------|-------------------------------------|
|          |                                     |
|          |                                     |
|          |                                     |

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

- g. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and or their families. Describe aspects of the proposed programming that will have cultural relevance to the population served.
- h. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements is addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)?

**2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE**

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

| Partner Organization | Role & Responsibilities | Contact Person | Signed MOU (Yes/No)? |
|----------------------|-------------------------|----------------|----------------------|
|                      |                         |                |                      |
|                      |                         |                |                      |
|                      |                         |                |                      |
|                      |                         |                |                      |
|                      |                         |                |                      |

\*Frequency=number of times per week, month, year (ie. 5 days per week, 2x per mth, 4x per yr)  
 \*\*Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

How do these partnerships enhance this proposal?

What are the decision-making agreements with each partner?

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

**3. PROGRAM STRUCTURE AND STAFFING**

- a. Anticipated Frequency, Duration and Attendance:

| Middle School TSP | Frequency* | # of Hours Per Program Day | Annual Duration** | Adult to Youth Ratio | Anticipated Average Attendance per Program Day |
|-------------------|------------|----------------------------|-------------------|----------------------|--|
| School Year       |            |                            |                   |                      |  |
| Summer            |            |                            |                   |                      |  |

b. Total Annual Unduplicated Middle School-Age Youth: Anticipated unduplicated number of individual middle school-age children in the proposed programs:

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

d. Program Staffing: Full-Time Equivalent – Include employees, Americorps members and Adult Interns. **1 FTE =2080 hours annually**

| Position Title<br>Use one line per individual employee | Qualifications or Required Training | FTE         |        |       |       |
|--|-------------------------------------|-------------|--------|-------|-------|
|  |                                     | School Year | Summer | Other | Total |
|  |                                     |             |        |       |       |
|  |                                     |             |        |       |       |

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

## 2. DATA MANAGEMENT AND MEASURES OF SUCCESS

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

*PLEASE NOTE: At the point of contract negotiation, all Centers will identify at least one of the Community Indicators of Success and one of the Program Outcomes described in the RFP Guidelines.*



## School-Age Youth Services for 2020: High School Services at Current City Funded Neighborhood Centers

Submit Application to: [cddapplications@cityofmadison.com](mailto:cddapplications@cityofmadison.com)

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

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

This application should be used to apply for multi-focused afterschool and multi-focused summer programs (section 1), weekend and summer evenings programs (section 2), and topical/skill/population focused programs (section 3) for high school-age youth implemented by current City-funded Neighborhood Centers. The intent of this application and subsequent contract is for all organizations to present a set of opportunities within the umbrella of one contracted program for each age group, i.e. elementary, middle and high school. Only opportunities that involve both a completely different group of participants for that age group and staff who are not working in the comprehensive multi-focused afterschool and/or summer program, should be considered a stand-alone program with a separate narrative (#1-3) and placed in the Topical/Skill/Population (TSP) program structure, and schedule.

***Please complete the relevant sections of this application, and the section in the Center Support Application that captures the Center’s proposed programming schedule and staffing distribution across programs.***

|                       |   |                   |                   |
|-----------------------|---|-------------------|-------------------|
| Organization:         | Boys & Girls Clubs of Dane County<br>Allied Family Center   | Amount Requested: | \$9,670           |
| Programs applied for: | <input checked="" type="checkbox"/> Multi-focus School Year <input checked="" type="checkbox"/> Multi-focus Summer<br><input type="checkbox"/> Topical/ Skills/Population<br><input checked="" type="checkbox"/> Weekend and/or Summer Evenings |                   |                   |
| Contact Person        | Tiffany Loomis  | Email:            | tloomis@bgcdc.org |
| Address:              | 4619 Jenewein Road, Fitchburg WI<br>53711   | Telephone:        | 608-661-4750      |

## **SECTION 1: HIGH SCHOOL MULTI-FOCUSED PROGRAMMING**

### **1. PROGRAM DESCRIPTION**

- a. **Goal Statement:** What is the goal of your program and how does it align with the scope of work described in the RFP guidelines?
- b. BGGDC provides programs, activities and support to primarily low-income middle and high school youth by focusing on three major outcomes: academic success, good character and citizenship and healthy lifestyles. The Boys and Girls Club Teen Program provides programming for kids aged 12-18. The program is designed around the group leader model which is rooted in best practice models provided by the National Boys and Girls Club of America Association. Teen specific programs utilized to achieve programmatic goals include: Career Launch, Money Matters, Junior Staff, Smart Girls, Passport to Manhood, and various community partnerships. The teen program is a drop-in program, although all participants must be registered members of the BGCDC. All of our teen programming participants have full access to amenities and programming at both sites.
- c. **Intended Service Population:** Describe the intended service population that will be impacted by this program (e.g., ages, race/ethnicities, income ranges, English language proficiency etc.). Please refer to the [Data Tool Kit](#).

The Allied neighborhood population within  $\frac{3}{4}$  of a mile of our club is comprised of 7,403 residents. 17% are African-American, 5% Asian, 27% Hispanic or Latino and up to 80% of MMSD students in the area are considered economically disadvantaged. 30% of the neighborhood are youth ages 0-17. Currently, our High School population at Allied is comprised of 69% African-American, 1% Caucasian, 11% Latino, 12% mixed race, 1% Asian and 2.5% unrecorded.
- d. **Recruitment, Engagement, Intake and Assessment:** Describe your plan to recruit, engage and address barriers to participation for the identified service population; and explain the intake and assessment procedure you will use for this program.

The BGCDC Marketing & Resource Development team works with BGCDC staff to market programs & services through local schools, churches, local businesses, PSA announcements & newspapers. Our network of relationships with schools, police, juvenile justice agencies, social service agencies, & community organizations refer youth while direct recruitment & outreach are used to target youth ages 12-18. Outreach to middle and high school students includes advertising at schools, special events such as lock-ins and tournaments, providing transportation to members as needed, and collaboration with other organizations.

Additional recruitment strategies include canvassing local communities and visiting with families in need to illustrate to students and parents what we can provide.

Our intake procedure begins with the completion of the membership form and code of conduct form and submittal of a fee of \$10 annually for a school year membership. For our summer camp programming we charge \$10 per week. We also provide scholarships and accommodate any families that cannot afford the fee. Before any student can attend the club, the application must be processed and entered into our Kid Trax system. This process usually takes one business day.



- e. **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.

The BG CDC runs other youth programs concurrently with this program, but at our Allied location, teens have their own separate wing until 6:00pm when programming for our younger members concludes for the day. After 6pm, our teen members have full facility access. Teens enter the facility, sign in, and are assigned to a designated group, led by a Teen Specialist. These groups are typically assembled by age and grade, although given the drop-in nature of the program, some groups may include youth of different ages. Staff typically are assigned to designated programs. However, there is some flexibility in order to maintain the required adult to child ratios of approximately a 1/12 staff/participant ratio. All youth have the opportunity to receive some form of academic or homework support daily as a part of this program. Each group travels to multiple stations throughout the programming time. These stations include both standard options like the teen lounge, computer lab and fitness center after school. The evening programming also includes gymnasium, art room and kitchen. We also provide opportunities for pull out programming based on interests such as activities lead by our Dance Instructor or Sports Specialist. When engaging in programming at pull- out stations, a Teen Specialist may or may not be present, and kids may or may not leave their home group to engage in that activity.

Our program activities include Career Launch - a computer based program designed to support youth in preparing for their first job, internships, summer employment, and more. Money Matters - Participants learn how to manage a checking account, budget, save, and invest. They also learn about starting small businesses and planning to pay for post-secondary academic opportunities. Junior Staff - this program helps young people with preparing for a career in Boys & Girls Clubs and/or other soft service professions. Members shadow Lead Staff to gain knowledge of the day-to-day activities of the Club, then assume paying support staff roles. Smart Girls - focuses on prevention/education and self-esteem enhancement designed to meet the developmental needs of girls. Passport to Manhood promotes and teaches responsibility in Club boys ages 8 to 17 and Healthy Habits which is designed to incorporate healthy living and active learning into the lives of members and their families. All of our programming is based in our research-based National Directive - Formula for Impact whereby we focus on young people who need us most and provide an outcome-driven club experience to realize our priority outcomes. This outcome-driven Club experience can be a powerful tool for changing young lives. Our targeted programs are specifically designed to help our local youth achieve one or more of our priority outcomes - Academic Success, Good Character and Citizenship and Healthy Lifestyles.

- f. **Proposed Timeline for Implementation:**

| Activity            | Estimated Start and Completion Date |
|---------------------|-------------------------------------|
| Afterschool Program | 38 weeks; Sept - June               |
| Summer camp         | 10 weeks; June - August             |
|                     |                                     |

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

BG CDC is in the process of establishing a Family Advisory Council. Currently, council members have been identified, the principals have been formed (5 Key Factors for Strengthening Families) and a mission statement developed. The council is facilitated by the BG CDC Community Resource Specialist who serves as the staff liaison to the Council. Just this year, the BG CDC started offering pre-camp care in the summer, based on feedback from families who needed care to start earlier in the day. We have a monthly calendar for our community events - and those events are independent of club curriculum and are therefore community driven. We partner with schools, the police, juvenile justice agencies, social services agencies and local community organizations like the Library and Urban League to solicit input and inform programming. Our children, families, and the community are the focal point of our Club and who we serve and as such, we cater our programs to meet their needs.

- h. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and or their families. Describe aspects of the proposed programming that will have cultural relevance to the population served.
- i. See attached BG CDC Language Access Plan; see Racial and Cultural Inclusion response below

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

#### Intentional Program Design

The BG CDC set clear, focused goals that are both aligned with our mission and responsive to family/ community needs. Our programs are varied and cover a wide range of topics and activities that center on our three priority outcomes - academic success, character and leadership development and healthy lifestyles. We provide regular, ongoing sessions with activities that build upon each other, with time and structure built in for youth to reflect on learning via our 38 week afterschool program and our 10 week summer program. Please see the list of program offerings for curriculum that promotes positive youth development by incorporating the strengths and interests of youth through exploration, curiosity and creativity.

#### Supportive Relationships with Youth

BG CDC staff build authentic relationships through reliable, ongoing interactions that develop trust. We use the research based Check and Connect mentorship model with our members - the only statistically proven model that reduced recidivism and school dropout rates. We use consistent positive guidance and behavior management techniques based on SEL best practices daily in the clubs as well as meditation and mindfulness techniques. We believe in and focus on the development of the full potential of each member - their potential to academically succeed, be a productive and kind community member and a healthy individual of both body and mind. Additionally, we ensure youth and adults understand their roles and boundaries via code of conduct contracts.

#### Youth Voice & Leadership

BG CDC respect and recognize youth for their contributions and engage youth in sharing ownership in program planning, implementation and evaluation. Our nationally development curriculum previously mentioned is member-driven and provides ample choice in direction and project outcome. Our members are encouraged to build and practice skills that contribute to leadership and community making through community service projects, and Junior Staff programming. This is achieved by engaging youth in a range of leadership roles that positively impact themselves, others and their communities. Please see the description of our Junior Staff program for more details.

#### Racial & Cultural Inclusion

BG CDC promote and pursues racial and cultural diversity at all levels of our organization. Our CEO and COO are African-American and likewise, our general staff racial demographics are reflective of our membership population (40% African-American).

We provide ongoing and progressive learning on implicit bias, racial equity and cultural inclusion for all staff on an annual basis either through required trainings twice a year or professional development opportunities. We recognize and assess our organizational bias, and identify and implement strategic responses to create inclusive environments and this will be a critical element of our Strategic planning currently underway. We understand very clearly the importance of representation at all levels of our organization. We have a culture of high expectations for all of our youth members and their families regardless of their racial and cultural background, while recognizing the significant systemic barriers the majority of our members face due to marginalization.

#### Community & Family Engagement

We support ongoing meaningful partnerships with families, schools, and communities and recently created a position specifically to address community resource management for our families. The Boys & Girls Clubs of Dane County host numerous events focused on family engagement each year. Monthly Family Fun Nights are hosted at alternating club locations to allow for our families, members and staff to interact. At these events, families are able to provide informal feedback that is used to guide future programming for our members. Additionally, the use of formal surveys regarding overall satisfaction, and needs for services such as Before Care or Transportation services are administered. These results may determine if a service will be offered in the future as well as to identify areas of highest need of resource dedication.

BG CDC is in the process of establishing a Family Advisory Council. Currently, council members have been identified, the principals have been formed (5 Key Factors for Strengthening Families) and a mission statement developed. The council is facilitated by the BG CDC Community Resource Specialist who serves as the staff liaison to the Council. Just this year, the BG CDC started offering pre-camp care in the summer, based on feedback from families who needed care to start earlier in the day. Our Allied Club now offers before school care to accommodate families affected by the weekly late-start Mondays in the Verona Area School District. This decision was also made with input from our member families - in direct response to an expressed need.

#### Organizational Management & Staff Support

BG CDC ensures the organizational mission is understood by all - staff, members and families. We employ regular and ongoing program oversight to build an organizational environment that is respectful of individual staff members' culture and identity. Our board provides for fiscally sound, well-managed programs that align with the program's mission. Staff retention is a priority at our organization and implementation of programs and initiatives to retain staff

are a priority. We regularly collect data and for evaluation purposes to examine our programs' growth and to determine areas for improvement. Additionally, we make sure to have sufficient program materials that are developmentally appropriate and accessible to all youth.

**Environment & Safety**

BG CDC continuously Identifies physical and emotional safety and risk factors for youth and staff and implements policies and procedures to address them. We have created a system to identify and address participant health issues and concerns. We provide an engaging and developmentally appropriate environment that builds community and enhances the emotional and physical well-being of the members. We make intentional decisions about the nutritional, physical and emotional well-being of our members and communicate health, safety and behavior procedures to staff, participants and families relevant to the programs.

**2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE**

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

| <b>Partner Organization</b>               | <b>Role &amp; Responsibilities</b> | <b>Contact Person</b> | <b>Signed MOU (Yes/No)?</b> |
|---|------------------------------------|-----------------------|-----------------------------|
| UW Slow Foods and Badger Volunteers       | Facilitator                        |                       |                             |
| First Tee Golf                            | Facilitator                        | Nave Savado           | Yes                         |
| Wisconsin Martial Arts and Fitness Center | Facilitator                        | Charles Dean          | yes                         |
| Rugby                                     | Facilitator                        | Michael Johnson       | yes                         |
| MMSD                                      | Facilitator                        | Varied                | yes                         |
| More Smiles                               | Facilitator                        |                       | yes                         |
| Good Shepherd                             | Facilitator                        |                       | yes                         |
| Ladder Program                            | Facilitator                        |                       | yes                         |

How do these partnerships enhance this proposal?

These partnerships enhance our programming because they allow us to provide more diverse offerings to our club members. We actively seek partner programs that are of interest to our teens and ones that help support them in their career and educational goals as well as the pursuit of healthy lifestyles.

What are the decision-making agreements with each partner?

Most of our partner agreements state that we will provide the participants, space (if relevant, transportation (if needed), and full supervision while the partner facilitates the skill or class.

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

The BG CDC has a Community Resources Specialist on staff and her job is to provide case management to members and their families, to connect them to resources within the community from which they could benefit. She conducts home visits and/or school visits as necessary and provides advocacy and support for customers as they navigate systems. She also cultivates relationships with community organizations/agencies.

**3. PROGRAM STRUCTURE AND STAFFING**

- a. Anticipated Frequency, Duration and Attendance:

| High School Multi-Focused Program | Frequency* | # of Hours Per Program Day | Annual Duration** | Adult to Youth Ratio | Anticipated Average Attendance per Program Day |
|-----------------------------------|------------|----------------------------|-------------------|----------------------|--|
| Multi-Focused Afterschool         | 5 days/wk  | 5.5                        | 38 weeks          | 10:1                 | 20   |
| Multi-Focused Summer              | 5 days/wk  | 6                          | 10 weeks          | 12:1                 | 25   |

\*Frequency=number of times per week, month, year (ie. 5 days per week, 2x per mth, 4x per yr)

\*\*Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

- b. Total Annual Anticipated Unduplicated High School-Age Youth: Anticipated number of individual high school-age youth across all of the proposed programs:  
40

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

We offer other programs and opportunities to our high school population such as guest speakers, special events (Overture Center performances) field trips (local state parks, movies, pool, trips to Wisconsin colleges/universities) and workshops (Habitat for Humanity, etc).

- d. Program Staffing: Full-Time Equivalent – Include employees, Americorps members and adult interns with direct program implementation responsibilities. **1 FTE =2080 hours annually**

| Position Title<br>Use one line<br>per individual<br>employee | Qualifications or<br>Required Training   | FTE         |        |       |       |
|--|--|-------------|--------|-------|-------|
|  |  | School Year | Summer | Other | Total |
| EVP/COO  | Master's Degree, nonprofit management experience, Administrative & programmatic experience | .0064       | .0016  |       | .008  |
| Director of Teens and Recreation                             | Bachelor's Degree or equivalent of experience, Supervision, programming experience         | .2          | .05    |       | .25   |
| Associate Director of Teens                                  | Associated Degree or equivalent experience, youth development programming                  | .2          | .05    |       | .25   |
| VP of Operations   | Bachelor's Degree, Nonprofit management, Programming experience, Facilities experience     | .0072       | .0018  |       | .009  |
| Teen Staff   | Youth development experience; experience in programming                                    | .56         | .14    |       | .7    |

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

Volunteers must submit to a background check. Once successfully completed, volunteers with an interest in areas of programming and trained via volunteer orientation prior to participating in the club. They are supervised by club staff.

#### 4. DATA MANAGEMENT AND MEASURES OF SUCCESS

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

Our members fill out an intake form prior to joining our program which solicits information about the potential member and their guardian's demographics. These applications are then entered into our Kid Trax system, which is used to track members' information such as Age, Race, Ethnicity, Gender, Grade, School, Household income, family information, etc.

We also log and track all of our program outcomes. Money Matters, Career Launch, Date Smart, etc. all have goals for us to complete with members and we track member progress as part of these programs.

Our expenses are tracked in two systems called Intacct and Nexonia. These systems document all of our yearly spending. Every time a transaction is made, it is recorded and entered into Intacct and Nexonia with an image of the receipt.

Client confidentiality is achieved via all staff and club computers being password protected and paper files are kept in a locked file cabinet at each club. As for Contract compliance, reports are compiled and submitted quarterly.

*PLEASE NOTE: At the point of contract negotiation, all Centers will identify at least one of the Community Indicators of Success and one of the Program Outcomes described in the RFP Guidelines.*

**SECTION 2: HIGH SCHOOL WEEKEND AND SUMMER EVENING PROGRAM**

*If your responses to #1-2 below are duplicative of the responses provided in the Multi-focused After-school or Summer Program proposed, please state, “See Multi-focused Program Response.”*

**1. PROGRAM DESCRIPTION**

- a. Goal Statement: What is the goal of your program and how does it align with the scope of work described in the RFP guidelines?  
See Multi-focused Program Response
  
- b. Intended Service Population: Describe the intended service population that will be impacted by this program (e.g., ages, race/ethnicities, income ranges, English language proficiency etc.). Please refer to the [Data Tool Kit](#).  
See Multi-focused Program Response
  
- c. Recruitment, Engagement, Intake and Assessment: Describe your plan to recruit, engage and address barriers to participation for the identified service population; and explain the intake and assessment procedure you will use for this program.  
See Multi-focused Program Response
  
- 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  
See Multi-focused Program Response

e. Proposed Timeline for Implementation:

| Activity                           | Estimated Start and Completion Date |
|------------------------------------|-------------------------------------|
| See Multi-focused Program Response |                                     |
|                                    |                                     |

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



- g. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and or their families. Describe aspects of the proposed programming that will have cultural relevance to the population served.  
See Multi-focused Program Response
- h. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements is addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)?  
See Multi-focused Program Response

**2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE**

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

| Partner Organization               | Role & Responsibilities | Contact Person | Signed MOU (Yes/No)? |
|------------------------------------|-------------------------|----------------|----------------------|
| See Multi-focused Program Response |                         |                |                      |
|                                    |                         |                |                      |
|                                    |                         |                |                      |
|                                    |                         |                |                      |
|                                    |                         |                |                      |

How do these partnerships enhance this proposal?  
See Multi-focused Program Response

What are the decision-making agreements with each partner?  
See Multi-focused Program Response

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

**3. PROGRAM STRUCTURE AND STAFFING**

- a. Anticipated Frequency, Duration and Attendance:

| High School Evening | Frequency*                         | # of Hours Per Program Day | Annual Duration** | Adult to Youth Ratio | Anticipated Average Attendance per Program Day |
|---------------------|------------------------------------|----------------------------|-------------------|----------------------|--|
| School Year         | See Multi-focused Program Response |                            |                   |                      |  |
| Summer              |                                    |                            |                   |                      |  |

\*Frequency=number of times per week, month, year (ie. 5 days per week, 2x per mth, 4x per yr)

\*\*Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

- b. Total Annual Unduplicated High School-Age Youth: Anticipated unduplicated high school-age youth in proposed programs:  
15
- c. Additional Activities: Do you anticipate providing activities for the weekend and summer evenings high school program that are not included in the table above? Please describe these activities, including frequency, hours and duration (i.e. special event, field trips, workshops or meetings).  
See Multi-focused Program Response
- d. Program Staffing: Full-Time Equivalent – Include employees, Americorps members and adult interns with direct program implementation responsibilities. **1 FTE =2080 hours annually**

| Position Title<br>Use one line per individual employee | Qualifications or Required Training | FTE         |        |       |       |
|--|-------------------------------------|-------------|--------|-------|-------|
|  |                                     | School Year | Summer | Other | Total |
| See Multi-focused Program Response                     |                                     |             |        |       |       |
|  |                                     |             |        |       |       |

- e. Volunteers: If volunteers will have direct contact with program participants, how are volunteers vetted, trained and supervised?  
See Multi-focused Program Response

#### **4. DATA MANAGEMENT AND MEASURES OF SUCCESS**

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

*PLEASE NOTE: At the point of contract negotiation, all Centers will identify at least one of the Community Indicators of Success and one of the Program Outcomes described in the RFP Guidelines.*

**SECTION 3: HIGH SCHOOL  
TOPICAL/SKILL/ POPULATION FOCUSED PROGRAM (TSP)**

*If your responses to #1-2 below are duplicative of the responses provided in the Multi-focused After-school or Summer Program proposed, please state, "See Multi-focused Program Response."*

**PROGRAM NAME:** \_\_\_\_\_

**1. PROGRAM DESCRIPTION**

- a. Goal Statement: What is the goal of your program and how does it align with the Scope of Work described in the RFP guidelines?
  
- b. Intended Service Population: Describe the intended service population that will be impacted by this program (e.g., ages, race/ethnicities, income ranges, English language proficiency etc.). Please refer to the [Data Tool Kit](#).
  
- c. Recruitment, Engagement, Intake and Assessment: Describe your plan to recruit, engage and address barriers to participation for the identified service population; and explain the intake and assessment procedure you will use for this program.
  
- d. Activities: Describe your proposed program activities. Include information about key parts of your program that help us understand how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed
  
- e. Proposed Timeline for Implementation:

| Activity | Estimated Start and Completion Date |
|----------|-------------------------------------|
|          |                                     |
|          |                                     |
|          |                                     |

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

- g. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and or their families. Describe aspects of the proposed programming that will have cultural relevance to the population served.
- h. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements is addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)?

**2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE**

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

| Partner Organization | Role & Responsibilities | Contact Person | Signed MOU (Yes/No)? |
|----------------------|-------------------------|----------------|----------------------|
|                      |                         |                |                      |
|                      |                         |                |                      |
|                      |                         |                |                      |
|                      |                         |                |                      |
|                      |                         |                |                      |

How do these partnerships enhance this proposal?

What are the decision-making agreements with each partner?

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

**3. PROGRAM STRUCTURE AND STAFFING**

- a. Anticipated Frequency, Duration and Attendance:

| High School TSP | Frequency* | # of Hours Per Program Day | Annual Duration** | Adult to Youth Ratio | Anticipated Average Attendance per Program Day |
|-----------------|------------|----------------------------|-------------------|----------------------|--|
| School Year     |            |                            |                   |                      |  |
| Summer          |            |                            |                   |                      |  |

\*Frequency=number of times per week, month, year (ie. 5 days per week, 2x per mth, 4x per yr)

\*\*Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

- b. Total Annual Unduplicated High School-Age Youth: Anticipated unduplicated number of individual high school-age youth in the proposed programs:
  
- c. Additional Activities: Do you anticipate providing activities for the TSP high school program that are not included in the table above? Please describe these activities, including frequency, hours and duration (i.e. special event, field trips, workshops or meetings).
  
- d. Program Staffing: Full-Time Equivalent – Include employees, Americorps members and adult interns with direct program implementation responsibilities. **1 FTE =2080 hours annually**

| Position Title<br>Use one line per individual employee | Qualifications or Required Training | FTE         |        |       |       |
|--|-------------------------------------|-------------|--------|-------|-------|
|  |                                     | School Year | Summer | Other | Total |
|  |                                     |             |        |       |       |
|  |                                     |             |        |       |       |

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

**4. DATA MANAGEMENT AND MEASURES OF SUCCESS**

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

*PLEASE NOTE: At the point of contract negotiation, all Centers will identify at least one of the Community Indicators of Success and one of the Program Outcomes described in the RFP Guidelines.*

AGENCY NAME: **Boys & Girls of Dane County**

**STAFF-BOARD-VOLUNTEER DEMOGRAPHICS**

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

| DESCRIPTOR                             | STAFF  |         | BOARD  |         | VOLUNTEER |         |
|--|--------|---------|--------|---------|-----------|---------|
|  | Number | Percent | Number | Percent | Number    | Percent |
| <b>TOTAL</b>                           | 77     | 100%    | ERROR  | #VALUE! | ERROR     | #VALUE! |
| <b>GENDER</b>                          |        |         |        |         |           |         |
| MALE                                   | 25     | 32%     | 23     | #VALUE! | 0         | #VALUE! |
| FEMALE                                 | 52     | 68%     | 6      | #VALUE! | 0         | #VALUE! |
| UNKNOWN/OTHER                          | 0      | 0%      | 0      | #VALUE! | 272       | #VALUE! |
| TOTAL GENDER                           | 77     | 100%    | 29     | #VALUE! | 272       | #VALUE! |
| <b>AGE</b>                             |        |         |        |         |           |         |
| LESS THAN 18 YRS                       | 1      | 1%      | 0      | #VALUE! | 0         | #VALUE! |
| 18-59 YRS                              | 72     | 94%     | 0      | #VALUE! | 0         | #VALUE! |
| 60 AND OLDER                           | 4      | 5%      | 0      | #VALUE! | 0         | #VALUE! |
| TOTAL AGE                              | 77     | 100%    | 0      | #VALUE! | 0         | #VALUE! |
| <b>RACE*</b>                           |        |         |        |         |           |         |
| WHITE/CAUCASIAN                        | 42     | 55%     | 0      | #VALUE! | 0         | #VALUE! |
| BLACK/AFRICAN AMERICAN                 | 31     | 40%     | 0      | #VALUE! | 0         | #VALUE! |
| ASIAN                                  | 2      | 3%      | 0      | #VALUE! | 0         | #VALUE! |
| AMERICAN INDIAN/ALASKAN NATIVE         | 0      | 0%      | 0      | #VALUE! | 0         | #VALUE! |
| NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER | 0      | 0%      | 0      | #VALUE! | 0         | #VALUE! |
| MULTI-RACIAL:                          | 2      | 3%      | 0      | #VALUE! | 0         | #VALUE! |
| Black/AA & White/Caucasian             | 2      | 3%      | 0      | #VALUE! | 0         | #VALUE! |
| Asian & White/Caucasian                | 0      | 0%      | 0      | #VALUE! | 0         | #VALUE! |
| Am Indian/Alaskan Native               | 0      | 0%      | 0      | #VALUE! | 0         | #VALUE! |
| Am Indian/Alaskan Native               | 0      | 0%      | 0      | #VALUE! | 0         | #VALUE! |
| BALANCE/OTHER                          | 0      | 0%      | 29     | #VALUE! | 272       | 0%      |
| TOTAL RACE                             | 77     | 100%    | 29     | #VALUE! | 272       | #VALUE! |
| <b>ETHNICITY</b>                       |        |         |        |         |           |         |
| HISPANIC OR LATINO                     | 5      | 6%      | 0      | #VALUE! | 0         | #VALUE! |
| NOT HISPANIC OR LATINO                 | 72     | 94%     | 29     | #VALUE! | 272       | #VALUE! |
| TOTAL ETHNICITY                        | 77     | 100%    | 29     | #VALUE! | 272       | #VALUE! |
| <b>PERSONS WITH DISABILITIES</b>       | 0      | 0%      | 0      | #VALUE! | 0         | #VALUE! |

\*These categories are identified in HUD standards.

Based on the demographics in the chart above and the demographic data on the neighborhoods surrounding your Center available in the Data Toolkit, how does your staff and board align with the demographics of the neighborhood?

Our staff's demographics strongly align with the neighborhood's demographics. We do not currently gather demographic data from our board members, but, in general, we are attempting to more closely align the board's demographics with that of the neighborhood.

# Taft/Allied Neighborhood Centers Language Access Plan

## Plan Overview

The purpose of this plan is to ensure Taft/Allied Neighborhood Centers provide free access to services for adults and their children that may be limited in English language proficiency.

Taft/Allied Neighborhood Centers will provide language assistance for community members who do not speak, read, write or understand English or who do speak, read, write or understand English on a limited basis. Taft/Allied Neighborhood Centers employ the following methods:

- Bilingual staff when available for interpretation and translation
- Bilingual volunteer translators for printed materials
- Google Translate for quick and simple answers and exchanges
- Certified Languages International for telephone interpretation in complex or serious situations
- The Interpreters' Cooperative of Madison for translation of complex materials and interpretation at pre-planned events, meetings or activities

## Interpretation and Translation Resources

### **Bilingual Staff**

Taft/Allied Neighborhood Centers strive to employ staff who speak Spanish. Whenever possible, these staff members are sought out to provide interpretation and information to community members. If a bilingual staff member is not available, and/or the interpretation needs are not Spanish, the responding staff will use Google Translator to determine the nature of the community member's questions and provide access to information and appropriate responses.

### **Bilingual Volunteers**

Volunteer translators create Spanish language inserts for our Wexford newsletter, translations of parent forms for all levels of youth programs, and other pertinent materials needed for families using Taft/Allied Neighborhood Centers' programs.

### **Google Translate**

Google Translate is a powerful tool that can instantly translate text and speech into over 100 different languages. Google Translate provides technology for language accessibility in a quick and efficient way. Staff use Google Translate to interpret and answer basic questions about resources, programs and needs.

For ease of access, Taft/Allied Neighborhood Centers ask leadership staff to download Google Translate to their smartphones, when applicable. Taft/Allied Neighborhood Centers may also ask other staff



members to download the app as needed. In addition, every Taft/Allied Neighborhood Center space has access to computers with internet access.

### **Certified Languages International**

Certified Languages International provides on-demand telephone based interpretation for over 200 languages. This service will be used when nuanced or complex topics are being discussed and in situations where the subject matter is more serious.

### **The Interpreters' Cooperative of Madison**

The Interpreters' Cooperative of Madison is owned and operated by interpreters of 15 different languages. They offer spoken and written translation services. As needed, Taft/Allied Neighborhood Centers use these services to translate written documents and interpret speech.

## **Special Efforts**

### **Families Applying for Youth Programs**

Taft/Allied Neighborhood Centers make every effort to communicate with prospective families in their language of origin using their interpretation and translation resources. Taft/Allied Neighborhood Centers have the means to translate their materials into other languages and always ensures that outreach materials are provided in Spanish. Taft/Allied Neighborhood Centers are committed to working with the families and students to translate all materials to the child's language of origin and ensuring that regular contact with parents/guardians is conducted via interpretation when needed.

## **Implementation and Training**

### **Implementation**

Taft/Allied Neighborhood Centers ensure that staff feel equipped to utilize interpretation and translation resources by regularly informing staff about them verbally or through email correspondence. An abbreviated sheet of Taft/Allied Neighborhood Centers language accessibility resources is posted and distributed as needed.

### **Staff Training**

Taft/Allied Neighborhood Centers will include the Language Accessibility Plan in orientation materials and have an electronic copy that is accessible to all staff. The plan is often reviewed and discussed by all staff during Taft/Allied Neighborhood Centers training weeks (one in early September and one in early March). Taft/Allied Neighborhood Centers training will include information regarding staff members' access to interpretation and translation services and resources.



**BOYS & GIRLS CLUB**  
OF DANE COUNTY

***OPENING the DOORS to  
Great Futures from the Cradle through College***

Our 5-Point Plan is Inclusive.  
More sites, more members, more collaboration, more partners, and more donor engagement.  
**It's a formula for success!!**



## [Our Five Point Plan for Dane County's Young People](#)

1. Enhanced Programming While Providing World Class Experiences for Kids
2. More Sites, More Hours & More Kids Resulting in Them Performing Better in School
3. Critical Community Involvement to Connect Resources To Kids
4. Capital Investments for Programming Support in Schools in Communities
5. Responsible Infrastructure Growth to Ensure Members Have Needed Resources

## [Our Vision](#)

To inspire and empower all young people, especially those who need us the most, to reach their full potential as productive, responsible and caring adults.

## [Our Mission](#)

To be the leader in youth development programs, by developing partnerships to produce positive outcomes for young people, families and communities.

## [Our Big Audacious Goal](#)

We will transform the lives of 10,000 young people annually by 2018 with 90% of our active kids' graduating from high school and prepared for a post secondary education

## [The keys that will open doors to a Great Future:](#)

Education, Character & Healthy Lifestyles, Sense of Safety & Fun, Empowerment and Supportive Relationships

## [Our Strategic Vision to Help "Open Doors" for Young People in Dane County](#)

Dane County children face long odds on the road to adulthood. Our community has two choices: it can continue to let the crippling effects of poverty plague our county, or it can put its resources behind an innovative approach to lift our children from a life of hopelessness to a life of success and opportunity.

Children born in poverty are cut off from opportunities that should flow freely across culture, race and socio-economic status. They are less likely to finish high school and are more likely to be underemployed. Boys face higher rates of incarceration or become victims of deadly violence. Likewise, girls are more likely to get pregnant during their teens years. Thousands of young people are unlikely to be shown a way out of a pattern that has repeated itself through several generations. The American Dream has become the new Urban Nightmare.

Traditional institutions are overwhelmed. They face a new reality radically different from when they were first created. Children are not entering school with the tools they need to learn. Once in school, they are receiving no educational reinforcement of what they've learned through the day.

Boys & Girls Club is undertaking a bold and groundbreaking approach to these issues by giving the kids the places, the programs and the people to help them reach their full potential. Our strategic vision will focus on creating unique partnerships and enhancing what we already know works. **It is important to note that no one program or partnership will sweep away the problems facing our county's young people; however we are confident that together we can make a major, immediate impact on this endemic problem.**

Currently, the Boys & Girls Club provides programming to 3,000 school age students at two club locations and seven school sites. Our goal is to reach more children. Nearly **33,000 school-aged young people are living in poverty in Dane County.** Our future literally flows through the school doors each day. It is our partnership with these schools that offers the greatest potential to make an impact on the institutionalized conditions of hopelessness and poverty our children face each day.

**The benefits are many:** Kids go directly from school to the Clubs each day where quality, after-school programs are available. Staffs at the schools and clubs are likely to extend their workday in order to give kids a sense of familiarity, continuity and structure. Donors know that their dollars are stretched farther by not having to build new facilities.

By "Opening the Doors" to better and more after-school sites, we also open up the possibilities to success. Our vision builds on this model. What if we could support families and their children's school experience by providing enhanced Boys and Girls Clubs programs at double the after-school sites? In this context, we begin to see the structure for positive change. We might even permit ourselves to see a solution dramatic enough to offer real hope.



### [This is a vision of unprecedented size and scope.](#)

It is certain that our bold, new vision would stretch the Boys and Girls Clubs exponentially, but it is also clear that “Opening the Doors” to Great Futures will be a model that not only builds on established programs that work, but also reaches for new heights of innovation and inclusiveness. Our vision for more after-school sites, more members, more collaboration with community partners, more volunteers, and more involvement by our donors is a true formula for success.

Meeting with key stakeholders to present the “Opening the Doors” to Great Futures Campaign is essential. A market study of the community-individuals, corporations and foundations that provide funding will be conducted to gauge the interest and willingness to resolve the dire circumstances many Dane County children live in.

The plan is simple...a child would finish his or her school day and go seamlessly into a Boys & Girls Club after school environment which is designed to encourage strong social skills, foster self-esteem and self-confidence, and provide world-class study support through top-notch mentors.

The Boys & Girls Club core-service programs would be strengthened with increased staff training and further program development. Likewise, partnerships with other like-minded non-profit agencies would provide mentors and programs that teach financial literacy and leadership skills. Our vision includes opportunities to retain the club practices proven to be most effective with our youth, as well as gives us the ability to experiment with creative and ground-breaking approaches. Imagine sites that serve children a meal, encourage fitness and recreation, promote creativity with arts programs, offer basic health screening and provide pioneering literacy programs. These community wide facilities are dramatic in sweep, but pragmatic in implementation.

### [Our Case to the Community](#)

- ✚ One in two kids in MMSD qualify for free/reduced lunch
- ✚ One of two student of color don't graduate and many placed in special education programs
- ✚ Racial disparities in our justice system are the highest in USA and juvenile violent arrests have increased 46% since 2010
- ✚ Black infant mortality rate has shot up 4times the rate of white mortality rates
- ✚ Dane County poverty rate is climbing faster than other US cities
- ✚ Dane County has the 2nd highest juvenile arrests in WI
- ✚ Dane County has spent 20 million in 2010 alone on non correctional juvenile justice service and placements
- ✚ Black/Hispanic population account for 11% of youth population, but account for 67% of juvenile detention placements
- ✚ Only 30% of black and Latino students enter kindergarten prepared and ready
- ✚ Almost 50% of Latino and African American young men aged 25-29 in Dane County are in jail or under supervision
- ✚ 93% of black and 83% of Latino seniors of Madison were identified as not ready for college

# **GREAT FUTURES START HERE.**

## Local Trends

- ✦ According to recent data released by the MMSD, in the 4<sup>th</sup> grade, there is a 32-point gap in reading, 35-point gap in math.
- ✦ Only 48% of black students graduate from Madison schools with a regular diploma in four years, compared to 87% of white
- ✦ Only 30% of Black and Latino students enter kindergarten with the necessary skills (compared to 78% of white)
- ✦ 39% of black male middle school students in MMSD are enrolled in special education
- ✦ Wisconsin has the highest academic achievement gap in the country outside of Washington, D. C.
- ✦ 33% of the homeless population in Dane county are children while 776 children in MMSD were homeless
- ✦ Every kid that graduates from high school will earn \$630,000 more than a non-graduate
- ✦ Business are losing 30 billion annually due to weak reading and writing skills
- ✦ Just 20% of Black seniors and completed the ACT and Only 5 were determined to be college ready as state above.
- ✦ Black students are grossly over-represented in special education in the MMSD.
- ✦ Of all students labeled *cognitively disabled*, 46% are Black and 35% are White. Of all Black students labeled CD, 53% are males.
- ✦ Black males were missed a total of 2,709 days of school during the 2009-10 school year due to suspension.

## What if?

- ✦ What if kids had a safe, structured place where they could play with friends under the supervision of caring adults?
- ✦ What if they were offered pioneering literacy programs that ensured they can read at their grade level?
- ✦ What if children received a meal after school every day?
- ✦ What if they had fun programs that encouraged fitness and recreation?
- ✦ What if they were offered basic health screening?
- ✦ What if they had arts programs that promoted creativity?

## The Answer!!

- ✦ BGC is currently picks up over 100 members daily from 12 of Madison Public Schools.
- ✦ BGC is currently in 6 of Madison Public Schools and run the only BGC site affiliated program in the nation
- ✦ BGC offers an array of programs for boys and girls ages 7 to 18
- ✦ BGC is the home of Star Credit Union the only youth chartered in the Boys & Girls Club movement
- ✦ The BGC AVID/TOP program is currently in 4 Madison Schools with 95% High School Graduation & Enrollment
- ✦ Kids who attended our 2011 summer camp rose to the challenge of defying “summer learning loss” and read over 2,300 books
- ✦ BGC now has over 80 partnerships with different organizations, including two local departments
- ✦ More than 400 kids attended our summer camp programs, with 30% attending least three times a week

## Why us?

- ✦ We turn no kids away due to their inability to pay
- ✦ We are recognized as community leaders for reaching our youth in trouble areas
- ✦ The ability to adapt our programming to the needs of the children we serve including CAPA.
- ✦ We were one of the five Clubs in the nation to receive the Money Matters Innovation Award from BGCA
- ✦ BGC was named one of ten Clubs in the nation to receive the Boys & Girls of America “Be Great: Graduate” award
- ✦ BGC was able to serve over 25,000 hot, nutritious meals to more than 2,000 kids in 2011
- ✦ In 2011 more 350 teens visited took more than 34 college field trips to 25 colleges and universities

**Strategic Priority One:**  
**Create a world class experience for 10,000 children from the cradle through college by 2018**

100% of members will have an IDP that includes input from guardian and member to help achieve the five keys to successful opportunities  
100% of active members will be exposed to post secondary institutions by their sophomore year in high school  
BGC programming will provide a standardized curriculum which will incorporate all five keys to successful opportunities  
100% of active members will be exposed to creative and performing arts  
100% of active members will be exposed to culturally and socially enriching opportunities  
BGC staff to member ratios will average 1 to 12 for school age programming  
BGC will recruit 2,000 college students to build and support mentor relationships with active Club members  
BGC active members will steadily improve in reading and math scores, behavior, and attendance  
1,000 BGC high school students will have access to career exploration and internship opportunities  
25% of active Club teens will participate in leadership projects  
50% of active members will participate in service learning projects

**Strategic Priority Two:**

**Ensure the young people we serve reflects the population who need us the most with more sites, more hours**

BGC will expand efforts and be seen as a vital partner with low income families and students of color to provide programming with greater engagement of the Latino/Southeast Asian communities  
BGC will create signature community events for 3,000 members and families from Latino and Southeast Asian communities  
BGC will have an active family and community advisory committee of 50 members that represent the members that we serve  
BGC governing body and staffing level will reflect the membership of it serves

**Strategic Priority Three:**

**Foster and leverage value added partnerships to connect members to meaningful opportunities**

BGC will create a parent resource center to connect parents to resources to support their child's development  
BGC will create 500 partnerships with businesses, families, communities, and non profits to support the academic and well being of kids  
BGC will create and sustain partnerships with 5 local law enforcement agencies to combat delinquency and truancy  
BGDC will have opened 2 Club satellite locations on college campuses for recruitments of volunteers and service learning projects

**Strategic Priority Four:**

**Increase and diversify our financial resources and engage our donors to ensure our member's needs are being met**

BGC will double its annual operating budget and its reserves will mirror the operating budget  
BGC will increase revenue through specialized programming (summer camp, CAPA, etc.) in strategic areas by 300%  
BGC Board of Directors, through various resources will raise \$1 million outside of special events

**Strategic Priority Five:**

**Expand our reach; grow our internal capacity to meet issues facing young people in schools and communities**

BGC will have program involvement before school, during school, and after school in schools that need us the most  
BGC will develop an accredited training center ensuring the Club has the best trained staff in the county to support teachers, support staff  
BGC will merge/acquire/partner/develop service agreements to meet strategic growth needs  
BGC will charter 10 additional school sites that need us the most  
BGC will secure at least 2 additional facilities in Dane County for at-risk teens resulting in a 30% increase of teens served  
BGC will operate 2 additional locations outside of Madison (solidifying our role and impact as a County wide agency)  
BGC will increase internal capacity to accommodate strategic growth  
BGC will develop an accountability department to assess and ensure we deliver on our promise  
BGC will provide services and resources to 500 school aged homeless students needing aftercare services  
BGC will develop a comprehensive, competitive sports academy focusing on character and leadership development and sportsmanship  
BGC will develop a quality early childhood education program for infants and toddlers  
BGC will increase current volunteer base by 100%  
BGC will develop an alumni society connecting former members back to resources in the community

**Our Values:** Compassion \* Innovation \* Integrity \* Respect \* Accountability

**Our Big Audacious Goal:** We will transform the lives of 10,000 young people annually by 2018 with 90% of our active kids' graduating from high school and prepared for a post secondary education

# Facility Use Policy

## Facility Locations

### Boys & Girls Clubs

- Allied Neighborhood Center is located at 4619 Jenewein Road, Fitchburg, WI 53711
- Taft Neighborhood Center is located at 2001 Taft Street, Madison, WI 53713

## Facility Use Purpose

Having people rent the facility is important for so many reasons – it offers a communal space for people to meet, play, and grow. Community members access the facility for various reasons (e.g., Sports events, hosting a meeting, celebrating a birthday, offering a class, Repass, etc.). It not only brings people to the Center who might not otherwise utilize the space but provides financial support to the Center. Understanding and engaging with facility users provides an opportunity for staff to cultivate relationships with neighbors in the community.

## Building Schedule & General Schedule of Availability

The Allied/Taft Neighborhood Centers are open to the public and rooms are available for rent Monday – Friday 9:00 am – 8:30 pm and Saturday hours are based on requests.

The Allied/Taft Neighborhood Centers programming focuses on after school and summer camps for youth, food programs, employment support, dental clinics, and community organizing and engagement. These programs all have set schedules which generally fill up most spaces Monday – Friday from 2 – 6 pm and during other set times in the week.

Four individual spaces are available for rent at each site. Below is a chart with the details for each space:

| Boys & Girls Clubs of Dane County Community Neighborhood Centers |                |                             |                  |
|--|----------------|-----------------------------|------------------|
| Allied   |                | Taft                        |                  |
| Space  | Size (sq.ft)   | Space                       | Size (sq.ft)     |
| Canteen (\$40/hr.)   | 763.65         | Classrooms/Studio (\$40/hr) | 160.94 to 806.54 |
| Classrooms (\$40/hr.)  | 615.17-1612.47 | Techology Center (\$60/hr)  | 651.97           |
| Kitchen (\$35/hr)  | 525            | Kitchen (\$35/hr.)          | 368              |
| Gym (\$100/hr)   | 6775.25        | Gym (\$100/hr)              | 5370.92          |

## Spreading the Word about Facility Use Opportunities

Information about securing space is available at our Neighborhood Center locations, noted above.

Our Boys & Girls Club Community Neighborhood Center Facility Rental Statement includes information about how to inquire about using our spaces for community use. The Facility Rental Statement can be picked up or emailed to recipients by calling 608-661-4756 for Allied and 608- 661-4734 for Taft.

**Steps for Securing and Using a facility space at our Neighborhood Centers:**

- 1) Know the details of your event. Think about the date, time and how many people (adults & kids) will be attending and the type of event (party, meeting, training, etc).
- 2) Contact Clubs Staff directly at the sites and inquire about facility usage.
  - a. Taft: 608-661-4756
  - b. Allied: 608-661-4734
- 3) Staff will make every effort to respond within 24 hours of the initial request.
- 4) Prospective facility users will be asked about the nature of the event –
  - a. One time or reoccurring event
  - b. Type of activity which will happen at the event
  - c. Affiliation with an organization or individual with a connection to the Center
  - d. Establishing if an organization is non-profit or for profit
  - e. Event set up required/requested - All events requiring set up are encouraged to add .5 hrs at the beginning and end for set up and clean up
  - f. Day & time requested with any flexibility
- 5) Allied and Taft Neighborhood Center staff will recommend the room(s) which might work for the event and check availability. Every effort will be made to schedule the event when space is available.
- 6) Pricing for the space use is determined in consultation with the facility user.
  - a. Our published rental rate is calculated based on 1) duration of event (including set up and clean up time needed), 2) room rate for scheduled room(s), and 3) surcharge cost if required
  - b. Facility user agrees to published rate or requests discounted rate for financial hardship
  - c. Allied and Taft Neighborhood Center staff reviews requests with Club Directors to determine reduced rate to be offered. Discounts may include the requirement of a completed fee waiver. Considerations for rate reductions and fee waiving include:
    - i. Renters prior relationship with the Center or Center participants
    - ii. One time or repeating events
    - iii. Financial limitations of the rental group or individual
  - d. Allied and Taft Neighborhood Center staff and potential facility user agree on final price and payment process is determined – only checks made out to BGCDC are accepted. No cash or credit card payments are accepted.
- 7) With space and fee agreed upon, facility users complete the Allied and Taft Neighborhood Center Rental Agreement and return it to the receptionist at given site.
- 8) Rental fees are due one week prior to the event unless otherwise agreed upon with Allied and Taft Neighborhood Center Club Director.



- 9) As set up for the event begins, facility users will receive a sign in sheet for all those in attendance. Recording the number of participants including designating how many people are new to the facility for the year assists Allied and Taft Neighborhood Center in detailing the total number of people who use the building in a year.

### **Important Caveats**

- Parking is limited to designated spaces. Our Taft Neighborhood Center has 5 available parking spots and our Allied Neighborhood Center has 30 parking spots available, with additional off-street parking available at each center. Other parking is available but shared with multiple users. Potential renters should be informed of parking limitations (especially for large groups) before confirming the booking.
- Allied and Taft Neighborhood Centers have a sitewide No Alcohol rule. Alcohol is not allowed on the premises at any time for any event.
- Ample adult supervision is required for events involving children and youth.
- We work to give people lots of info about renting space here and are honest about our capacity and limitations. If we don't think an event will work, we are clear about that.
- Allied and Taft Neighborhood Centers staff may seek to build a specific contract with groups that are setting up ongoing, multi-week events. This contract would be used in conjunction with the rental agreement and would provide the details for events.

### **Internal steps after event is scheduled**

1. Be sure the event is thoroughly documented on the Facility Rental Reservation form – name of event, time, set up instructions in location space, and any details in notes sections including contact name and phone or email
2. Provide details about event set up and clean-up to staff.
3. Create sign-in sheets and provide the documentation at the close of event.

On a weekly basis, room calendars are printed and placed in the Weekly Schedule binder kept at the Front desk. These calendars can also be reviewed by staff and others to see if rooms are available.

### **Partner Programs and Regular Renters**

Other than the physical files on these programs, Allied and Taft Neighborhood Centers staff mostly communicate with recurring groups via email to get their most current schedules.

### **Religious and Partisan Groups**

We cannot subsidize religious and partisan groups. The lowest rate that we can offer is the non-profit rate.