



Current City Funded Neighborhood Centers: Center Support Application for 2020

Submit Application to: 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:	East Madison Community Center		
Contact Person:	Tom Moen	Email:	tmoen@eastmadisoncc.org
Address:	8 Straubel Ct. Madison, WI 53704	Telephone:	608.249.0861

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).

The EMCC, located in the Truax Park Public Housing neighborhood, is an isolated community situated with HWY 151 to the south, HWY 51 to the east, a business park with Madison College & the Dane County Regional Airport to the north, and Stark weather Creek to the west. Despite the location, the EMCC serves over 7,000 unduplicated individuals a year.

- 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.

By utilizing the Neighborhood Indicators Project and the City Funded Neighborhood Center Map as data sources for information about areas within ½ mile of the EMCC, we were able to determine the following:

*16% of the population self-identify as Black or African American in comparison to 7.1% throughout the city of Madison. Data from the Truax NA in the Neighborhood Indicators Project depicts a 38.5% population of Black or African American individuals in the closest proximity to the EMCC.

*7.1% of the population self-identify as Asian in comparison to 7.3% throughout the city of Madison. Data from the Truax NA in the Neighborhood Indicators Project depicts a 21.1% population of Asian individuals in the closest proximity to the EMCC.

*18.4% of the population self-identify as Hispanic or Latino in comparison to 6.8% throughout the city of Madison.

*There are nearly three times as many female-headed families with children in the ½ mile area of the EMCC than Madison as a whole. There are 14.9% in the region versus 5.3% throughout the city of Madison. Data from the Truax NA in the Neighborhood Indicators Project depicts that women lead 42.6% of families in the closest proximity to the EMCC.

Each of the areas surrounding the EMCC are considered food priority areas according to the Citywide Asset Map. These areas are all a part of our service area. Also, the dataset shows that the only community resource located in our service area is a Fire Station located approximately 2 miles away from the EMCC.

- 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).

The East Madison Community Center serves families throughout the city of Madison with a specific focus on citizens in Madison's far eastside neighborhoods. These areas include the Nelson, Sycamore, Pumpkin Hollow Westchester, Rattman, Swanton and East Washington planning districts. As one of the only community service providers in our service area, we strive to provide diversified services to those in need and become a valuable community gathering place.

Since there are very few resources in our service area, we partnered with Kennedy Elementary School to transport students from the Swanton PD to our afterschool programming. Swanton PD has a youth population of 25.2% in comparison to the city's 17.5%.

- 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 Neighborhood Indicators Project shows that only 48% of students in the Truax Field PD are kinder-ready as compared to 78.1% in the city as a whole. Noticing these trends, the EMCC has partnered with the Today Not Tomorrow Family Resource Center (TNT-FRC) to provide prenatal to pre-K services to

the community.

- e. Describe any significant changes you anticipate in 2020 to the population and/or geographic area served.
Our staff is collaborating with the city of Madison to ensure adequate community services are brought forth in planning for the new public library at Reindahl Park.

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.

The EMCC works to meet the needs of the community by performing a yearly survey to current users and participating in outreach initiatives to engage other parts of our service area. This information has led us to provide a more comprehensive array of services.

We have partnered with DaneNet and the Spectrum Charter to provide a series of weekly computer classes to help bridge the digital divide in the low-income neighborhoods we serve. The program consisted of 6 lessons wherein students learned necessary computer skills, word processing, email, and maintenance practices. After the class, students were provided with personal desktop computers to take home. Furthermore, Spectrum Charter provided internet service to the families for \$15 per month.

The EMCC also hosts various community-building events each year. In spring, we partner with the local schools, fire departments, and neighborhood police for our annual Chili Cook-Off event. The fall brings a partnership with the Truax Neighborhood Association for a fall festival. We also host a Pre-Teen Holiday party for children ages 2-10 years old where past program participants and area residents help with planning. Each month we engage families and seniors in field trips to community events, movies, shows at the Overture Center, pontoon boat rides, and more.

Since the EMCC services many areas that are considered “food priority areas,” we also host a weekly food pantry each Tuesday of the month. Twice a month, we provide household items, toiletries, or clothing. Each weekend we collaborate with the UW Madison Grow program and the TNT-Family Resources Center to host a free neighborhood food market. Families unable to attend those two programs have access to an self-serve emergency food pantry located in the entryway of our space, which is open during our building hours. Items available there are pantry staples and some fresh fruits/vegetables in a refrigerated area.

Other programming includes the Truax Community Garden, monthly Diabetes support group with GHC staff, English Classes for Parents with the Literacy Network, UW Extension Cooking & Nutrition classes, senior table tennis, First Impressions menswear for ex-offenders, TNT-FRC Dinner with a Doula and much more.

Our key staff collectively have over 100 years of experience at the EMCC alone. This consistency allows families to know they have a group of individuals that are committed to helping them navigate systems so that they can reach their desired outcome. The EMCC is very much a family-like environment, with many clients calling it their “home away from home.” Employees believe that developing the self-esteem and efficacy of our clients is paramount to them reaching their goals. Our programming strives daily to have each person that walks out of our doors feel a bit more empowered and equipped with the resources needed to thrive.

- 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.

The EMCC draws from the community it serves. Our board consists of a healthy mix of area residents, former program participants, and those from the greater Madison community. After college two of our youth that grew up at the center joined our board. They now serve as Vice-President and Treasurer. The board of directors has a vested interest in ensuring that current program participants receive high-quality programming that meets their social, academic, nutritional, employment, and recreational needs.

Based on our program participation information, 95% of our students qualify for free/reduced lunch programs, and many of our families face food access needs. Last year we served 15,883 healthy snacks and meals to students through our partnerships with the CACFP and Kids' Café programs. EMCC students to receive healthy snacks and dinners throughout the school year Mondays-Saturdays. During the summer, we also serve breakfast, lunch, and snack daily with dinner twice a week. Through our weekly food pantry, we provided 2,583 household visits in 2018 with a total of 520 new individuals (38% minors, 55% adults, 7% seniors).

The EMCC also transports students from the Swanton Road PD to afterschool services, which included academic tutoring, youth development classes, recreational activities, and dinner each night.

- 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).

The most significant changes that the EMCC plan to implement during 2020 is enhancing our holistic services for families in our service area. With the potential addition of a health and wellness staff our goals are to:

- *Combat the fact that our zip code (53704) has the highest rate of type 2 diabetes among Badger care recipients than any other zip code in the city,
- *Bring in programming to dispel myths surround people of color accessing mental health services, and
- *Provide more community-building opportunities for area residents to decrease isolation that many families experience.

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	X	
Staff Office Space	X	
Commercial Kitchen	X	
Non-Commercial Kitchen	X	
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: First Impressions Community Closet providing free menswear to ex-offenders	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? <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 <input type="checkbox"/> Tier 1 Expectation Met <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 <input type="checkbox"/> Tier 1 Expectation Met <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 <input type="checkbox"/> Tier 1 Expectation Met <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"> • Have a facility use policy that provides low/no cost options for residents. • Have a maintenance and facility update plan. • Have a language access plan for facility and programs. 		<input checked="" type="checkbox"/> Expectations Met <input 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"> • Center is available for facility use at least 5 or more Saturdays or Sundays per year. • Center is available for facility use until 7pm at least 2 days per week. 	<ul style="list-style-type: none"> • Center is available for facility use at least 12 Saturdays or Sundays per year. • Center is available for facility use until 8 pm at least 3 days per week. 	<input checked="" type="checkbox"/> Tier 2 Expectation Met <input type="checkbox"/> Tier 1 Expectation Met <input type="checkbox"/> Not yet meeting Tier 1 Expectation

1. Square Footage

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

20,000

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

N/A

List Rooms available for Facility Use	Square footage of Room	Room Features (tables, chairs, A/V)	Occupancy Capacity of space
Gymnasium	7,623	Basketball goals, room divider, sporting equipment	100
Multi-Purpose Room	2011	Stage, attached kitchen, screen, A/V (microphones, speakers, projector), tables, chairs, podium	150
Meeting Room	272	Monitor w/Barco ClickShare AV	20
Conference Room	132	Table, chairs, whiteboard	10
Woody Room	178	Table, chairs, tv, board games	10

Computer Lab	208	PCs,printer, whiteboard	12
Teen Room	1140	Tables, chairs, pool table, air hockey, laptops, tv	50

2. Facility Use Hours

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

12,885

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

N/A

3. Facility Use Participants

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

7,769

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. The EMCC’s most heavily rented out spaces are our multipurpose room and gymnasium. Residents living in CDA public housing receive a discounted space rental rate paying \$10 per hour for these spaces, while others receive a reasonably priced space to customize as needed for their events. The multipurpose room is rented out consistently for baby showers, birthdays, anniversaries, weddings, memorials, graduations, fashion shows, plays, musical performances, family reunions, church services, etc. The gym is rented out for basketball, soccer, volleyball, rugby, table tennis, yoga, circuit training, and other recreational groups. The EMCC also has other meeting rooms that are available free to the community to reserve. These rooms hosts community meetings, small gatherings, study space, tutoring, music lessons, home school groups, and more.

At the moment we are working with the family of a former area resident and board member that recently passed away to host her homegoing service. The family felt that the EMCC would be the best place to celebrate her life and respect their wishes. Suffice to say this is not an uncommon occurrence. Many families we serve view the EMCC as one of the safe spaces in Madison, where they can authentically be themselves without judgment. Being so, they trust that we will work with them to have a positive experience when reserving space.

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

No anticipated changes are on the horizon for 2020.

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.
N/A

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?

During the academic year, the EMCC is open Mondays-Thursdays from 9am-8pm, Fridays 9am-9pm, Saturdays 9am-5pm, and on Sundays open for preregistered facility use groups. During the summer the EMCC is opened MWF from 9am-5pm, Tuesdays & Thursdays 9am-8pm, and weekends open for preregistered facility use groups.

- e. How is the neighborhood center staffed during open hours on evenings and weekends?
During evening and weekend open hours, the EMCC is staffed with one lead staff, 2-3 youth workers, and 2-3 teen employees depending on the needs of the community center.

- f. How does the community find out about available spaces and reserve rooms at the neighborhood center?

Members of the community can access information about EMCC space availability via this link on our website: <https://eastmadisoncc.org/space-rentals/>. Potential renters are also able to call 608.249.0861 to speak to a staff member about space availability. A completed facility use agreement and any applicable fees are paid to reserve the space.

- g. When are your scheduled closings (holidays, maintenance, cleaning, etc.)?

The EMCC closes on the following holidays: New Year's Day, Martin Luther King Jr.'s Birthday, President's Day, Good Friday, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, Day

after Thanksgiving, Christmas Eve, Christmas Day, and New Year's Eve. The observance of holidays falling on a Sunday occurs on the following Monday. The observance of holidays falling on a Saturday occurs on the preceding Friday.

When the MMSD closes due to inclement weather, the EMCC also closes. The EMCC is also closed once a year for an annual staff retreat.

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

N/A

Section 4: Engage and Connect with the Community

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

Residents and the survey information they provide are integral parts of program and strategic planning process. With past and current center clients represented on our board of directors, and in our volunteer services, they can give direct suggestions and feedback on programming. The EMCC also collaborates with the Truax Neighborhood Association and parents from Hawthorne/Kennedy Elementary School on community activities and events.

Through partnering with area residents involved in work to improve the condition of Stark Weather Creek, we coordinated with the Midwest Environmental Justice Organization (MEJO) to bring over 200 area residents together for a fish dinner. The event served as an opportunity for sharing community resources, presenting information about indigenous cultures that inhabited the neighborhood centuries ago, and providing the space for members of various ethnic groups living in the area to share ways of preparing fish with their neighbors.

Facility use and attendance forms are used for tracking event participation.

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.

N/A

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.

During March of each year, we celebrate National Nutrition Month with various activities. The one that the community looks forward to the most is the annual Chili Cook-off event. The event also helps everyone celebrate the survival of another Wisconsin winter with information being provided from many community organizations as well. The cook-off participants include teachers from area schools we serve, firefighters, area residents, the neighborhood police officers, and others. There is also a small safety demonstration provided to area residents. This past year's event awarded the 2nd and 3rd place prizes to two neighborhood fathers. The smiles on their kids' faces when they heard their fathers' names called was priceless. This event brought in 123 people.

Starkweather Creek: Past, Present, & Future – As a follow up to our community Fish Dinner we collaborated with MEJO-Midwest Environmental Justice Organization, Ho-Chuck Gaming Madison, Northside Planning Council, and GYOW-Gam Youths of Wisconsin to host an in-depth conversation about colonization, preservation, and conservation efforts for Starkweather Creek. The feature presentation by Missy Tracy and Kyla Beard was entitled "Ho-Chunk People of DeJope." There was also a smaller presentation entitled "Starkweather Creek: Brief History & Current Challenges" by Maria Powell and area residents Ida Jammeh and Touyeng Xiong. Attendance for the event was 78 participants.

Three times a year, the EMCC brings together 22 community gardeners and their families to volunteer in the EMCC Kids' Garden and Truax Community Garden space. Projects completed in 2018 included installing five accessible raised bed gardens, building nine garden boxes and installing a concrete composting system in the Kids' Garden. Also, gardeners worked to reestablish pathways in the garden to open up the space making it less intimidating to new gardeners and more accessible to aging gardeners.

The EMCC hosts free community breakdance sessions twice a week which culminated in 3 competitions/jams throughout 2018. The practice sessions bring in students from across Dane county, and the completions/jams bring in "breakers" from Illinois, Indiana, and Minnesota along with those throughout Wisconsin. The energy amongst the youth and adults participating is fun-filled and exciting for the community to join or watch. The respect and camaraderie displayed in the interactions between the groups of breakers is exceptional. Weekly practices bring in 10-15 participants and the jams garner 75-125 people.

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"> • Programming for at least two of the following age groups offered: Elementary, Middle, and High School aged programming. • 12 or more planned activities at the Center for adults per year. 	<ul style="list-style-type: none"> • Elementary, Middle, and High School aged programming required. 24 or more planned activities at the Center for adults per year. • Have a plan to connect residents with needed resources and services. 	<input checked="" type="checkbox"/> Tier 2 Expectation Met <input type="checkbox"/> Tier 1 Expectation Met <input type="checkbox"/> Not yet meeting Tier 1 Expectation

		<ul style="list-style-type: none"> • Have a plan to connect residents with needed resources and services. • Have a food pantry in Center or relationship with food pantry in area. 	<ul style="list-style-type: none"> • Have a food pantry in Center or close relationship with food pantry in area. • One or more of the following: Adult Employment, Early Childhood, and Older Adult programming. 	
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1. Programming and Resources Offered

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

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

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.

Planned activities for adults in 2018 included monthly field trips and bingo. There were also daily exercise sessions that included cardio, boot camp, LLMA fitness, Zumba, war sword historical fencing, table tennis, and basketball. We also hosted a series of classes that included the following topics computer skills, bike fitting, financial awareness, and nutrition.

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

Currently, the EMCC provides referrals to other neighborhood resources that include Joining Forces for Families, Dane County Public Health Neighborhood Nurse, and CDA Public Housing. If a participants' needs are unmet with those resources, majority of the EMCC employees have deep connections with many other Madison area nonprofits to ensure that clients leave with a tangible link to the services they need. We also partner with other agencies to bring resources into the community where we don't have expertise. In this way, those services are accessible to those we serve, and we decimate information about the topic throughout the service area. Lastly, EMCC staff is working hand in hand with the City of Madison to ensure that the newly planned library at Reindahl Park has missing community resources available.

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.

The East Madison Community Center provides a "client choice" pantry each Tuesday from noon – 2 pm for families residing in Dane County. On the 2nd Tuesday of the month toiletries are provided, and on the 4th Tuesday of the month toiletries, clothing, and household items are distributed. Every week we order over 350 pounds of fresh fruits and vegetables to ensure clients have access to healthy foods. Other food items provided are nonperishable pantry staples, healthy kid-friendly items, dairy, meats, fish, and frozen fruits/vegetables. In 2018 there were 2,583 individual pantry visits with an average of 114 monthly households.

- 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.

N/A

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

No anticipated changes.

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 <input type="checkbox"/> Tier 1 Expectation Met <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 <input type="checkbox"/> Tier 1 Expectation Met <input type="checkbox"/> Not yet meeting Tier 1 Expectation
Build Organizational and Administrative Capacity	Policy and Planning	<ul style="list-style-type: none"> • Have a current strategic plan. • Submit annual reports on board and staff demographics. • Have an existing personnel policy that addresses key elements required in contract. 		<input checked="" type="checkbox"/> Tier 2 Expectation Met <input type="checkbox"/> Tier 1 Expectation Met <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.

The EMCC is anticipating increased funding from United Way and other funding sources in 2020 to support our H.O.P.E.S. – Holistic Organization of Partnerships for Economic Stability program.

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

Position Title <i>Enter one position title per line</i>	Qualifications or Required Training
Executive Director	5 years of related experience and a college degree
Youth Program Manager	3 years related experience and degree
Assistant Director	3 years related experience and degree
Assistant Youth Program Manager	2 years related experience and degree
Youth Worker	2 years related experience and some college
Summer Counselors	1 year experience. Excelling in school.
Janitor	2 years experience
Administrative Assistant	2 years of experience + H.S. diploma
Clerical Assistant	2 years of experience
Adult Interns	2 years related experience and some college

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

During volunteer training, we review the EMCC history/goals, volunteer position description, non-discrimination guidelines, procedures for completing tasks, and situational role-playing exercises. Volunteers that have direct contact with program participants undergo a nationwide background check/screening to ensure the safety of our clients. We also link volunteers with an EMCC staff for supervision and mentorship.

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

The EMCC plans to increase our organizational and administrative capacity by expanding our programming to encompass more holistic services to the community. These plans include the addition of a Health & Wellness Coordinator position, Arts Coordinator, and other support roles that will bring our full-time equivalents above 8.

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
- 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? <i>Check only one box.</i>
Collect and Use Data	Sampling and Data Informed Decision-Making	<ul style="list-style-type: none"> ● Participate in sampling. ● Use data in decision-making (data toolkit and other resources). ● Collect data to track program outcomes. 	<input checked="" type="checkbox"/> Expectations Met <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 plan to use current and future data to better inform staff on effective programming, track outcomes, measure impact, and provide consistent reporting information across platforms. The EMCC is currently working with American Family Insurance and Acendium to enhance our database resources for programming. These improvements include data sweeping, updating collection methods, creating multiple ways to pull data, and implementing standard operating procedures for data maintenance.

- b. How do you track facility use data?

We currently track facility use data using paper forms and attendance records.

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

We plan to move toward cloud-based, digital methods of data collection in 2020.

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: 12/12

Total number of Tier 1 Benchmarks not currently meeting: 0/12

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.

N/A

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

2. 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.

The EMCC plans to increase organizational and administrative capacity by expanding our programming to encompass more holistic services for the community. These plans include the addition of a Health & Wellness Coordinator position, Arts Coordinator, and other support roles that will bring our full-time equivalents above 8.

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.

Program Type	2019 Allocation	Amount Shifted	2020 Proposal
Center Support	78,102		\$100,000
Elementary Programs	46,748		46,748
Middle School Programs	26,135		19,601
High School Programs			6634
Other City-funded Programs	 	 	
Total	150,985		172,983

1. 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.

N/A

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

The EMCC is anticipating increased funding from United Way and other funding sources in 2020 to support our H.O.P.E.S. – Holistic Organization of Partnerships for Economic Stability program.

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

Program Type	Start Time	End Time
MONDAY		
Elementary		
Multi Focused Afterschool	1:30pm	8pm
Multi Focused Summer	8:30am	4:30pm
Topical/Skill/Population Focused		
Middle School		
Multi Focused Afterschool	2:30pm	6:30pm
Multi Focused Summer	8:30am	4:30pm
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		
High School		
Multi Focused Afterschool	3pm	6:30pm
Multi Focused Summer	8:30am	4:30pm
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		

Program Type	Start Time	End Time
TUESDAY		
Elementary		
Multi Focused Afterschool	3pm	6:30pm
Multi Focused Summer	8:30	4:30pm
Topical/Skill/Population Focused		
Middle School		
Multi Focused Afterschool	3:30pm	8pm
Multi Focused Summer	8:30am	4:30pm
Summer Evening	5:30pm	8pm
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		
High School		
Multi Focused Afterschool	4pm	8pm
Multi Focused Summer	8:30am	4:30pm
Summer Evening	5:30pm	8pm
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		

Program Type	Start Time	End Time
WEDNESDAY		
Elementary		
Multi Focused Afterschool	3:30pm	8pm
Multi Focused Summer	8:30am	4:30pm
Topical/Skill/Population Focused		
Middle School		
Multi Focused Afterschool	3:30pm	6:30pm
Multi Focused Summer	8:30am	4:30pm
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		
High School		
Multi Focused Afterschool	4pm	6:30pm
Multi Focused Summer	8:30am	4:30pm
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		

Program Type	Start Time	End Time
THURSDAY		
Elementary		
Multi Focused Afterschool	3pm	6:30pm
Multi Focused Summer	8:30am	4:30pm
Topical/Skill/Population Focused		
Middle School		
Multi Focused Afterschool	3:30pm	8pm
Multi Focused Summer	8:30am	4:30pm
Summer Evening	5:30pm	8pm
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		
High School		
Multi Focused Afterschool	4pm	8pm
Multi Focused Summer	8:30am	4:30pm
Summer Evening	5:30pm	8pm
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		

Program Type	Start Time	End Time
FRIDAY		
Elementary		
Multi Focused Afterschool	3:30pm	8pm
Multi Focused Summer	8:30am	4:30pm
Topical/Skill/Population Focused		
Middle School		
Multi Focused Afterschool	3:30pm	6:30pm
Multi Focused Summer	8:30am	4:30pm
Summer Evening		
Weekends Day		
Weekend Eve.	6:30pm	9pm
Topical/Skill/Population Focused		
High School		
Multi Focused Afterschool	4pm	6:30pm
Multi Focused Summer	8:30am	4:30pm
Summer Evening		
Weekends Day		
Weekend Eve.	6:30pm	9pm
Topical/Skill/Population Focused		

Program Type	Start Time	End Time
SATURDAY		
Elementary		
Multi Focused Afterschool	9am	2pm
Multi Focused Summer		
Topical/Skill/Population Focused		
Middle School		
Multi Focused Afterschool	9am	11am
Multi Focused Summer		
Summer Evening		
Weekends Day	2pm	5pm
Weekend Eve.		
Topical/Skill/Population Focused		
High School		
Multi Focused Afterschool	9am	11am
Multi Focused Summer		
Summer Evening		
Weekends Day	2pm	5pm
Weekend Eve.		
Topical/Skill/Population Focused		

Program Type	Start Time	End Time
SUNDAY		
Elementary		
Multi Focused Afterschool		
Multi Focused Summer		
Topical/Skill/ Population Focused		
Middle School		
Multi Focused Afterschool		
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		
High School		
Multi Focused Afterschool		
Multi Focused Summer		
Topical/Skill/ Population 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: Tom Moen

Date: 7/28/2019

By entering your initials
in the box,

TM

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



School-Age Youth Services for 2020: Elementary School Services at Current City-funded Neighborhood Centers

Submit Application to: 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), and topical/skill/population focused programs (section 2) for elementary-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:	East Madison Community Center	Amount Requested:	46,748
Programs applied for:	<input checked="" type="checkbox"/> Multi-focus School Year <input checked="" type="checkbox"/> Multi-focus Summer Topical/ Skills/Population		
Contact Person	Tom Moen	Email:	tmoen@eastmadisoncc.org
Address:	8 Straubel Ct. Madison, WI 53704	Telephone:	608.249.0861

SECTION 1: ELEMENTARY 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?

Goals for the EMCC's Elementary Multi-focused Programming involve:

*Cultivating development assets in students with a focus on service to others, responsibility, achievement, motivation, and creating healthy bonds to school and community.

*Setting high expectations that allow students to build leadership skills, improve academic performance, understand their physical/emotional needs, and develop a high sense of self-esteem/efficacy.

These goals are accomplished by creating an environment conducive for learning, making and learning from mistakes, and equipping students with tools to cope with the trauma they face. Our programming works best when students and families commit to attending consistently (at least three days a week). The EMCC staff works diligently to create a welcoming and friendly space where families feel comfortable and safe.

- 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.). Refer to [Data Tool Kit](#).

EMCC's Elementary programming serves predominantly African-American and Asian students aged 5-10 that attend Hawthorne & Kennedy Elementary Schools. Over 75% of students served live in female-headed families without private transportation. The average family household income is \$15,000.

- 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 East Madison Community Center utilizes a variety of methods to connect with the families in the surrounding neighborhoods to help promote community-wide involvement and participation, including:

*Connecting with local elementary schools to provide information about afterschool programming and upcoming family engagement events. Our staff also collaborates on

community initiatives, attends school functions, and maintains clear communication to crucial school staff.

- *Distribution of flyers door-to-door throughout the Center's service area
- *E-mail local neighborhood associations to inform families of upcoming programs
- *Mailing newsletters to 3500 households throughout the eastside community
- *Utilizing targeted social media marketing strategies to connect with potential clients and disseminate information
- *Collaborating with the Community Development Authority's housing office to include monthly program calendars in area resident rent statements
- *The EMCC posts program and center updates on our recently updated website (www.eastmadisoncc.org)
- *Monthly program calendars are distributed throughout the Center to program participants

Our Youth Programs Manager, who also is a long-term MMSD teacher, evaluates students once they begin attending programming. Evaluations assess students' math, reading, and social/emotional skills. After which he provides specialized learning tools to ensure students either maintain academic/emotional wellbeing or reach their highest capacity of learning.

Primary barriers that many students and families in the EMCC service area face include transportation, lack of financial resources caused by generational poverty, and language. A core group of the students utilizing afterschool programming attends Hawthorne Elementary School. Fortunately, the EMCC is within the walk-area for the school, and many times just steps away from students' homes. Students coming from Kennedy Elementary are bussed here afterschool, and the EMCC uses our vans to transport the students home each night. We have also used center vans to transport students to summer programming.

The EMCC provides all elementary programs at no cost to families. With 95% of our students eligible for the free/reduced lunch program, we have always been committed to providing free programming to assure accessibility and alleviate some of the financial stress families face.

Many times our students are 1st generation Americans and have to serve as interpreters for their families. To ease this responsibility, the EMCC has connected with Certified Languages International for interpreter services. We can utilize their services 24/7/365 to ensure participants and their families are receiving the resources they need. Also, one of our youth workers is fluent in English and Hmong. If an emergency arises, we can also call upon the neighborhood CDA Service Coordinator who is fluent in Spanish. These resources help to strengthen communication between program participants and Center staff, allowing for greater program participation and more comprehensive experiences at the Center.

- 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.

In the critical hours when parents are working, and kids are out of school, EMCC keeps kids happy, healthy, and informed. We provide a safe, supervised, and structured setting

where kids can play, learn, and enjoy an after school snack and dinner nightly. Our regular daily, open drop-in program activities include:

*Learning Center and reading programs where students connect with tutors and mentors to engage in reading comprehension exercises, math skills development, educational games, computer activities, and homework completion.

*Fitness and Nutrition activities that promote healthy choices, drug prevention, positive self-image, and learning life-long fitness patterns.

*Field trips – Students explore various cultural, civic, and sporting events around Wisconsin to understand that the world is much larger than their neighborhoods. They also come to learn more about how others live and gain a deeper appreciation of their own and other cultures.

*Community Service Projects where students learn ways to take ownership of their community by addressing issues that are important to them in a positive manner. Recently students have partnered with the local school, neighborhood associations, and community center to express their discontent with the tunnel under East Washington Avenue. Since many students use this as a primary route to school, we are all working together to make the space more welcoming and less scary to students. In the upcoming year, students will help in designing and painting a mural for the area and have contacted the city to add improved lighting.

*Summer Camp is also fun time for students to engage in recreational, social, and arts programming. Students also participate in academic lessons to minimize summer learning loss.

Elementary Multifocused Programming is supervised by experienced role models that promote self-sufficiency, leadership, and family involvement for maximum, positive impact. EMCC elementary programming receives recognition with many best practice awards at the local, state, and national level. Student growth is addressed by emphasizing positive values (manners, respect...), reinforcing healthy behaviors, learning new skills, and by improving self-esteem. The long term impact is to gear students toward achieving academically, having success in future vocations, and by becoming responsible and contributing community members.

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
Student Registration & Data Import	Annually August – September
Summer Staff Orientation & Center Clean Up	Annually during the week after MMSD's last day of school

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.

The EMCC is nearing the end of our five-year strategic plan. The process included input from a wide array of program participants, area residents, and community partners along with the EMCC board and staff. The data received during the planning and implementation phases of the strategic plan fuels this elementary school services proposal. Soon we will embark on a new plan with the community. Key stakeholders,

which most certainly include our area families, students, and facility use groups, will again be involved. It is paramount that the EMCC continues to listen to the voice of the community as their needs and interests shape us.

- 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.

We currently have one Youth Worker on staff that speaks Hmong, which is the second most predominant language of our clients. The Today Not Tomorrow Family Resource Center (TNT-FRC), collocated in our space, has two Spanish-speaking staff members as well. Many times families receive services from both organizations, and we work together to ensure they have access to resources.

Located in the heart of a culturally diverse neighborhood, we are very intentional about interweaving age-appropriate lessons with students on inclusivity and cultural awareness. Specific programming includes:

*Daily current events discussion,

*Weekly multicultural art classes that highlight the history and culture of the geographic areas covered, and

*Field trips where students have the opportunity to experience cultural practices of other racial/ethnic groups.

- 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](#)?

The National Center for Children in Poverty has concluded that "schools alone are insufficient to close the achievement gap. Non-school program hours complement and support learning and development." As such, we base the EMCC's elementary afterschool and summer programming on over 50 years of youth experience, meaningful feedback from parents and funders, School-Aged Program Standards, the Search Institutes "40 Assets" and other relevant best practices. The EMCC has found all these resources useful in shaping programming. Our long-time coordinator of academic activities is also an MMSD special-needs teacher for minority youth. He has worked at the EMCC for over 25 years, shaping programs to a level that has been recognized nationally, statewide, and locally as model, exemplary, and innovative. The U.S. Department of Health and Human Services selected a center program with a curriculum developed by our staff from over 200 applicants across the country as one of the nation's eight most promising programs.

Elementary program staff help students explore their interests by guiding them through an array of program options. These span from cooking, gardening, financial literacy, environmental studies, science projects, dance, musical performance, to much more. One example of how we integrate students' interests into programming includes our unit on the 2018 PyeongChang Winter Olympics. Students approached youth staff about the upcoming games and if they could watch the opening ceremonies. Before the ceremonies, students learned about the history and geography of South Korea in the daily learning center, painted Olympic influenced t-shirts during multicultural arts, and tried out a few winter sports during our Fit for the Future classes. By the time of the prerecorded opening ceremonies on Friday

night, the students were excited. You could hear cheers throughout the building as the teams for the U.S. and countries of students' parents were announced.

For decades, the EMCC has been committed to equity and inclusionary practices as well as working to eliminate disparities for those living in poverty and people of color. Although racial disparities our families face are rooted in deep-seated, systemic discriminatory practices, the EMCC works diligently to assist clients in working toward successful lives. Strong academic and interpersonal skills, a sense of self-confidence, a knowledge of their history/culture, accessible role models and healthy relationships are all contributing factors that lead our students to success in school and life. Although many of the injustices our students/families endure transcend respectability politics, daily we connect clients to community resources that value their experiences, are serious about helping those in need, and reflect our values/standards. We don't tolerate bullying or hate speech of any kind. When situations occur, we implement teachable moments to help all parties understand the gravity of their words and actions.

Our staff receives ongoing training on non-discriminatory practices, new trends in educational development, and updated standards in program administration. Also, the team has opportunities to delve deeper into professional development opportunities by attending training led by the Nonprofit Technology Enterprise Network, WI Department of Public Instruction, Feeding America - WI, and Center for Community and Nonprofit Studies at UW-Madison.

Over the past year, the EMCC embarked on a significant transformation of our 20,000 square foot space as the 2018 Design for a Difference Nonprofit Makeover Recipient. Although the EMCC had undergone three additions to the building, there was never a comprehensive renovation of any of the previous spaces. The results of the \$650K makeover are stunning. Our areas are now described as more bright, fun, friendly, and functional by participants. Although we have always had age-specific spaces for each group of youth, we now have more developmentally appropriate areas for our students to enjoy. These improvements have resulted in a 20% increase in youth served in 2018 alone.

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)?
Goodman Foundation – FYI Program	To provide coordinated health and nutrition programming to students and their families.	Zach Watson	Yes
Second Harvest Kids' Café Program	To provide nutrition education and healthy meals/snack to students during out of school times.	Andrea Draeger	Yes
WI Dept. of Public Instruction – Child & Adult Care Food Program (CACFP)	To administer the CACFP operation in accordance guidance memorandums to provide meals to at-risk students as a part of their Community and School Nutrition programs.	Brittany Zerbe	Yes

How do these partnerships enhance this proposal?

These formalized partnerships allow us to provide expanded holistic programming to our students. Each works to bolster the physical, social, emotional, health, and nutritional needs of participants. While these partnerships start with meeting basic needs, they expanded into introducing students to various ways of leading healthy lives. Without these partnerships, our programs would struggle to meet the basic needs of students in a comprehensive manner.

What are the decision-making agreements with each partner?

The Goodman Foundation's FYI Program benefits from a shared governance model between the East Madison, Goodman, Kennedy Heights, and Vera Court community centers. The Goodman Center acts as the fiscal agent and contract manager for FYI.

Second Harvest Kids' Café collaborates with all sites during yearly planning sessions to discuss program improvement, challenges, and innovations. These ideas are used to form the updated contract language each year.

The WI Department of Public Instruction administers the CACFP program, and the federal program mandates influence all decision-making.

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

With a small paid staff, the EMCC relies heavily on developing program partners for its elementary services to help maximize expertise while minimizing costs. Primary collaborators include MMSD (tutors, special events, lesson plans...), Madison College (swimming, family night, volunteers...), UW-Madison (sporting events, tutors...), North-Eastside Youth Basketball Program (scholarships, skill development, tournaments...), and the Community Development Authority (special events, outreach, building improvements...).

Coordination of collaborative services is accomplished, in part, by successful long term relationships with key staff at other agencies. These connections facilitate developing contracts, consistent expectations, flexibility, and ongoing communication. When recognizing the EMCC with the 2009 Most Outstanding Achievement Award, the Dane

County Public Health Department noted that “EMCC staff has an unmatched ability to find collaborators to meet their goals.” In 2016 the EMCC also received the United Way of Dane County’s Distinguished Service Nonprofit Award for bringing together hundreds of volunteers each year to support center operations for participants.

3. PROGRAM STRUCTURE AND STAFFING

a. Anticipated Frequency, Duration and Attendance:

Elementary Multi-Focused Program	Frequency*	# of Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Multi-Focused Afterschool	6 days per week	4.75 avg. hours per day	38 weeks	1 to 10	45
Multi-Focused Summer	5 days per week	5 avg. hours per day	8 weeks	1 to 10	35

*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 Elementary-Age Children: Anticipated unduplicated number of individual elementary-age children in proposed program:
330

c. Additional Activities: Do you anticipate providing activities for the multi-focused elementary age 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).

The EMCC also provides families with elementary-aged students free drop-in open recreation from 12-4pm during the last two weeks of summer, winter and spring breaks, and on any MMSD district-wide professional development days.

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

Position Title Use one line per individual employee	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total
Youth Program Manager	3 years related experience and degree	0.0581	0.0133		0.0714
Assistant Director	3 years related experience and degree	0.0352	0.0088		0.0440

Assistant Youth Program Manager	2 years related experience and degree	0.0431	0.0287		0.0719
Youth Workers	2 years related experience and some college	0.0607			0.0607
Summer Counselors	1 year of experience. Excelling in school		0.1500		0.1500
Adult Interns	2 years related experience and some college	0.1875	0.0625		0.25

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

During volunteer training, we review the EMCC history/goals, volunteer position description, non-discrimination guidelines, procedures for completing tasks, and situational role-playing exercises when appropriate. Volunteers that have direct contact with program participants undergo a nationwide background check/screening to ensure the safety of our clients. We also link volunteers with an EMCC staff for supervision and mentorship.

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.

The EMCC uses effective, measurable outcomes based on specific targets using standardized instruments and science-based evaluation methods. Focus groups, retrospective self-reporting, pre/post-tests, attendance, client surveys, and anecdotal information are all used as mechanisms for outcome measurement. Ongoing data collection and feedback from funders have also influenced EMCC to modify its processes. Our quality assessment plan has made strides towards capturing consistent, unbiased data that demonstrates how our programs genuinely have an impact in creating positive lasting changes.

The EMCC currently uses Trax Solutions by nFocus Solutions to collect, monitor, and analyze participant data. Program expenses are tracked in QuickBooks by our accountant. These systems are password protected and use a variety of security technologies and procedures to help protect client data from unauthorized access, use, or disclosure.

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: ELEMENTARY
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.). Refer to [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:

Elementary Topical, Skill or Population Focused Program	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)

- a. Total Annual Unduplicated Elementary-Age Children: Anticipated unduplicated number of individual elementary-age children in proposed program:

- b. Additional Activities: Do you anticipate providing activities for the topical, skill or population focused Elementary 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).

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

Position Title Use one line per individual employee	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total

- d. 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.



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

Submit Application to: 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:	East Madison Community Center	Amount Requested:	\$ 19,601
Programs applied for:	<input checked="" type="checkbox"/> Multi-focus School Year <input checked="" type="checkbox"/> Multi-focus Summer Topical/ Skills/Population <input checked="" type="checkbox"/> Weekend and/or Summer Evenings		
Contact Person	Tom Moen	Email:	tmoen@eastmadisoncc.org
Address:	8 Straubel Ct. Madison, WI 53704	Telephone:	608.249.0861

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?

Goals for the EMCC's Middle School Multi-focused Programming involve:

*Cultivating development assets in students with a focus on service to others, responsibility, achievement, motivation, and creating healthy bonds to school and community.

*Setting high expectations that allow students to build leadership skills, improve academic performance, understand their physical/emotional needs, and develop a high sense of self-esteem/efficacy.

These goals are accomplished by creating an environment conducive for learning, making and learning from mistakes, and equipping students with tools to cope with the trauma they face. Our programming works best when students and families commit to attending consistently (at least three days a week). The EMCC staff works diligently to create a welcoming and friendly space where families feel comfortable and safe.

- 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](#).

EMCC's Middle School programming serves predominantly African-American and Asian students aged 11-13 that attend Sherman, O'Keefe, and Sennett middle schools. Over 75% of students served live in female-headed families without private transportation. The average family household income is \$15,000.

- 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 East Madison Community Center utilizes a variety of methods to connect with the families in the surrounding neighborhoods to help promote community-wide involvement and participation, including:

*Connecting with local middle schools to provide information about afterschool programming and upcoming family engagement events. Our staff also collaborates on

community initiatives, attends school functions, and maintains clear communication to crucial school staff.

*Distribution of flyers door-to-door throughout the Center's service area

*E-mail local neighborhood associations to inform families of upcoming programs

*Mailing newsletters to 3500 households throughout the eastside community

*Utilizing targeted social media marketing strategies to connect with potential clients and disseminate information

*Collaborating with the Community Development Authority's housing office to include monthly program calendars in area resident rent statements

*The EMCC posts program and center updates on our recently updated website (www.eastmadisoncc.org)

*Monthly program calendars are distributed throughout the Center to program participants

Our Youth Programs Manager, who also is a long-term MMSD teacher, evaluates students once they begin attending programming. Evaluations assess students' math, reading, and social/emotional skills. After which he provides specialized learning tools to ensure students either maintain academic/emotional wellbeing or reach their highest capacity of learning.

Primary barriers that many students and families in the EMCC service area face include transportation, lack of financial resources caused by generational poverty, and language. The EMCC is within the walking distance of the city bus stops students' use, and many times just steps away from students' homes. The EMCC uses our vans to transport the students home each night. We have also used center vans to transport students to summer programming.

The EMCC provides all middle school programming at no cost to families. With 95% of our students eligible for the free/reduced lunch program, we have always been committed to providing free programming to ensure accessibility and alleviate some of the financial stress families face.

Many times our students are 1st generation Americans and have to serve as interpreters for their families. To ease this responsibility, the EMCC has connected with Certified Languages International for interpreter services. We can utilize their services 24/7/365 to ensure participants and their families are receiving the resources they need. Also, one of our youth workers is fluent in English and Hmong. If an emergency arises, we can also call upon the neighborhood CDA Service Coordinator who is fluent in Spanish. These resources help to strengthen communication between program participants and Center staff, allowing for greater program participation and more comprehensive experiences at the Center.

- 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.

EMCC's Middle School Programming focuses on middle school youth with an emphasis on helping students build on their "developmental assets" that will help them to experience greater success in school, family life, future employment and involvement in their

community. Programs are weighted heavily toward, education, community service, responsible behavior, and physical/ emotional well-being and include:

*Learning Center programs where students connect with tutors and mentors to engage in reading comprehension exercises, math enrichment activities, educational games, computer activities, and homework completion.

* Success Program which provides a healthy mix of wellness activities, algebra tutoring, volunteer projects, and group discussions

* The Positive Options Program that promotes healthy choices, managing peer pressure, AODA education, drug prevention, positive self-image, and learning life-long fitness patterns.

*Boys and Girls Development Groups gives students a chance to connect with job mentors, learn about service to the community, and attend health workshops.

*Free Summer Day Camp and other summer activities serve over 35 children ages 11-13 from all over Madison's east side. Monday-Friday, the curriculum focuses on academic education, social skills, and physical fitness. Education classes include math, language arts, science, social studies, reading, and nutrition. The Social skills component covers manners and mutual respect, Alternatives to Violence, drug and alcohol prevention, self-esteem improvement, and conflict resolution skills. Students keep active through exercise and off-site recreation such as rock climbing, canoeing, swimming, golf lessons, and more. Is also a fun time for students to engage in recreational, academic, social, and arts programming.

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
Student Registration & Data Import	Annually August – September
Summer Staff Orientation & Center Clean Up	Annually during the week after MMSD's last day of school

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.

The EMCC is nearing the end of our five-year strategic plan. The process included input from a wide array of program participants, area residents, and community partners along with the EMCC board and staff. The data received during the planning and implementation phases of the strategic plan fuels this middle school services proposal. Soon we will embark on a new plan with the community. Key stakeholders, which most certainly include our area families, students, and facility use groups, will again be involved. It is paramount that the EMCC continues to listen to the voice of the community as their needs and interests shape us.

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.

We currently have one Youth Worker on staff that speaks Hmong, which is the second most predominant language of our clients. The Today Not Tomorrow Family Resource Center (TNT-FRC) collocated in our space has two Spanish-speaking staff members as well. Many times families receive services from both organizations, and we work together to ensure they have access to resources.

Located in the heart of a culturally diverse neighborhood, we are very intentional about interweaving age-appropriate lessons with students on inclusivity and cultural awareness. Specific programming includes:

*Daily current events discussion,

*Weekly multicultural art classes that highlight the history and culture of the geographic areas covered, and

*Field trips where students have the opportunity to experience cultural practices of other racial/ethnic groups.

- 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](#)?

The National Center for Children in Poverty has concluded that "schools alone are insufficient to close the achievement gap. Non-school program hours complement and support learning and development." As such, we base the EMCC's middle school afterschool and summer programming on over 50 years of youth experience, meaningful feedback from parents and funders, School-Aged Program Standards, the Search Institutes "40 Assets" and other relevant best practices. The EMCC has found all these resources useful in shaping programming. Our long-time coordinator of academic activities is also an MMSD special-needs teacher for minority youth. He has worked at the EMCC for over 25 years, shaping programs to a level that has been recognized nationally, statewide, and locally as model, exemplary, and innovative. The U.S. Department of Health and Human Services selected a center program with a curriculum developed by our staff from over 200 applicants across the country as one of the nation's eight most promising programs.

Middle school program staff help students explore their interests by guiding them through an array of program options. These span from cooking, gardening, financial literacy, environmental studies, science projects, dance, musical performance, to much more.

For decades, the EMCC has been committed to equity and inclusionary practices as well as working to eliminate disparities for those living in poverty and people of color. Although racial disparities our families face are rooted in deep-seated, systemic discriminatory practices, the EMCC works diligently to assist clients in working toward successful lives. Strong academic and interpersonal skills, a sense of self-confidence, a knowledge of their history/culture, accessible role models and healthy relationships are all contributing factors that lead our students to success in school and life. Although many of the injustices our students/families endure transcend respectability politics, daily we connect clients to community resources that value their experiences, are serious about helping those in need, and reflect our values/standards. We don't tolerate bullying or hate speech of any

kind. When situations occur, we implement teachable moments to help all parties understand the gravity of their words and actions.

Our staff receives ongoing training on non-discriminatory practices, new trends in educational development, and updated standards in program administration. Also, the team has opportunities to delve deeper into professional development opportunities by attending training led by the Nonprofit Technology Enterprise Network, WI Department of Public Instruction, Feeding America - WI, and Center for Community and Nonprofit Studies at UW-Madison.

Over the past year, the EMCC embarked on a significant transformation of our 20,000 square foot space as the 2018 Design for a Difference Nonprofit Makeover Recipient. Although the EMCC had undergone three additions to the building, there was never a comprehensive renovation of any of the previous spaces. The results of the \$650K makeover are stunning. Our areas are now described as more bright, fun, friendly, and functional by participants. Although we have always had age-specific spaces for each group of youth, we now have more developmentally appropriate areas for our students to enjoy. These improvements have resulted in a 20% increase in youth served in 2018 alone.

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)?
Goodman Foundation – FYI Program	To provide coordinated health and nutrition programming to students and their families.	Zach Watson	Yes
Second Harvest Kids’ Café Program	To provide nutrition education and healthy meals/snack to students during out of school times.	Andrea Draeger	Yes
WI Dept. of Public Instruction – Child & Adult Care Food Program (CACFP)	To administer the CACFP operation in accordance guidance memorandums to provide meals to at-risk students as a part of their Community and School Nutrition programs.	Brittany Zerbe	Yes

How do these partnerships enhance this proposal?

These formalized partnerships allow us to provide expanded holistic programming to our students. Each works to bolster the physical, social, emotional, health, and nutritional needs of participants. While these partnerships start with meeting basic needs, they expanded into introducing students to various ways of leading healthy

lives. Without these partnerships, our programs would struggle to meet the basic needs of students in a comprehensive manner.

What are the decision-making agreements with each partner?

The Goodman Foundation's FYI Program benefits from a shared governance model between the East Madison, Goodman, Kennedy Heights, and Vera Court community centers. The Goodman Center acts as the fiscal agent and contract manager for FYI.

Second Harvest Kids' Café collaborates with all sites during yearly planning sessions to discuss program improvement, challenges, and innovations. These ideas are used to form the updated contract language each year.

The WI Department of Public Instruction administers the CACFP program, and the federal program mandates influence all decision-making.

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

With a small paid staff, the EMCC relies heavily on developing program partners for its middle school services to help maximize expertise while minimizing costs. Primary collaborators include MMSD (tutors, special events, lesson plans...), Madison College (swimming, family night, volunteers...), UW-Madison (sporting events, tutors...), North-Eastside Youth Basketball Program (scholarships, skill development, tournaments...), and the Community Development Authority (special events, outreach, building improvements...).

Coordination of collaborative services is accomplished, in part, by successful long term relationships with key staff at other agencies. These connections facilitate developing contracts, consistent expectations, flexibility, and ongoing communication. When recognizing the EMCC with the 2009 Most Outstanding Achievement Award, the Dane County Public Health Department noted that “EMCC staff has an unmatched ability to find collaborators to meet their goals.” In 2016 the EMCC also received the United Way of Dane County’s Distinguished Service Nonprofit Award for bringing together hundreds of volunteers each year to support center operations for participants.

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 per week	3.8 avg. hours per day	38 weeks	1 to 10	25
Multi-Focused Summer	5 days per week	4 avg. hours per day	8 weeks	1 to 10	30

*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: 226

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).

The EMCC also provides families of middle school students free drop-in open recreation from 12-4pm during the last two weeks of summer, winter and spring breaks, and on any MMSD district-wide professional development days.

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

Position Title Use one line per individual employee	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total
Youth Manager	3 years related experience and degree	0.0148	0.0100		0.0248
Assistant Director	3 years related experience and degree	0.0132	0.0066		0.0198
Assistant Youth Program Manager	2 years related experience and degree	0.0323	0.0216		0.0539
Youth Workers	2 years related experience and some college	0.0171	0.0071		0.0539
Summer Counselors	1 year of experience. Excelling in school		0.0279		0.0279
Adult Interns/Work-Study	2 years related experience and some college	0.1875	0.0625		.25

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

During volunteer training, we review the EMCC history/goals, volunteer position description, non-discrimination guidelines, procedures for completing tasks, and situational role-playing exercises when appropriate. Volunteers that have direct contact with program participants

undergo a nationwide background check/screening to ensure the safety of our clients. We also link volunteers with an EMCC staff for supervision and mentorship.

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.

The EMCC uses effective, measurable outcomes based on specific targets using standardized instruments and science-based evaluation methods. Focus groups, retrospective self-reporting, pre/post-tests, attendance, client surveys, and anecdotal information are all used as mechanisms for outcome measurement. Ongoing data collection and feedback from funders have also influenced EMCC to modify its processes. Our quality assessment plan has made strides towards capturing consistent, unbiased data that demonstrates how our programs genuinely have an impact in creating positive lasting changes.

The EMCC currently uses Trax Solutions by nFocus Solutions to collect, monitor, and analyze participant data. Program expenses are tracked in QuickBooks by our accountant. These systems are password protected and use a variety of security technologies and procedures to help protect client data from unauthorized access, use, or disclosure.

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.
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 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:

Middle School Evening	Frequency*	# of Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
School Year	2 days per weekend	3.75 avg. hours per day	38 weeks	1 to 10	20
Summer	2 days per week	2.5 hours per day	8 weeks	1 to 10	20

*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:

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).

The EMCC also provides families of middle school students free drop-in open recreation from 12-4pm during the last two weeks of summer.

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

Position Title Use one line per individual employee	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total
Youth Workers	2 years related experience and some college	0.001792	0.001008		0.0028
Summer Counselors	1 year of experience. Excelling in school		0.0142		0.0142

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

During volunteer training, we review the EMCC history/goals, volunteer position description, non-discrimination guidelines, procedures for completing tasks, and situational role-playing exercises when appropriate. Volunteers that have direct contact with program participants undergo a nationwide background check/screening to ensure the safety of our clients. We also link volunteers with an EMCC staff for supervision and mentorship.

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.

The EMCC uses effective, measurable outcomes based on specific targets using standardized instruments and science-based evaluation methods. Focus groups, retrospective self-reporting, pre/post-tests, attendance, client surveys, and anecdotal information are all used as mechanisms for outcome measurement. Ongoing data collection and feedback from funders have also influenced EMCC to modify its processes. Our quality assessment plan has made strides towards capturing consistent, unbiased

data that demonstrates how our programs genuinely have an impact in creating positive lasting changes.

The EMCC currently uses Trax Solutions by nFocus Solutions to collect, monitor, and analyze participant data. Program expenses are tracked in QuickBooks by our accountant. These systems are password protected and use a variety of security technologies and procedures to help protect client data from unauthorized access, use, or disclosure.

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 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

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:	East Madison Community Center	Amount Requested:	6,634
Programs applied for:	<input checked="" type="checkbox"/> Multi-focus School Year <input checked="" type="checkbox"/> Multi-focus Summer Topical/ Skills/Population <input checked="" type="checkbox"/> Weekend and/or Summer Evenings		
Contact Person	Tom Moen	Email:	tmoen@eastmadisoncc.org
Address:	8 Straubel Ct. Madison, WI 53704	Telephone:	608.249.0861

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?

Goals for the EMCC's High School Multi-focused Programming involve:

*Cultivating development assets in students with a focus on service to others, responsibility, achievement, motivation, and creating healthy bonds to school and community.

*Setting high expectations that allow students to build leadership skills, improve academic performance, understand their physical/emotional needs, and develop a high sense of self-esteem/efficacy.

These goals are accomplished by creating an environment conducive for learning, making and learning from mistakes, and equipping students with tools to cope with the trauma they face. Our programming works best when students and families commit to attending consistently (at least three days a week). The EMCC staff works diligently to create a welcoming and friendly space where families feel comfortable and safe.

- 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](#).

EMCC's High School programming serves predominantly African-American and Asian students aged 14-17 that attend East, La Follette, and Shabazz high schools. Over 75% of students served live in female-headed families without private transportation. The average family household income is \$15,000.

- 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 East Madison Community Center utilizes a variety of methods to connect with the families in the surrounding neighborhoods to help promote community-wide involvement and participation, including:

*Connecting with local high schools to provide information about afterschool programming, community service opportunities, and upcoming family engagement events. Our staff also

collaborates on community initiatives, attends school functions, and maintains clear communication to crucial school staff.

*Distribution of flyers door-to-door throughout the Center's service area

*E-mail local neighborhood associations to inform families of upcoming programs

*Mailing newsletters to 3500 households throughout the eastside community

*Utilizing targeted social media marketing strategies to connect with potential clients and disseminate information with many of our students interacting via Instagram to connect with programs.

*Collaborating with the Community Development Authority's housing office to include monthly program calendars in area resident rent statements

*The EMCC posts program and center updates on our recently updated website (www.eastmadisoncc.org)

*Monthly program calendars are distributed throughout the Center to program participants

Our Youth Programs Manager, who also is a long-term MMSD teacher, evaluates students once they begin attending programming. Evaluations assess students' math, reading, and social/emotional skills. After which he provides specialized learning tools to ensure students either maintain academic/emotional wellbeing or reach their highest capacity of learning.

Primary barriers that many students and families in the EMCC service area face include transportation, lack of financial resources caused by generational poverty, and language. The EMCC is within the walking distance of the city bus stops students' use, and many times just steps away from students' homes. The EMCC uses our vans to transport the students home each night. We have also used center vans to transport students to summer programming.

The EMCC provides all high school programming at no cost to families. With 95% of our students eligible for the free/reduced lunch program, we have always been committed to providing free programming to assure accessibility and alleviate some of the financial stress families face.

Many times our students are 1st generation Americans and have to serve as interpreters for their families. To ease this responsibility, the EMCC has connected with Certified Languages International for interpreter services. We can utilize their services 24/7/365 to ensure participants and their families are receiving the resources they need. Also, one of our youth workers is fluent in English and Hmong. If an emergency arises, we can also call upon the neighborhood CDA Service Coordinator who is fluent in Spanish. These resources help to strengthen communication between program participants and Center staff, allowing for greater program participation and more comprehensive experiences at the Center.

- 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.

EMCC's High School Programming focuses on high school youth with an emphasis on helping students build on their "developmental assets" that will help them to experience greater success in school, family life, future employment and involvement in their

community. Programs are weighted heavily toward, education, community service, responsible behavior, and physical/ emotional well-being and include:

*Learning Center programs where students connect with tutors and mentors to engage in reading comprehension exercises, mathematical skills building, educational games, computer activities, and homework completion.

* Success Program which provides a healthy mix of wellness activities, algebra tutoring, volunteer projects, and group discussions

* The Positive Options Program that promotes healthy choices, managing peer pressure, AODA education, drug prevention, positive self-image, and learning life-long fitness patterns on evenings and weekends.

*Boys and Girls Development Groups gives students a chance to connect with job mentors, learn about service to the community, and attend health workshops.

* Youth Development – after school and weekend activities that include, daily snacks and nutritional meals, exercise, news currents, reading, activity choices

The impact of EMCC’s High School Services includes a reduction in misconduct, minimizing “summer learning loss” and improved self-esteem. EMCC’s programs have proven effective in making a positive difference and have earned numerous achievement/best practices honors, including national recognition from the U.S. Dept. of Health and Human Services.

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
Student Registration & Data Import	Annually August – September
Summer Staff Orientation & Center Clean Up	Annually during the week after MMSD’s last day of school

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.

The EMCC is nearing the end of our five-year strategic plan. The process included input from a wide array of program participants, area residents, and community partners along with the EMCC board and staff. The data received during the planning and implementation phases of the strategic plan fuels this high school services proposal. Soon we will embark on a new plan with the community. Key stakeholders, which most certainly include our area families, students, and facility use groups, will again be involved. It is paramount that the EMCC continues to listen to the voice of the community as their needs and interests shape us.

- 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.

We currently have one Youth Worker on staff that speaks Hmong, which is the second most predominant language of our clients. The Today Not Tomorrow Family Resource Center (TNT-FRC) collocated in our space has two Spanish-speaking staff members as well. Many times families receive services from both organizations, and we work together to ensure they have access to resources.

Located in the heart of a culturally diverse neighborhood, we are very intentional about interweaving age-appropriate lessons with students on inclusivity and cultural awareness.

Specific programming includes:

*Daily current events discussion,

*

*Field trips where students have the opportunity to experience cultural practices of other racial/ethnic groups.

- 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](#)?

The National Center for Children in Poverty has concluded that "schools alone are insufficient to close the achievement gap. Non-school program hours complement and support learning and development." As such, we base the EMCC's high school programming on over 50 years of youth experience, meaningful feedback from parents and funders, School-Aged Program Standards, the Search Institutes "40 Assets" and other relevant best practices. The EMCC has found all these resources useful in shaping programming. Our long-time coordinator of academic activities is also an MMSD special-needs teacher for minority youth. He has worked at the EMCC for over 25 years, shaping programs to a level that has been recognized nationally, statewide, and locally as model, exemplary, and innovative. The U.S. Department of Health and Human Services selected a center program with a curriculum developed by our staff from over 200 applicants across the country as one of the nation's eight most promising programs.

High school program staff help students explore their interests by guiding them through an array of program options. These span from cooking, gardening, financial literacy, environmental studies, science projects, dance, musical performance, to much more.

For decades, the EMCC has been committed to equity and inclusionary practices as well as working to eliminate disparities for those living in poverty and people of color. Although racial disparities our families face are rooted in deep-seated, systemic discriminatory practices, the EMCC works diligently to assist clients in working toward successful lives. Strong academic and interpersonal skills, a sense of self-confidence, a knowledge of their history/culture, accessible role models and healthy relationships are all contributing factors that lead our students to success in school and life. Although many of the injustices our students/families endure transcend respectability politics, daily we connect clients to community resources that value their experiences, are serious about helping those in need, and reflect our values/standards. We don't tolerate bullying or hate speech of any kind. When

situations occur, we implement teachable moments to help all parties understand the gravity of their words and actions.

Our staff receives ongoing training on non-discriminatory practices, new trends in educational development, and updated standards in program administration. Also, the team has opportunities to delve deeper into professional development opportunities by attending training led by the Nonprofit Technology Enterprise Network, WI Department of Public Instruction, Feeding America - WI, and Center for Community and Nonprofit Studies at UW-Madison.

Over the past year, the EMCC embarked on a significant transformation of our 20,000 square foot space as the 2018 Design for a Difference Nonprofit Makeover Recipient. Although the EMCC had undergone three additions to the building, there was never a comprehensive renovation of any of the previous spaces. The results of the \$650K makeover are stunning. Our areas are now described as more bright, fun, friendly, and functional by participants. Although we have always had age-specific spaces for each group of youth, we now have more developmentally appropriate areas for our students to enjoy. These improvements have resulted in a 20% increase in youth served in 2018 alone.

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)?
Second Harvest Kids' Café Program	To provide nutrition education and healthy meals/snack to students during out of school times.	Andrea Draeger	Yes
WI Dept. of Public Instruction – Child & Adult Care Food Program (CACFP)	To administer the CACFP operation in accordance guidance memorandums to provide meals to at-risk students as a part of their Community and School Nutrition programs.	Brittany Zerbe	Yes

How do these partnerships enhance this proposal?

These formalized partnerships allow us to provide expanded holistic programming to our students. Each works to bolster the physical, social, emotional, health, and nutritional needs of participants. While these partnerships start with meeting basic needs, they expanded into introducing students to various ways of leading healthy lives. Without these

partnerships, our programs would struggle to meet the basic needs of students in a comprehensive manner.

What are the decision-making agreements with each partner?

Second Harvest Kids' Café collaborates with all sites during yearly planning sessions to discuss program improvement, challenges, and innovations. These ideas are used to form the updated contract language each year.

The WI Department of Public Instruction administers the CACFP program, and the federal program mandates influence all decision-making.

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

With a small paid staff, the EMCC relies heavily on developing program partners for its high school services to help maximize expertise while minimizing costs. Primary collaborators include MMSD (tutors, special events, lesson plans...), Madison College (swimming, family night, volunteers...), UW-Madison (sporting events, tutors...), North-Eastside Youth Basketball Program (scholarships, skill development, tournaments...), and the Community Development Authority (special events, outreach, building improvements...).

Coordination of collaborative services is accomplished, in part, by successful long term relationships with key staff at other agencies. These connections facilitate developing contracts, consistent expectations, flexibility, and ongoing communication. When recognizing the EMCC with the 2009 Most Outstanding Achievement Award, the Dane County Public Health Department noted that “EMCC staff has an unmatched ability to find collaborators to meet their goals.” In 2016 the EMCC also received the United Way of Dane County’s Distinguished Service Nonprofit Award for bringing together hundreds of volunteers each year to support center operations for participants.

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 per week	3.3 avg. hours per day	38 weeks	1 to 10	20
Multi-Focused Summer	5 days per week	4 avg. hours per day	8 weeks	1 to 10	20

*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:

75

- 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).

The EMCC also provides families of high school students free drop-in open recreation from 12-4pm during the last two weeks of summer, winter and spring breaks, and on any MMSD district-wide professional development days.

- 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 Use one line per individual employee	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total
Youth Manager	3 years related experience and degree	0.0049	0.0033		0.0082
Assistant Director	3 years related experience and degree	0.0044	0.0022		0.0066
Assistant Youth Program Manager	2 years related experience and degree	0.0108	0.0072		0.018
Youth Workers	2 years related experience and some college	0.0057	0.0024		0.0081
Summer Counselors	1 year of experience. Excelling in school		0.0093		0.0093
Adult Interns/Work-Study	2 years related experience and some college	0.1875	0.0625		.25

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

During volunteer training, we review the EMCC history/goals, volunteer position description, non-discrimination guidelines, procedures for completing tasks, and situational role-playing exercises when appropriate. Volunteers that have direct contact with program participants undergo a nationwide background check/screening to ensure the safety of our clients. We also link volunteers with an EMCC staff for supervision and mentorship.

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.

The EMCC uses effective, measurable outcomes based on specific targets using standardized instruments and science-based evaluation methods. Focus groups, retrospective self-reporting, pre/post-tests, attendance, client surveys, and anecdotal information are all used as mechanisms for outcome measurement. Ongoing data collection and feedback from funders have also influenced EMCC to modify its processes. Our quality assessment plan has made strides towards capturing consistent, unbiased data that demonstrates how our programs genuinely have an impact in creating positive lasting changes.

The EMCC currently uses Trax Solutions by nFocus Solutions to collect, monitor, and analyze participant data. Program expenses are tracked in QuickBooks by our accountant. These systems are password protected and use a variety of security technologies and procedures to help protect client data from unauthorized access, use, or disclosure.

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	2 days per weekend	3.75 avg. hours per day	38 weeks	1 to 10	20
Summer	2 days per week	2.5 hours per day	8 weeks	1 to 10	20

*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:

- 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).

The EMCC also provides families of middle school students free drop-in open recreation from 12-4pm during the last two weeks of summer.

- 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 Use one line per individual employee	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total
Youth Workers	2 years related experience and some college	0.001088	0.000612		0.0017
Summer Counselors	1 year of experience. Excelling in school		0.0047		0.0047

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

During volunteer training, we review the EMCC history/goals, volunteer position description, non-discrimination guidelines, procedures for completing tasks, and situational role-playing exercises when appropriate. Volunteers that have direct contact with program participants undergo a nationwide background check/screening to ensure the safety of our clients. We also link volunteers with an EMCC staff for supervision and mentorship.

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.

The EMCC uses effective, measurable outcomes based on specific targets using standardized instruments and science-based evaluation methods. Focus groups, retrospective self-reporting, pre/post-tests, attendance, client surveys, and anecdotal information are all used as mechanisms for outcome measurement. Ongoing data collection and feedback from funders have also influenced EMCC to modify its processes. Our quality assessment plan has made strides towards capturing consistent, unbiased

data that demonstrates how our programs genuinely have an impact in creating positive lasting changes.

The EMCC currently uses Trax Solutions by nFocus Solutions to collect, monitor, and analyze participant data. Program expenses are tracked in QuickBooks by our accountant. These systems are password protected and use a variety of security technologies and procedures to help protect client data from unauthorized access, use, or disclosure.

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 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: **East Madison Community Center**

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
TOTAL	19	100%	16	100%	352	100%
GENDER						
MALE	10	53%	3	19%	136	39%
FEMALE	9	47%	13	81%	216	61%
UNKNOWN/OTHER	0	0%	0	0%	0	0%
TOTAL GENDER	19	100%	16	100%	352	100%
AGE						
LESS THAN 18 YRS	3	16%	0	0%	64	18%
18-59 YRS	14	74%	13	81%	200	57%
60 AND OLDER	2	11%	3	19%	88	25%
TOTAL AGE	19	100%	16	100%	352	100%
RACE*						
WHITE/CAUCASIAN	8	42%	7	44%	192	55%
BLACK/AFRICAN AMERICAN	9	47%	8	50%	100	28%
ASIAN	1	5%	1	6%	40	11%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	0	0%	0	0%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%	0	0%
MULTI-RACIAL:	1	5%	0	0%	0	0%
Black/AA & White/Caucasian	1	5%	0	0%	0	0%
Asian & White/Caucasian	0	0%	0	0%	0	0%
Am Indian/Alaskan Native	0	0%	0	0%	0	0%
Am Indian/Alaskan Native	0	0%	0	0%	0	0%
BALANCE/OTHER	0	0%	0	0%	20	0%
TOTAL RACE	19	100%	16	100%	352	94%
ETHNICITY						
HISPANIC OR LATINO	0	0%	4	25%	20	6%
NOT HISPANIC OR LATINO	19	100%	12	75%	332	94%
TOTAL ETHNICITY	19	100%	16	100%	352	100%
PERSONS WITH DISABILITIES	1	5%	0	0%	0	0%

*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?

The EMCC's board, and staff reflect the demographics of the neighborhoods we serve. Staff and board demographics are submitted to the City of Madison on a regular basis to support this information.



Language Access Plan DRAFT Process

The East Madison Community Center (EMCC) does not have a formalized Board approved - Language Access Plan. However, the organization has taken the following steps to ensure accessibility to service to the community.

- The EMCC has connected with Certified Languages International for interpreter services. We can utilize their services 24/7/365 to provide participants, and their families are receiving the resources they need.
- The EMCC uses the attached “I Speak” cards and posters to identify the languages of clients that have Limited English Proficiency.
- The EMCC employs one Hmong staff member that is bilingual in English/Hmong to assist clients.
- The EMCC is collocated with the Today Not Tomorrow Family Resource Center which has two Spanish-speaking staff members as well. Many times families receive services from both organizations, and we work together to ensure they have access to resources.
- If an emergency arises, we can also call upon the neighborhood CDA Service Coordinator who is fluent in Spanish.
- The EMCC Board of Directors and staff will plan to establish a formalized Language Access Plan by year-end 2019.

- | | |
|--|------------------------|
| <input type="checkbox"/> <p>ضع علامة في هذا المربع إذا كنت تقرأ أو تتحدث العربية.</p> | 1. Arabic |
| <input type="checkbox"/> <p>Խոսողո՞ւմ ե՞սք նշո՞ւմ կատարե՞ք այս քանակուսու՞մ,
եթե խոսո՞ւմ կա՞մ կարո՞ւմ ե՞ք հայերեն:</p> | 2. Armenian |
| <input type="checkbox"/> <p>যদি আপনি বাংলা পড়েন বা বলেন তা হলে এই বাক্সে দাগ দিন।</p> | 3. Bengali |
| <input type="checkbox"/> <p>ល្អបញ្ជាក់ក្នុងប្រអប់នេះ បើអ្នកអាន ឬនិយាយភាសា ខ្មែរ ។</p> | 4. Cambodian |
| <input type="checkbox"/> <p>Motka i kahhon ya yangin ûntûngnu' manaitai pat ûntûngnu' kumentos Chamorro.</p> | 5. Chamorro |
| <input type="checkbox"/> <p>如果你能读中文或讲中文，请选择此框。</p> | 6. Simplified Chinese |
| <input type="checkbox"/> <p>如果你能讀中文或講中文，請選擇此框。</p> | 7. Traditional Chinese |
| <input type="checkbox"/> <p>Označite ovaj kvadratić ako čitate ili govorite hrvatski jezik.</p> | 8. Croatian |
| <input type="checkbox"/> <p>Zaškrtněte tuto kolonku, pokud čtete a hovoříte česky.</p> | 9. Czech |
| <input type="checkbox"/> <p>Kruis dit vakje aan als u Nederlands kunt lezen of spreken.</p> | 10. Dutch |
| <input type="checkbox"/> <p>Mark this box if you read or speak English.</p> | 11. English |
| <input type="checkbox"/> <p>اگر خواندن و نوشتن فارسي بلد هستيد، اين مربع را علامت بنيد.</p> | 12. Farsi |

<input type="checkbox"/>	Cocher ici si vous lisez ou parlez le français.	13. French
<input type="checkbox"/>	Kreuzen Sie dieses Kästchen an, wenn Sie Deutsch lesen oder sprechen.	14. German
<input type="checkbox"/>	Σημειώστε αυτό το πλαίσιο αν διαβάζετε ή μιλάτε Ελληνικά.	15. Greek
<input type="checkbox"/>	Make kazye sa a si ou li oswa ou pale kreyòl ayisyen.	16. Haitian Creole
<input type="checkbox"/>	अगर आप हिन्दी बोलते या पढ़ सकते हैं तो इस बक्स पर चिह्न लगाएँ।	17. Hindi
<input type="checkbox"/>	Kos lub voj no yog koj paub twm thiab hais lus Hmoob.	18. Hmong
<input type="checkbox"/>	Jelölje meg ezt a kockát, ha megérta vagy beszéli a magyar nyelvet.	19. Hungarian
<input type="checkbox"/>	Markaam daytoy nga kahon no makabasa wenno makasaoka iti Ilocano.	20. Ilocano
<input type="checkbox"/>	Marchi questa casella se legge o parla italiano.	21. Italian
<input type="checkbox"/>	日本語を読んだり、話せる場合はここに印を付けてください。	22. Japanese
<input type="checkbox"/>	한국어를 읽거나 말할 수 있으면 이 칸에 표시하십시오.	23. Korean
<input type="checkbox"/>	ໃຫ້ໝາຍໃສ່ຊ່ອງນີ້ ຖ້າທ່ານອ່ານຫຼືປາກພາສາລາວ.	24. Laotian
<input type="checkbox"/>	Prosimy o zaznaczenie tego kwadratu, jeżeli posługuje się Pan/Pani językiem polskim.	25. Polish

<input type="checkbox"/>	Assinale este quadrado se você lê ou fala português.	26. Portuguese
<input type="checkbox"/>	Însemnați această căsuță dacă citiți sau vorbiți românește.	27. Romanian
<input type="checkbox"/>	Пометьте этот квадратик, если вы читаете или говорите по-русски.	28. Russian
<input type="checkbox"/>	Обележите овај квадратик уколико читате или говорите српски језик.	29. Serbian
<input type="checkbox"/>	Označte tento štvorček, ak viete čítať alebo hovoriť po slovensky.	30. Slovak
<input type="checkbox"/>	Marque esta casilla si lee o habla español.	31. Spanish
<input type="checkbox"/>	Markahan itong kuwadrado kung kayo ay marunong magbasa o magsalita ng Tagalog.	32. Tagalog
<input type="checkbox"/>	ให้กาเครื่องหมายลงในช่องถ้าท่านอ่านหรือพูดภาษาไทย.	33. Thai
<input type="checkbox"/>	Maaka 'i he puha ni kapau 'oku ke lau pe lea fakatonga.	34. Tongan
<input type="checkbox"/>	Відмітьте цю клітинку, якщо ви читаете або говорите українською мовою.	35. Ukrainian
<input type="checkbox"/>	اگر آپ اردو پڑھتے یا بولتے ہیں تو اس خانے میں نشان لگائیں۔	36. Urdu
<input type="checkbox"/>	Xin đánh dấu vào ô này nếu quý vị biết đọc và nói được Việt Ngữ.	37. Vietnamese
<input type="checkbox"/>	באצייכנט דעם קעסטל אויב איר לייענט אדער רעדט אידיש.	38. Yiddish

A

Amharic አኔ አማራጅ ነው ምናገረው.
Arabic أنا أتحدث اللغة العربية
Armenian Ես խոսում եմ հայերեն

B

Bengali আমী বাংলা কথা বোলতে পারী
Bosnian Ja govorim bosanski
Bulgarian Аз говоря български
Burmese ကျွန်တော်/ကျွန်မ မြန်မာ လို ပြောတတ် ပါတယ်။

C

Cambodian ខ្ញុំនិយាយភាសាខ្មែរ

Cantonese 我講廣東話 (Traditional)
我讲广东话 (Simplified)

Catalan Parlo català

Croatian Govorim hrvatski

Czech Mluvím česky

D

Danish Jeg taler dansk

Dari من درى حرف مى زنم

Dutch Ik spreek het Nederlands

E

Estonian Ma räägin eesti keelt

F

Finnish Puhun suomea

French Je parle français

G

German Ich spreche Deutsch

Greek Μιλώ τα ελληνικά

Gujarati બોલુ છું ગુજરાતી

H

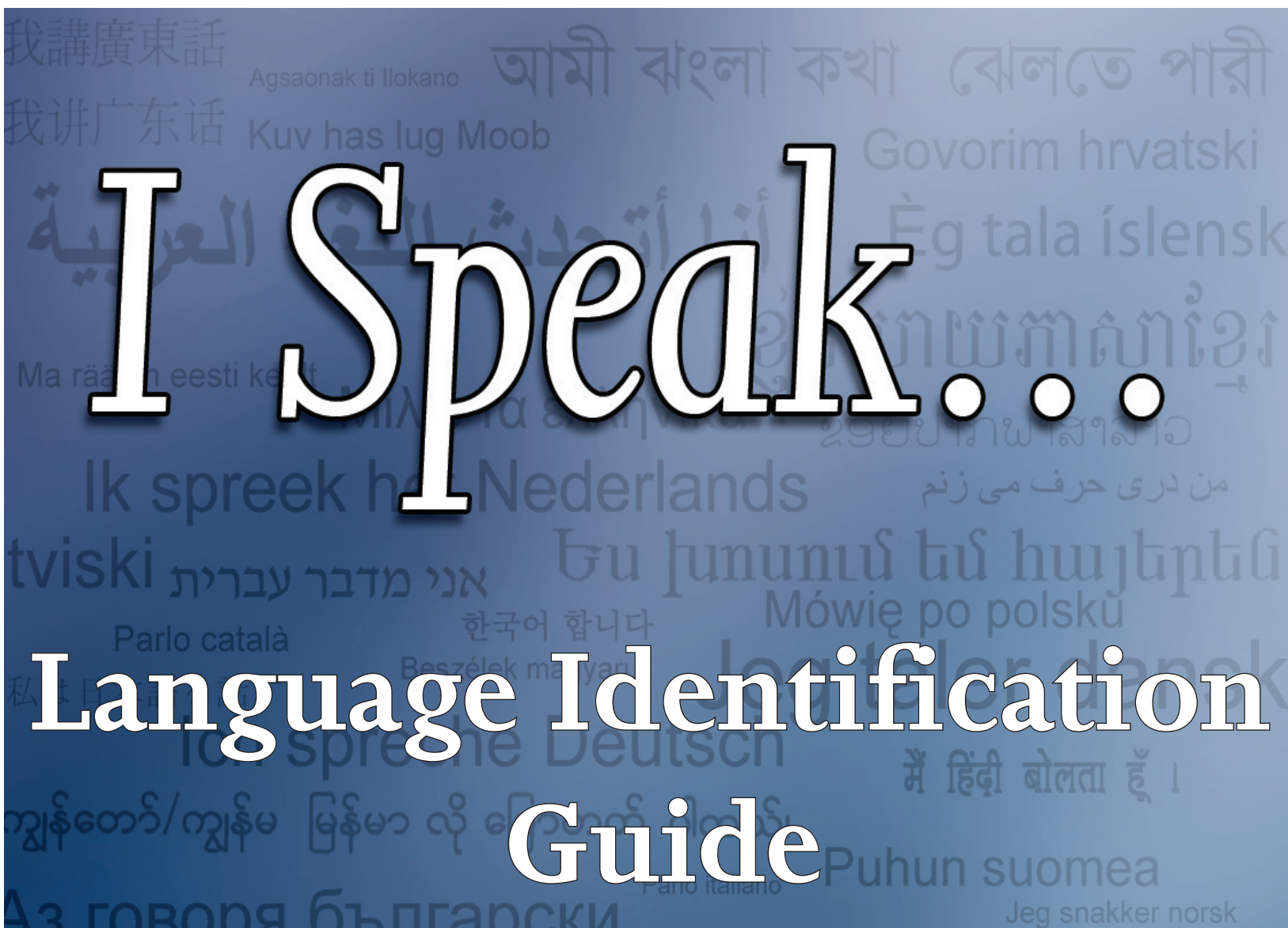
Haitian Creole M pale kreyòl ayisyen

Hebrew אני מדבר עברית

Hindi मैं हिंदी बोलता हूँ ।

Hmong Kuv has lug Moob

Hungarian Beszélék magyarul



I

Icelandic Ég tala íslensku

Ilocano Agsaonak ti Ilokano

Indonesian saya bisa berbahasa Indonesia

Italian Parlo italiano

J

Japanese 私は日本語を話す

K

Kackchiquel Quin cha güic'ká chá bal'ruin' rí

Korean 한국어 합니다

Kurdish man Kurdii zaanim

Kurmanci man Kurmaanji zaanim

L

Laotian ຂອຍປາກພາສາລາວ

Latvian Es runāju latviski

Lithuanian Aš kalbu lietuviškai

M

Mam Bán chiyola tuj kíyol mam

Mandarin 我講國語 (Traditional)

我讲国语/普通话 (Simplified)

Mon အဲ ပို အဂၢၢ် ခုတ်

N

Norwegian Jeg snakker norsk

P

Persian من فارسی صحبت می کنم.

Polish Mówię po polsku

Portuguese Eu falo português do Brasil (for Brazil)

Eu falo português de Portugal (for Portugal)

Punjabi ਮੈਂ ਪੰਜਾਬੀ ਬੋਲਦਾ/ਬੋਲਦੀ ਹਾਂ।

Q

Qanjobal Ayin tí chí wal q' anjob' al

Quiche In kinch'aw k'uin ch'e quiche

R

Romanian Vorbesc românește

Russian Я говорю по-русски

S

Serbian Ja говорим српски

Sign Language



Slovak Hovorím po slovensky

Slovenian Govorim slovensko

Somali Waxaan ku hadlaa af-Soomaali

Spanish Yo hablo español

Swahili Ninaongea Kiswahili

Swedish Jag talar svenska

T

Tagalog Marunong akong mag-Tagalog

Tamil நான் தமிழ் பேசுவேன்

Thai พุดภาษาไทย

Turkish Türkçe konuşurum

U

Ukrainian Я розмовляю українською мовою

Urdu میں اردو بولتا ہوں

V

Vietnamese Tôi nói tiếng Việt

W

Welsh Dwi'n siarad

X

Xhosa Ndithetha isiXhosa

Y

Yiddish איך רעד יידיש

Yoruba Mo nso Yooba

Z

Zulu Ngiyakhuluma isiZulu

Executive Order 13166 requires DHS to take reasonable steps to provide meaningful access to its programs and activities for persons with limited English proficiency and - as also required by Title VI of the Civil Rights Act of 1964 - to ensure that recipients of federal financial assistance do the same.

I Speak is provided by the Department of Homeland Security Office for Civil Rights and Civil Liberties (CRCL). Other resources at www.lep.gov

Contact the DHS Office for Civil Rights and Civil Liberties' CRCL Institute at CRCLTraining@dhs.gov for digital copies of this poster or a "I Speak" booklet.

Download copies of the DHS LEP plan and guidance to recipients of financial assistance at www.dhs.gov/crcl



EMCC Long Range Strategic Planning –Recommended Task Priorities 2015-2020

Green = LRP Committee

Yellow = A list

Gray = B list

Blue = Complete

OUTREACH AND MARKETING

- 1) Expand/deepen one media partnership annually.
- 2) Send out e-newsletter on the 4th week of even months.
- 3) Implement outreach plan to area businesses and organizations
 - A) Cultivate new donors and increase engagement for existing donors.
 - B) ~ Develop an outreach plan (Complete, thanks to our partners at TASC!)

SUCCESSION PLANNING

- 1) Create a platform such as DropBox or G Drive to house Board documents, create a Board Manual (Mostly complete)
 - 2) Document (in shared location) essential responsibilities of **Executive Director, Assistant Director, and Youth Program Manager** (more detailed than in position description) for a typical year.
 - 3) Develop search process for vacancy in ED position.
 - a. Develop onboarding/orientation process for ED position.
- A) Develop written plan for cross-training re essential responsibilities for ED, AD and YPD. (Combine with essential responsibilities team)

B) Update all EMCC staff position descriptions. (Completed on a regular basis – check descriptions against “essential responsibilities” when complete)

C) Develop emergency plans for sudden (permanent or extended) vacancies. (Already in personnel handbook)

STABILIZE FUNDING

1) EMCC will target three businesses to “adopt” EMCC. (2 are in progress, working on a third ☺)

2) Develop a process for planned giving to be implemented before September 2016

3) Evaluate programs and costs at semi-annual staff retreats (Ongoing)

4) The new EMCC grant researcher/support staff will help increase fundraising \$8000 by 2019

A) EMCC will increase funding for operating and infrastructure costs by securing at least two sources of funding

B) EMCC will identify and apply to larger and/or multiyear donors

C) Explore auto-withdrawal contributions. (Completed)

YOUNG ADULT PROGRAMMING

1) Engage and recruit 25% more participants to Friday night programming.

A) Provide referrals for adult education/learning/literacy/certificate programs, utilizing the new space at the facility. (i.e., be an off-site location for MATC or UW classes.) Continue to provide job training programs & information and contact for employment opportunities (Consider deleting because we already do many of these referrals and MATC is right across the street)

B) Develop pilot for 7th & 8th grade girl's group with input of targeted student groups;

1. Secure funding and male leader for a similar pilot for 7th & 8th grade boys group

2. Evaluate pilot and develop plans for expansion to continue over 5 years with fundraising initiatives to support the program. .

3. Pilot should build skills over the five years for the initial and subsequent cohort groups as possible.

C) Link EMCC students to existing resources regarding scholarships.

D) Provide scholarships for educational experiences for our youth that our center is unable to provide. For instance, any one of our exceptionally bright students could apply for a scholarship to attend a science & math summer camp that is nationally recognized. Volunteers work to help students apply for the scholarships

High school: February 2016

Middle school: April 2016

E) Create "men's group" for young men (ages 16-18) and maintain the current young women's group. (14-18)

2019 EMCC FACILITY USE AGREEMENT FORM

Welcome to the East Madison Community Center. If you have any questions regarding this contract, please contact Typhanny or De’Kendrea at (608) 249-0861.

Today’s Date: _____

Person Making Reservation: _____
(Name) (Title)

Name of Organization: _____

Contact Address: _____

Contact Phone: _____
(Home) (Work)

Contact Email Address: _____

Purpose of Facility Use: _____

Date(s) of Use: _____

*Time Needed: _____

*Estimated Attendance: _____
(Any event held after 5:00 p.m. with more than 50 people in attendance will require additional staffing. Any event with teens or youth must have an adult to youth ratio of 1:10.)

- Room(s) Requested:
- Gym (25-100 people)
 - Meeting Room (15-20)
 - Woody Room (8-12)
 - Conference Room (6-10)
 - Multi-Purpose Room/Kitchen (75 people seated, 150 standing)
(No access to fridges/frozen storage, bring utensils/paper products)

Notes: _____

- Is this an event that if for or can include area residents? Yes No
Would you like us to help publicize your event? Yes No

RESERVATION POLICY:

1. **Space will not be reserved until a signed contract and a deposit are on file**
 - a. (EMCC will not “hold” dates or honor “pre-reservations”).
2. Application and deposit are due **one week prior** to the scheduled event.
3. Reservation fees may be paid the week of the event, but must be paid prior to event start.
4. **The person signing the contract must attend the entire event.** The person who signs the contract is **responsible for all actions of their group.** It is their responsibility to communicate rules and expectations of facility use to the rest of the organization or group.

CANCELLATION POLICY:

Any cancellation less than 5 business days prior to the scheduled event will forfeit the facility use fee.

DEPOSIT POLICIES:

1. All Facility Use groups must leave a \$250.00 deposit to reserve space at the center.
2. If no cleaning charges or damages have been assessed, the deposit check will be returned.
3. If any cleaning or damage fees were removed from the deposit check, any remaining money will be issued to you after your check has cleared the bank.
4. The entire deposit or any portion thereof will not be refunded if:
 - A. Trash and recyclable containers are not emptied, cleaned and returned to the Center.
 - B. The rental space is not cleaned after the event.
 - C. Center property is damaged or missing.
 - D. If the premises are not vacated within 15 minutes of the end time.
Additional time will be prorated at \$25 per 15 minutes.

The charge for cleaning is \$25.00 per hour, with a minimum charge of 1 hour.

5. **If your group requires keys, a \$20.00 cash deposit is required and they need to be returned within 72 hours of your event.**

FACILITY RULES: (Any individuals or groups in violation of these rules will have all facility use privileges suspended immediately and indefinitely)

1. Facility use groups must adhere to all EMCC rules of conduct and CDA property rules regarding parking, smoking, trespass, traffic and conduct.
2. **There is categorically NO ALCOHOL and NO DRUG USE in or around the EMCC building or on CDA property.** If you or your group is found in violation of this rule, we reserve the right to **permanently take away your facility use privileges and you will forfeit your \$250.00 deposit.**
3. CDA, CDA security officers, Madison police and fire, EMCC staff and officers may enter the building at any time and during any event. Any indication that a facility use group is violating rules of conduct during their event may result in the immediate cancellation of the program and future use.
4. Facility use groups are responsible for the property they are using, including contents and condition of the building as well as anyone who enters the building and is not a participant of EMCC programs.
5. Facility use groups may only use the room(s) they have specifically reserved.
6. **All facility use groups must have the building vacated and locked no later than 9:00 p.m. even on the weekends. We are located in the middle of a community and want to respect our neighbors.**

FEES: (Prices may be negotiable for EMCC Volunteers or Partner Organizations)

Use of Meeting Rooms

Free

Residents of Truax and Webb-Rethke Only

\$10.00/hr. at any time

Use of Gym OR Multi - Purpose Room including Kitchen during Business Hours

\$25.00/hr. for Non-Residents ,Community Groups and Non-Profit Organizations

\$50.00/hr. for For-Profit Organizations

Use of Gym OR Multi-Purpose Rooms during Non-Business Hours

\$40.00/hr. for Non-Residents ,Community Groups and Non-Profit Organizations

\$80.00/hr. for For-Profit Organizations

***20.00/hr. - In addition to the room rental fee if EMCC staff is deemed necessary to be present due to group size.**

***ALL EVENTS SHOULD BE COMPLETED AND CLEANED UP NO LATER THAN 9:00 PM**

Regular Business Hours

Monday – Thursday 9 am – 8 pm

Friday 9 am – 9 pm

Saturday 9 am – 5 pm

Summer Business Hours

(Memorial Day thru Labor Day)

Monday – Friday 9 am – 5pm

I have read through the Facility Use Contract and signed and a copy of the EMCC Rules of Conduct and Checklist. I agree to the terms and conditions.

Client Signature: _____

(Name)

(Date)

Staff Signature Approving Facility Use: _____

(Name)

(Date)

FOR OFFICE USE ONLY

List of keys checked out: New Addition Old Section Signed Key-Check out Form

Deposit paid (\$250): On-File Yes # _____ No

Fee Calculations for Facility Use

Fee: _____ # of Hours: _____ = Total _____

Fee: _____ # of Hours: _____ = Total _____

Total Fees Due: _____ Paid in full Partial Payment/Owes _____

EAST MADISON COMMUNITY CENTER - RULES OF CONDUCT
ESTABLISHED MARCH, 1983 – UPDATED 2017*

People Using the Center:

1. Are encouraged to have fun and enjoy their time at the Center.
2. Are expected to act in a safe and responsible manner, avoiding harmful physical contact.
3. Are expected to show respect for the Center staff, Center participants and Center property. Name calling, “put downs” and abusive language will not be tolerated.
4. Are expected to walk when inside the building.
5. Are responsible for cleaning up after themselves.
6. Are expected to conduct themselves in a positive manner.
7. Will not use or have alcohol or illegal drugs in their possession, in (or around) the Center.
8. Should be aware the Center is a gang free zone. Gang paraphernalia and gang activities will not be permitted in the Center.
9. Are encouraged to volunteer to help make the Center a better place for everyone to enjoy.

People having problems following the Center rules:

- Will be warned twice by staff to discourage their behavior (i.e. abusive language). A third occurrence will usually result in a one to three day suspension from the Community Center and its programs.
- Persons with repeated problems following Center rules may be suspended for a minimum of three days.
- Anyone fighting in the Center will receive a minimum of a one week suspension.
- Anyone stealing, vandalizing or destroying Center property will be suspended for one month to a year and must complete restitution prior to returning to the Center. Police may be contacted.
- Persons involved with alcohol or illegal drugs in or around the Center may be suspended up to one month.
- Anyone threatening or intentionally causing injury to paid or volunteer staff may be barred from the Center and its programs for a period of one year or more depending on the violations to the Center’s rules and or severity of the incident.
- Anyone suspended for a week or more will be required to have a conference with at least one staff person and a parent/guardian, if under the age of 18 before they are allowed back in the Center.

The Center staff has had extensive training and experience in dealing responsibly with day-to-day situations. Staff members strive to be fair in dealing with problems that arise and suspend youth and adult participants only as a last resort. Center rules must be obeyed and will be enforced. Anyone having questions or suggestions about the Center rules or Center in general, should call 249-0861. We welcome the opportunity to talk with you about our programs.

I understand the rules of the Center and will do my best to make the Center a fun and safe place for everyone.

Program Participant’s Signature

Date

*These rules and consequences are guidelines. Final decisions are made at the staffs’ discretion.

Multi-Purpose Room/Kitchen Checklist

Multi-Purpose Room

- Return Tables and Chairs to Storage area.
- Wipe and/or wash tabletops.
- Dispose of all trash and replace bags in cans
- Make sure doors are locked.
- Sweep and/or Spot mop up any spills (In Janitors Closet)
- Lights Off

Kitchen Area

- Please use only the consumables you bring, (coffee, paper ware, etc.)
- Take extra food and drinks that you brought when leaving.
- Clean coffee maker (if used).
- Wash any dishes used.
- Clean countertops and sink.
- Wipe out microwave (if used).
- Place all trash in trash bags and take out to the proper dumpsters.
- Sweep floor. And spot mop any spills to prevent ants
- Lights off

Bathrooms Items

- Make sure there is nothing left in the bathrooms or in the toilets

Outdoor:

- Pick up any excessive trash

Thank you for taking care of these items after using our facility. This will make it ready for the next group that may be using the room immediately after you

Signature of Facility User

Date

Signature of Staff

Date





Liability Release

I hereby release any and all claims of any nature that I or any of the participants in my program might have against the East Madison Community Center, Community Development Authority or any of its Employees, Volunteers, Agents and/or their representatives for and against any and all injuries or damages of any nature.

Facility User Signature

Date

Print Name