



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:	Wil-Mar Neighborhood Center, Inc.		
Contact Person:	Gary Kallas	Email:	garyk@wil-mar.org
Address:	953 Jenifer St., Madison, WI 53703	Telephone:	608-257-4576

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 $\frac{3}{4}$ mile radius that makes access for nearby residents difficult (i.e. children don't cross the highway).

Given the Center's central location, there is not, nor has there ever been, natural barriers making access to the Center difficult for nearby or City of Madison residents. Indeed, to ensure access, Wil-Mar and the local Neighborhood Association successfully advocated for the bus stop to remain on the Center's corner several years ago when Metro proposed closing it.

- 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.

While the surrounding neighborhood the Center serves has been going through positive development, to which we take some cautious credit, the Center's immediate neighborhood continues to be outpaced by the majority of City neighborhoods in median income levels (immediate area \$54,573 compared to north of \$60,000 for the majority of Madison neighborhood) and the immediate area continues to have a relatively high number of families residing in housing units (234) receiving government subsidies as compared to the City as a whole.

- c. If your agency serves a significant number of individuals and families beyond the $\frac{3}{4}$ 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 Center's immediate service area, as defined by the Center, is considered the whole of the 53703 and 53704 zip codes and individuals throughout these boundaries regularly visit the Center. For Wil-Mar After School programming we provide transportation from Lapham and Emerson elementary schools. For other program and services including emergency food services, community meals, senior wellness and fitness and low cost facility use, we often see participants utilize Metro.

- 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.

Much has been said about the remarkable transformation of the neighborhood immediately surrounding the Wil-Mar Neighborhood Center. We are proud to note our contribution to this transformation. Still, while certain data supports and amplifies this transformation, other relevant data informs us of a different story of who is served through life-building programs and services in our building. Our sampling data points out much of this as fully 76% of all 2018 sampled individuals reside in either Extremely Low Income to Moderate low income Households. These individuals are finding access to services like our youth programs, emergency food services, fitness and wellness classes and low cost facility use. In many ways, this nexus of low to moderate income individuals interfacing with people of more means is a desired circumstance taking place at the Center.

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

We do not anticipate any significant changes in 2020. We are however, cognizant that change is inevitable as we have experienced rapid change over the past several years.

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 Wil-Mar Neighborhood Center is currently undergoing a significant, multi-million dollar renovation. It's been decades since the last renovation and is long overdue. In lead-up to the renovation, countless meetings were convened and hundreds of surveys completed. And while the Center has built a reputation of being and offering something for everyone, services that focus on youth development and continuing to be a focal point for facility use access rose to the top.

- 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.

Yes in general, participation does match the area diversity with a few notable exceptions including sampling data reveals 78% of center participation is White/Caucasian while the Date toolkit notes the area is 88% is White/Caucasian and 11% of center sampled participation is African American while the Date Toolkit notes only 3% of is African American.

- 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).

In response to the renewed focus on Youth programming, the Center has reclassified and increased necessary qualifications to retain a Director of Youth programming. In addition, through recognizing exciting opportunities for youth to participate in the planning and implementation of our larger than life summer events, we will be reconstituting our teen programming.

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		
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:		

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 type="checkbox"/> Expectations Met <input checked="" type="checkbox"/> Not yet meeting Tier 1 Expectation

Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility	Facility available for community use on weekends and evenings	<ul style="list-style-type: none"> 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:

12,100

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

List Rooms available for Facility Use	Square footage of Room	Room Features (tables, chairs, A/V)	Occupancy Capacity of space
YAHARA ROOM	3000	tables, chairs, a/v, sound system, stage lighting, access to commercial kitchen	up to 225
MENDOTA ROOM	450	tables, chairs, a/v	40
MONONA ROOM	300	tables, chairs, computer access	30
YOUTH ROOM (1)	1100	tables, chairs, a/v, access to non-commercial kitchen	70
YOUTH ROOM (2)	450	computer access, tables, chairs	40
YOUTH ROOM (3)	350	art room consideration	20
OUTDOOR COMMUNITY SPACE	5600	access to power, water, tables, chairs	300
FITNESS ROOM	450	exercise equipment	20
COMMERCIAL KITCHEN	250	full commercial kitchen requirements	5
NON-COMMERICAL KITCHEN	150	stove, sink, utensils	5

2. Facility Use Hours

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

11,143

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

none

3. Facility Use Participants

a. In 2018 how many unduplicated facility use participants did the neighborhood center report to CDD?
in building, 8000 +. include summer events, + 54,000 more

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, no fewer than 50 private events were held at the Center in 2018. Most of these uses were by low-to moderate income people from all parts of Madison.

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

with a renovated space we anticipate turning more people away than we have in the past. In 2018 we turned away well over 100 potential uses due to not having available space.

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.

As wil-mar is currently undergoing renovation and we will not be back in our space until mid-October, we anticipate dedicating necessary time from mid-October through November reviewing our policies.

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?

the wil-mar center is available for facility use 365 days of the year, 24 hours a day.

e. How is the neighborhood center staffed during open hours on evenings and weekends?

The Wil-Mar Center has multiple staff on-site Monday through Friday during the hours of 8 am to 7 pm. After 7 pm one staff is on-site. Saturday are staffed from noon until 11 pm and Sunday's from 9 pm to 11 pm.

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

The Wil-Mar Center has been around for 50 years and subsequently benefits from strong recognition and word-of mouth. Still, we make certain that we promote opportunities to thousands through our summer events, facebook and postings at area businesses throughout the year.

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

With a renovated space, we anticipate adding maintenance staff and nightly cleaning the building. In addition, while staff enjoy holidays countless facility use groups have accessed our building during these times. Concise and thorough facility use policies make this possible.

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

wil-mar is currently undergoing renovation and we will not be back in our space until mid-October, we anticipate dedicating necessary time from mid-October through November reviewing our policies.

Section 4: Engage and Connect with the Community

Requirement:	Benchmark:	Tier 1 Expectation:	Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? <i>Check only one box.</i>
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.

The 15 member neighborhood center board is nearly 100 percent comprised of area residents. As stated earlier, this board has led the effort in planning and now in significant ways implementing the first major renovation in the Center's 50 year history. They have helped lead community discussions on what the renovated space should look like and what program focus the Center should implement. These discussions, these events have all been documented via our board meetings and are available upon request.

- 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.

Once the community has seen and experienced the newly renovated space we anticipate hearing countless suggestions of what we should have done and/or could do. We plan on convening formal community-wide meetings to facilitate gleaning this information

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.

The wil-mar center is a strong advocate for the value of convening celebration of place, pride and spirit events. Our larger than life summer celebrations of place not only raise much needed funds for the Center, but also build awareness of the Center and its mission and programs. In addition, the events provide first-time work experience opportunities for area teens, promote other not-for-profits and provide base financial support for dozens of small buinesses to remain in business and employ Madison residents.

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

1. Programming and Resources Offered

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

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	No	Continuing
Middle	Year Round	No	Continuing
High School	Year Round	No	Continuing
Early Childhood	n/a	n/a	n/a
Older Adult	Year Round	No	Continuing
Adult Employment	n/a	n/a	n/a

b. How many planned activities for adults did you have at the neighborhood center in 2018?
 0-11 12-23 24 or more

Please describe the types of activities.

Wil-Mar offers year-round fitness, wellness and nutrition programming for adults with a primary focus on older adults but everyone is welcome

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

Wil-Mar staff is highly knowledgeable of area resources and on a nearly daily basis provides referrals to residents by phone, email or in-person inquiries. In addition, up to 60 area not-for-profits and government service providers take out exhibit space at our summer events and speak with 1000's about their services.

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.

Our food pantry is staffed every Wednesday from 1 pm to 3 pm and we roughly serve 120 households monthly. In addition, often residents in need will visit off hours seeking help. While, we DO NOT encourage such visits we often drop what we are doing and help out.

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

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

We anticipate providing the food pantry and weekly community meal as we have for decades in 2020.

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.

For years, we have undervalued/underrevealed our budget. This is due to "only" reporting net proceeds from events like Fete de Marquette, AtwoodFest and more. In real dollars a full accounting shows up in our annually submitted audit to city offices. This under report appears to be a disservice to both the City's desire for transparency and the Center's actual work. Let's discuss--yes?

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 minimum experience in non-profit leadership and volunteer management
Associate/Facility Director	proficient in quickbooks, excel, 3 years experience
Lead Maintenance	2 years experience in building maintenance
Maintenance Worker	1 year experience in building maintenance
Weekend Maintenance	1 year experience in building maintenance
Bookkeeper	2 years experience

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

Program volunteers are associated with youth programs and are vetted, trained by the Youth program Director.

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

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?

we are currently operating strategically from plans associated with our building renovation plan currently being implemented. We plan on updating our plan and have an MOU with one of Madison's most foremost experts in this field to facilitate this process.

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.

Facility Use surveys both formal and informal have long helped guide facility use policies. We will continue. We will also look to the Data toolkit and conduct our typical surveys from events.

b. How do you track facility use data?

Facility use data is tracked daily and is overseen by our Facility Use Manager

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

Unless informed otherwise, much of wil-mar's ongoing facility use success is based on contiuing best practices of the past and tweaking as necessary.

Section 8: Benchmark summary

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

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

Total number of Tier 1 Benchmarks not currently meeting: 11/12

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.

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.

we are curious as to the requirements of the language access plan to meet Tier 2 expectations. The plan appears to be something that would interest us in more ways than simply meeting Tier 2 requirements.

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	\$154,696	\$54,696	\$100,000
Elementary Programs			\$54,696
Middle School Programs			
High School Programs			
Other City-funded Programs			
Total	\$154,696	\$54,696	\$154,696

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.

We would anticipate shifting the bulk if not the entirety of the \$54,696 to one youth (elementary-aged) program for the following reason: We believe our reconstituted Middle and High School programs would be more appealing to other funders and sponsors than the elementary-aged program. In addition, maintaining City of Madison funds in two rather than multiple program categories should/could work to simplify and more efficiently process both narrative and financial reports.

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

Given our dependency on outdoor special event resource attractions, we are always concerned that this dependency on outdoor events could be problematic in the event of poor weather.

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

Program Type	Start Time	End Time
MONDAY		
Elementary		
Multi Focused Afterschool	1:45	5:30
Multi Focused Summer	8:30	5:30
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		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		

Program Type	Start Time	End Time
TUESDAY		
Elementary		
Multi Focused Afterschool	2:45	5:30
Multi Focused Summer	8:30	5:30
Topical/Skill/Population Focused		
Middle School		
Multi Focused Afterschool	5:30	8:30
Multi Focused Summer	12:00	3:00
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		
High School		
Multi Focused Afterschool	5:30	8:30
Multi Focused Summer	12:00	3:00
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		

Program Type	Start Time	End Time
WEDNESDAY		
Elementary		
Multi Focused Afterschool	2:45	5:30
Multi Focused Summer	8:30	5:30
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		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		

Program Type	Start Time	End Time
THURSDAY		
Elementary		
Multi Focused Afterschool	2:45	5:30
Multi Focused Summer	8:30	5:30
Topical/Skill/Population Focused		
Middle School		
Multi Focused Afterschool	5:30	8:30
Multi Focused Summer	12:00	3:00
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		
High School		
Multi Focused Afterschool	5:30	8:30
Multi Focused Summer	12:00	3:00
Topical/Skill/Population Focused		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		

Program Type	Start Time	End Time
FRIDAY		
Elementary		
Multi Focused Afterschool	2:45	5:30
Multi Focused Summer	8:30	5:30
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		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		

Program Type	Start Time	End Time
SATURDAY		
Elementary		
Multi Focused Afterschool		
Multi Focused Summer		
Topical/Skill/Population Focused		
Middle School		
Multi Focused Afterschool		
Multi Focused Summer	TBD	
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		
High School		
Multi Focused Afterschool		
Multi Focused Summer	TBD	
Topical/Skill/Population Focused		
Weekends Day		
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	TBD	
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		
High School		
Multi Focused Afterschool		
Multi Focused Summer	TBD	
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: Gary Kallas

Date: 07-20-2019

By entering your initials in the box,

GK

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:	Wil-Mar Neighborhood Center	Amount Requested:	\$54,696
Programs applied for:	Multi-focus School Year Multi-focus Summer		
Contact Person	Gary Kallas	Email:	garyk@wil-mar.org
Address:	953 Jenifer St., Madison, WI 53703	Telephone:	608-257-4576

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?
To support positive social, emotional learning development of youth.
- 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](#).
Children aged 5 to 12, and hailing from diverse ethnicities and income ranges has long been the tradition at the Wil-Mar Center and in 2020 and beyond we do not anticipate any changes.
- 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.
We will continue to work with area schools to identify at-risk youth and recruit into our program. A generous sliding fee schedule will also be maintained to ensure access to all children regardless of household income. In addition, we will maintain a recruitment strategy that earmarks a third of enrolled children come from low income households.
- d. **Activities:** Describe your proposed program activities. Include information about key parts of your program that help us understand how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.
The Wil-Mar Neighborhood Center’s afterschool program’s mission is to provide activities, experiences and environments that foster social-emotional development, academic support and an inclusive community. Social emotional learning (SEL) according to the Collaborative for Academic, Social Emotional Learning (CASEL, 2013) “involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (p.4). CASEL (2013) identified 5 points of curricular focus for SEL: self-management, self-awareness, social awareness, relationship skills and responsible decision-making and our programming in the Afterschool and Summer Camp programs will provide opportunities for growth in all these areas. According to CASEL (2013) quality programs are well-designed classroom-based programs that systematically promote students’ social and emotional competence, provide opportunities for practice, and offer multi-year programming; deliver high-quality training and other implementation supports, including initial training and ongoing support to ensure sound implementation; are evidence-based with at least one carefully conducted evaluation that documents positive impacts on student behavior and/or academic performance. Our programs will feature 1) SEL skill development through arts, academic and recreational activities; 2) supportive relationships; 3) youth voice and leadership and 4) a physically and emotional safe, inclusive space (including restorative practices and circle process). Our programs’ development and maintenance will

grow from 1) intentional program planning driven by outcomes; 2) staff reflective practices that consider participant, family and staff feedback; 3) Staff professional development; and 4) focused data-driven outcomes analysis and program evaluation.

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
After School program	Jan. 1, 2020 – June 12, 2020
Summer Camp Program	June 22, 2020 – August 21, 2020
Staff Training	Jan. 1, 2020 – December 31, 2020

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.

Wil-Mar has offered afterschool child care for nearly 50 years. Still, we consistently look to build in improvements. In that vein, and over the course of the last year, we’ve engaged outside child care specialists and area education specialists to first evaluate our current program and provide recommendations. Their findings revealed that our current program provides fun, safe, educationally sound and socially enriching activities but does not offer credible outcome measures. This proposal address both the existing strengths and weaknesses and promises a more enriching experience for youth while building in professional assessment tools.

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 have not assertively looked deeply into directly serving this population, as over the course of serving the community for 50 years, this matter has not been an issue of concern. We are however, ready to respond should it become so.

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](#)?

We are looking forward to meeting all seven MOST practices and have the following plans in service of our children in each area:

- 1) Intentional Design:** Our program design and activities reflect an internal review conducted by outside experts and educators on arts and SEL integration and our future planning will be driven by regular staff reflection on outcomes and feedback from participants and families. We will use surveys and interviews to provide data for analysis informing our planning. We will also provide regular staff planning time for continued program development. We will create an ongoing professional conversation.
- 2) Supportive Relationships:** have always been a strength given our success in growing our own former participants into future/current staff, however we plan

to collect participant data (quantitatively and qualitatively) on SEL individual growth and since of community at Wil-Mar.

- 3) **Youth Voice/Leadership:** will be one of the program pillars both as explicit dependence on participants for decision-making on curricular directions/activities, as well as one of the SEL skills for which data will be collected on youth growth/development. Restorative justice practices will also require youth voice.
- 4) **Racial & Cultural Inclusion:** Although this has been a strength, Staff will attend training on engaging students with different learning styles and needs as well as training on creating safe space for LGBTQ and gender non-conforming youth. One of the SEL skills for which data will be collected on youth growth/development will be community 9th degree to which participants create it and feel like they are a part of it).
- 5) **Community & Family Engagement:** We will devise clear and consistent modes and timelines for communication with families and make staff roles in that work transparent so that both staff and families have the information we need. We will also plan opportunities that allow families to participate in youth program activities including art making, performances and field trips. We will cultivate an environment where families know the staff who serve their children.
- 6) **Organizational Management & Staff Support:** We will manage an annual review process for all staff that not only includes supervisory evaluation but also includes self-evaluations and personal development goals so that staff are motivated by their own professional development goals. Program goals, which will be developed by staff through open communication, will also be clear to all staff so that program operations and communications are thorough, consistent and efficient. We will use staff retention and family feedback as evidence in this area.
- 7) **Environment & Safety:** As stated previously physical and emotional safety are elements requisite for any successful program in our view. In addition to the training around inclusivity, we will hold regular staff meetings to discuss plans to meet the needs of the students we have based on the actual students enrolled once a month, and we will have shorter daily meetings prior to program each day as thirty-minute check-ins to manage the day to day needs of our youth and families. All participants will practice SEL by discussing, practicing, shaping and adhering to program-wide core values that build community, encourage leadership and facilitate discipline (using one's energy for positive outcomes).

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)?
Drum Power	SEL Arts class provider	Yore Lashley	Yes
Marquette School	Assessing Youth Needs	Various	As needed
O'Keefe MS	Follow-up on our Children	Various	As needed
Willy Street Co-op	Cooking Classes	TBD	No
UW Arts Collaboratory	Source of integrated arts training and classes	Stephanie Richards	No

How do these partnerships enhance this proposal?

Outside partnerships bring in the expertise, passion and enthusiasm for their specialty and our children have long benefitted from.

What are the decision-making agreements with each partner?

Unless State of Wisconsin Child Care licensing regulations are compromised all decision making agreements with partners are consensus-based.

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

All Wil-Mar families are informed of other opportunities associated with the Center as well as resource linkages in the greater community. This includes discount and/or free facility use at the Center. Over the years countless families have held various events at the center including wedding and baby showers, birthday and graduation parties and holiday gatherings.

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	Mon-Fri	4 hrs Mondays 3 hrs Tues-Friday	School Year	6 to 1	24
Multi-Focused Summer	Mon-Fri	8 hrs daily	9 weeks	6 to 1	24

*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:

30

- 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).
Generally, field trips take place 1 to 2 times monthly. We also bring families together twice a year to watch organized performances by our youth.
- 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 Prog Director	3 yrs; child care admin	.50	.06		.56
Lead Teacher	3 yrs child care experience	.36	.20		.56
Teacher	3 yrs child care experience	.36	.20		.56
Arts Teacher	1 Yr child care experience	.36	.20		.56
Summer Support	1 Yr child care experience		.20		.20
Adult Intern	1 Yr child care experience	.36	.20		.56

- e. Volunteers: If volunteers will have direct contact with program participants, how are volunteers vetted, trained and supervised?
Volunteer participation in the afterschool and summer camp programs varies from year-to-year and in the most recent years has not been a strong component of the program. We do however anticipate a stronger participation in 2020. Volunteers go through a background check and are trained and supervised by our Youth Program Director.

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.

In order to file, share and compile important program plans, information and data, the following systems will be created and maintained in two broader areas, program implementation and program assessment/evaluation:

Program Implementation

- 1) Registration forms will include demographic information, contacts, pickup authorizations, medical information etc., and they will be filed in a secure location.
- 2) Program plans for each week will be posted for parents and participants by the Director and then filed.
- 3) The Director will propose an itemized operating budget based on a total budget amount provided by the Executive Director each year. This document will be used for comparison against actual expenses for maintaining fiscal organization

Program Assessment & Evaluation

- 1) Program overview surveys will be given to parents/guardians twice a year after the first 8 weeks and at the end of the program to get feedback in the following areas: a) overall program quality, b) assessments of their child's SEL growth, c) program offerings, d) areas for improvement/program strengths, e) physical environment, f) Staffing, g) communication, h) other. Having an 8 week response will allow staff to make changes and or know what's working toward impact earlier in the year.
- 2) Program participants will fill out quantitative surveys on SEL efficacy growth/skill levels on Day 1, mid-year and in June for analysis to determine growth vs. non-growth.
- 3) A random sample of 10 participants will be selected for interviews by an outside interviewer to give qualitative information about their experiences. Qualitative interview questions will A) reveal deeper student experiences that, start to uncover sub-processes and patterns in how efficacy beliefs are formed and experiences interpreted by students, B) reveal experience-derived themes that allow reasoned conclusions on shared and individual impact(s) on self-efficacy and social emotional learning, and C) present/reveal key common qualitative markers that are distinct and unique to the Wil-Mar program. All student and family surveys will be de-identified and kept in a secure locked location, and all analysts will undergo training for tests with human subjects as well as HIPAA where appropriate.

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.

******Community Indicator/Project Outcome?**



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:	Wil-Mar Neighborhood Center, Inc.	Amount Requested:	\$0
Programs applied for:	Multi-focus School Year and Multi-focus Summer		
Contact Person	Gary Kallas	Email:	garyk@wil-mar.org
Address:	953 Jenifer St. Madison, 53703	Telephone:	608-257-4576

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?

The goal of this program is to support positive social, emotional learning development for youth through project-based programming.

- 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](#).

Generally the program is first made available to youth from our elementary program and youth who express or show interest in the production of or performance in Madison's largest celebrations of place through the arts i.e. the Willy Street Fair, AtwoodFest, Fete de Marquette and the Waterfront and Orton Park Festivals.

- 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.

Invitations to participate in this program will be widely dispersed throughout City of Madison Middle Schools and interested youth will be interviewed for participation and will need to demonstrate tangible interest in active participation.

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

The Wilmar Neighborhood Center's Middle/High School program's mission is to provide activities, experiences and environments that foster social-emotional development, academic support, project-based learning and an inclusive community. Social emotional learning (SEL) according to the Collaborative for Academic, Social Emotional Learning (CASEL, 2013) "involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (p.4). CASEL (2013) identified 5 points of curricular focus for SEL: self-management, self-awareness, social awareness, relationship skills and responsible decision-making our programming in the Afterschool program and Summer Camp will provide opportunities for growth in all these areas. According to CASEL (2013) quality programs are well-designed classroom-based programs that systematically promote students' social and emotional competence, provide opportunities for practice, and offer multi-year programming; deliver high-quality training and other implementation supports, including initial training and ongoing support to ensure sound implementation; are evidence-based with at least one carefully conducted evaluation that documents positive impacts on student behavior and/or academic performance. Our programs will feature 1) SEL skill development through project-based learning in planning and orchestrating 3 major music festivals, arts exploration and recreational activities; 2) supportive relationships; 3) youth voice and leadership and 4) a physically and emotional safe, inclusive space (including restorative practices and circle process). Our programs' development and maintenance will

grow from 1) intentional program planning driven by outcomes; 2) staff reflective practices that consider participant, family and staff feedback; and 3) focused data-driven outcomes analysis and program evaluation. The production and orchestration of the La Fete De Marquette, Willy Street and Atwood music festivals, which draw thousands of audience members, more than 50 vendors and international performers will 1) provide a real-world problem to understand, manage and ultimately solve; 2) require critical thinking; 3) encourage creative thinking; 4) foster communication skill development; 5) develop job and organizational skills; and 6) establish deeper connections to the arts for our Middle and High school program participants.

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
Middle School Program	Jan. 1, 2020 – June 12, 2020
Summer Festival Internships	June 22, 2020 – September 30, 2020
Staff Training	Jan 1, 2020 – December 31, 2020

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 Wil-Mar Neighborhood Center has long involved middle and high school youth in our celebration of place festivals. Duties performed and or learned by youth have almost exclusively been non-technical and consisting mostly of distributing marketing materials, picking up garbage or other physical labor. Parents of many of these youth have often asked if there is more there child could do or learn from this participation. After working collaboratively with UW Students for many years in producing UW’s World Music Festival, we have fashioned a comparative model to begin implementing a middle and high school version of this partnership.

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.

This component of the program remains in a development phase.

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](#)?

We are looking forward to meeting all seven MOST practices and have the following plans in service of our children in each area:

- 1) **Intentional Design:** Our program design and activities reflect an internal review conducted by outside experts and educators on arts and SEL integration and our future planning will be driven by regular staff reflection on outcomes and feedback from participants and families. We will use surveys and interviews to provide data for analysis informing our planning. We will also provide regular staff planning time for continued program development. We will create an ongoing professional conversation.

- 2) **Supportive Relationships:** have always been a strength given our success in growing our own former participants into future/current staff, however we plan to collect participant data (quantitatively and qualitatively) on SEL individual growth and sense of community at Wil-Mar.
- 3) **Youth Voice/Leadership:** will be one of the program pillars both as explicit dependence on participants for decision-making on curricular directions/activities, as well as one of the SEL skills for which data will be collected on youth growth/development. Restorative justice practices will also require youth voice. Since this is project-based learning on a very high level with many moving parts we can build in many areas for student leadership to be a practiced set of behaviors with consistent staff support with real implications and consequences that will see and learn from.
- 4) **Racial & Cultural Inclusion:** Although this has been a strength, Staff will attend training on engaging students with different learning styles and needs as well as training on creating safe space for LGBTQ and gender non-conforming youth. One of the SEL skills for which data will be collected on youth growth/development will be community (the degree to which participants create it and feel like they are a part of it).
- 5) **Community & Family Engagement:** We will devise clear and consistent modes and timelines for communication with families and make staff roles in that work transparent so that both staff and families have the information we need. We will also plan opportunities that allow families to participate in program activities including attending presentations of plans by student developers, a tour of the festival behind-the-scenes logistics. We will cultivate an environment where families know the staff who serve their children also are familiar with the scope and key elements of the projects.
- 6) **Organizational Management & Staff Support:** We will manage an annual review process for all staff that not only includes supervisory evaluation but also includes self-evaluations and personal development goals so that staff are motivated by their own professional development goals. Program goals, which will be developed by staff through open communication, will also be clear to all staff so that program operations and communications are thorough, consistent and efficient. We will use staff retention and family feedback as evidence in this area.
- 7) **Environment & Safety:** As stated previously physical and emotional safety are elements requisite for any successful program in our view. In addition to the training around inclusivity, we will hold regular staff meetings to discuss plans to meet the needs of the students we have based on the actual students enrolled once a month, and we will have shorter daily meetings prior to program each day as thirty-minute check-ins to manage the day to day needs of our youth and families. All participants will practice SEL by discussing, practicing, shaping and adhering to program-wide core values that build community, encourage leadership and facilitate discipline (using one's energy for positive outcomes).

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)?
Drum Power	SEL Arts class provider	Yore Lashley	Yes
UW Union Theater	Provides business model and mentor	Heather Good	Yes
O'Keefe MS	Recruitment efforts/outcome assessment	TBD	No
UW Arts Collaboratory	Source of integrated arts training and classes	Stephanie Richards	No

How do these partnerships enhance this proposal?

Our partnership with Union Theater has resulted in some of the most memorable summer events in our neighborhood for the past 6 years while providing life-long learning opportunities for the students involved. We anticipate the enhancement of this effort to only further the Theater's goals while enriching the lives of our students.

What are the decision-making agreements with each partner?

Consensus-based.

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

All Wil-Mar families and participants are informed of additional life-building opportunities associated with the Center

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	Twice a week	3 hours	School Year	6 to 1	6
Multi-Focused Summer	Mon-Fri	4 hours daily	9 weeks	6 to 1	6

*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:

We anticipate having capacity for 6 middle school and 6 high school participants.

- 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).

Monthly field trip to various performing arts venues are planned including the Overture Center, the Sylvee, the Barrymore Theater and of course UM Union Theater. In addition, workshops are planned as well as presentations and participation in Wil-Mar Neighborhood Center board 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
Youth Program Director	3 yrs youth program experience	.11	.11		.22
Community Events Director	3 yrs event planning experience	.11	.11		.22
Executive Director	5 yrs event planning experience	.05	.00		.05
Event Summer Support	2 yrs event implementation experience	.00	.10		.10
Program Consultant	2 years' experience in performing arts agency	.05	.05		.10
Event Support Staff	(6) Youth having strong interest and school year participant	.00	.60		.60

- e. Volunteers: If volunteers will have direct contact with program participants, how are volunteers vetted, trained and supervised?
The scale and scope of volunteer participation will be determined by the group. The vetting, training and supervision of volunteers will be completed by the Youth Program Director and Community Events Director.

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.

Program Implementation

- 1) Registration forms will include demographic information, contacts, pickup authorizations, medical information etc., and they will be filed in a secure location.
- 2) Program plans for each week will be posted for parents and participants by the Director and then filed.
- 3) Participant will have “job descriptions” given their real roles in implementing festivals and weekly tasks will be determined by students and documented for clarity.
- 4) The Director will propose an itemized operating budget based on a total budget amount provided by the Executive Director each year. This document will be used for comparison against actual expenses for maintaining fiscal organization.

Program Assessment & Evaluation

- 1) Program overview surveys will be given to parents/guardians twice a year after the first 8 weeks and at the end of the program to get feedback in the following areas: a) overall program quality, b) assessments of their child's SEL growth, c) program offerings, d) areas for improvement/program strengths, e) physical environment, f) Staffing, g) communication, h) other. Having an 8 week response will allow staff to make changes and or know what's working toward impact earlier in the year.
- 2) Program participants will fill out quantitative surveys on SEL efficacy growth/skill levels on Day 1, mid-year and in June for analysis to determine growth vs. non-growth.
- 3) A random sample of 10 participants will be selected for interviews by an outside interviewer to give qualitative information about their experiences. Qualitative interview questions will A) reveal deeper student experiences that, start to uncover sub-processes and patterns in how efficacy beliefs are formed and experiences interpreted by students, B) reveal experience-derived themes that allow reasoned conclusions on shared and individual impact(s) on self-efficacy and social emotional learning, and C) present/reveal key common qualitative markers that are distinct and unique to the Wil-Mar program. All student and family surveys will be de-identified and kept in a secure locked location, and all analysts will undergo training for tests with human subjects as well as HIPAA where appropriate.

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:	Wil-Mar Neighborhood Center, Inc.	Amount Requested:	\$0
Programs applied for:	Multi-focus School Year Multi-focus Summer		
Contact Person	Gary Kallas	Email:	garyk@wil-mar.org
Address:	953 Jenifer St., Madison, 53703	Telephone:	608-257-4576

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?
The goal of this program is to support positive social, emotional learning development for youth through project-based programming.

- 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](#).
Generally the program is first made available to youth who have been in our programs and secondly to youth who express or show interest in the production of, or performance in, Madison's largest celebrations of place through the arts i.e. the Willy Street Fair, AtwoodFest, Fete de Marquette and the Waterfront and Orton Park Festivals.

- 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.
Invitations to participate in this program will be widely dispersed throughout City of Madison High Schools and interested youth will be interviewed for participation and will need to demonstrate tangible interest in active participation.

- d. **Activities:** Describe your proposed program activities. Include information about key parts of your program that help us understand how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.
The Wilmar Neighborhood Center's Middle/High School program's mission is to provide activities, experiences and environments that foster social-emotional development, academic support, project-based learning and an inclusive community. Social emotional learning (SEL) according to the Collaborative for Academic, Social Emotional Learning (CASEL, 2013) "involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (p.4). CASEL (2013) identified 5 points of curricular focus for SEL: self-management, self-awareness, social awareness, relationship skills and responsible decision-making our programming in the Afterschool program and Summer Camp will provide opportunities for growth in all these areas. According to CASEL (2013) quality programs are well-designed classroom-based programs that systematically promote students' social and emotional competence, provide opportunities for practice, and offer multi-year programming; deliver high-quality training and other implementation supports, including initial training and ongoing support to ensure sound implementation; are evidence-based with at least one carefully conducted evaluation that documents positive impacts on student behavior and/or academic performance. Our programs will feature 1) SEL skill development through project-based learning in planning and orchestrating 3 major music festivals, arts exploration and recreational activities; 2) supportive relationships; 3) youth voice and leadership and 4) a physically and emotional safe, inclusive space (including

restorative practices and circle process). Our programs' development and maintenance will grow from 1) intentional program planning driven by outcomes; 2) staff reflective practices that consider participant, family and staff feedback; and 3) focused data-driven outcomes analysis and program evaluation. The production and orchestration of the La Fete De Marquette, Willy Street and Atwood music festivals, which draw thousands of audience members, more than 50 vendors and international performers will 1) provide a real-world problem to understand, manage and ultimately solve; 2) require critical thinking; 3) encourage creative thinking; 4) foster communication skill development; 5) develop job and organizational skills; and 6) establish deeper connections to the arts for our Middle and High school program participants.

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
High School Program	Jan. 1, 2020 – June 12, 2020
Summer Festival Internships	June 22, 2020 – August 21, 2020
Staff Training	January 1, 2020– December 31, 2020

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 Wil-Mar Neighborhood Center has long involved middle and high school youth in our celebration of place festivals. Duties performed and or learned by youth have almost exclusively been non-technical and consisting mostly of distributing marketing materials, picking up garbage or other physical labor. Parents of many of these youth have often asked if there is more there child could do or learn from this participation. After working collaboratively with UW Students for many years in producing UW's World Music Festival, we have fashioned a comparative model to begin implementing a middle and high school version of this partnership.

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.

This component of the program remains in a development phase.

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](#)?

We are looking forward to meeting all seven MOST practices and have the following plans in service of our children in each area:

- 1) Intentional Design: Our program design and activities reflect an internal review conducted by outside experts and educators on arts and SEL integration and our future planning will be driven by regular staff reflection on outcomes and feedback from participants and families. We will use surveys and interviews to provide data for analysis informing our planning. We will also provide regular staff planning time for continued program development. We will create an ongoing professional conversation.**

- 2) **Supportive Relationships:** have always been a strength given our success in growing our own former participants into future/current staff, however we plan to collect participant data (quantitatively and qualitatively) on SEL individual growth and sense of community at Wil-Mar.
- 3) **Youth Voice/Leadership:** will be one of the program pillars both as explicit dependence on participants for decision-making on curricular directions/activities, as well as one of the SEL skills for which data will be collected on youth growth/development. Restorative justice practices will also require youth voice. Since this is project-based learning on a very high level with many moving parts we can build in many areas for student leadership to be a practiced set of behaviors with consistent staff support with real implications and consequences that will see and learn from.
- 4) **Racial & Cultural Inclusion:** Although this has been a strength, Staff will attend training on engaging students with different learning styles and needs as well as training on creating safe space for LGBTQ and gender non-conforming youth. One of the SEL skills for which data will be collected on youth growth/development will be community (the degree to which participants create it and feel like they are a part of it).
- 5) **Community & Family Engagement:** We will devise clear and consistent modes and timelines for communication with families and make staff roles in that work transparent so that both staff and families have the information we need. We will also plan opportunities that allow families to participate in program activities including attending presentations of plans by student developers, a tour of the festival behind-the-scenes logistics. We will cultivate an environment where families know the staff who serve their children also are familiar with the scope and key elements of the projects.
- 6) **Organizational Management & Staff Support:** We will manage an annual review process for all staff that not only includes supervisory evaluation but also includes self-evaluations and personal development goals so that staff are motivated by their own professional development goals. Program goals, which will be developed by staff through open communication, will also be clear to all staff so that program operations and communications are thorough, consistent and efficient. We will use staff retention and family feedback as evidence in this area.
- 7) **Environment & Safety:** As stated previously physical and emotional safety are elements requisite for any successful program in our view. In addition to the training around inclusivity, we will hold regular staff meetings to discuss plans to meet the needs of the students we have based on the actual students enrolled once a month, and we will have shorter daily meetings prior to program each day as thirty-minute check-ins to manage the day to day needs of our youth and families. All participants will practice SEL by discussing, practicing, shaping and adhering to program-wide core values that build community, encourage leadership and facilitate discipline (using one's energy for positive outcomes).

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)?
Drum Power	SEL Arts class provider	Yore Lashley	Yes
East High	Outcome Assessments	TBD	No
UW Arts Collaboratory	Source of integrated arts training and classes	Stephanie Richards	No
UW Union Theater	Provides business model and mentor	Heather Good	Yes

How do these partnerships enhance this proposal?

Our partnership with Union Theater has resulted in some of the most memorable summer events in our neighborhood for the past 6 years while providing life-long learning opportunities for the students involved. We anticipate the enhancement of this effort to only further the Theater’s goals while enriching the lives of our students.

What are the decision-making agreements with each partner?

Decisions are consensus-based

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

All Wil-Mar families and participants are informed of additional life-building opportunities associated with the Center

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	Twice a week	3 hours	School Year	6 to 1	6
Multi-Focused Summer	Mon-Fri	4 hrs daily	9 weeks	6 to 1	6

*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:

We anticipate having capacity for 6 middle school and 6 high school participants. Over time, we envision the program expanding in both directions i.e. implementation learning opportunities and performance.

- 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).

Monthly field trip to various performing arts venues are planned including the Overture Center, the Sylvee, the Barrymore Theater and of course UM Union Theater. In addition, workshops are planned as well as presentations and participation in Wil-Mar Neighborhood Center board 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
Youth Program Director	3 yrs youth program experience	.11	.11		.22
Community Events Director	3 yrs event planning experience	.11	.11		.22
Executive Director	5 yrs event planning experience	.05	.00		.05
Event Summer Support	2 yrs event implementation experience	.00	.10		.10
Program Consultant	2 years' experience in performing arts agency	.05	.05		.10
Event Support Staff	(6) Youth having strong interest and school year participant	.00	.60		.60

- e. Volunteers: If volunteers will have direct contact with program participants, how are volunteers vetted, trained and supervised?
The scale and scope of volunteer participation will be determined by the group. The vetting, training and supervision of volunteers will be completed by the Youth Program Director and Community Events Director.

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.

In order to file, share and compile important program plans, information and data, the following systems will be created and maintained in two broader areas, program implementation and program assessment/evaluation:

Program Implementation

- 1) Registration forms will include demographic information, contacts, pickup authorizations, medical information etc., and they will be filed in a secure location.
- 2) Program plans for each week will be posted for parents and participants by the Director and then filed.
- 3) Participant will have “job descriptions” given their real roles in implementing festivals and weekly tasks will be determined by students and documented for clarity.

- 4) The Director will propose an itemized operating budget based on a total budget amount provided by the Executive Director each year. This document will be used for comparison against actual expenses for maintaining fiscal organization.

Program Assessment & Evaluation

- 1) Program overview surveys will be given to parents/guardians twice a year after the first 8 weeks and at the end of the program to get feedback in the following areas: a) overall program quality, b) assessments of their child's SEL growth, c) program offerings, d) areas for improvement/program strengths, e) physical environment, f) Staffing, g) communication, h) other. Having an 8 week response will allow staff to make changes and or know what's working toward impact earlier in the year.
- 2) Program participants will fill out quantitative surveys on SEL efficacy growth/skill levels on Day 1, mid-year and in June for analysis to determine growth vs. non-growth.
- 3) A random sample of 10 participants will be selected for interviews by an outside interviewer to give qualitative information about their experiences. Qualitative interview questions will A) reveal deeper student experiences that, start to uncover sub-processes and patterns in how efficacy beliefs are formed and experiences interpreted by students, B) reveal experience-derived themes that allow reasoned conclusions on shared and individual impact(s) on self-efficacy and social emotional learning, and C) present/reveal key common qualitative markers that are distinct and unique to the Wil-Mar program. All student and family surveys will be de-identified and kept in a secure locked location, and all analysts will undergo training for tests with human subjects as well as HIPAA where appropriate.

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: Wil-Mar Neighborhood Center, Inc.

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	17	100%	14	100%	450	100%
GENDER						
MALE	9	53%	6	43%	180	40%
FEMALE	8	47%	8	57%	270	60%
UNKNOWN/OTHER	0	0%	0	0%	0	0%
TOTAL GENDER	17	100%	14	100%	450	100%
AGE						
LESS THAN 18 YRS	6	35%	0	0%	20	4%
18-59 YRS	9	53%	11	79%	360	80%
60 AND OLDER	2	12%	3	21%	70	16%
TOTAL AGE	17	100%	14	100%	450	100%
RACE*						
WHITE/CAUCASIAN	8	47%	13	93%	405	90%
BLACK/AFRICAN AMERICAN	8	47%	0	0%	35	8%
ASIAN	1	6%	0	0%	10	2%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	0	0%	0	0%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%	0	0%
MULTI-RACIAL:	0	0%	0	0%	0	0%
Black/AA & White/Caucasian	0	0%	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%	1	7%	0	0%
TOTAL RACE	17	100%	14	100%	450	100%
ETHNICITY						
HISPANIC OR LATINO	1	6%	1	7%	20	4%
NOT HISPANIC OR LATINO	16	94%	13	93%	430	96%
TOTAL ETHNICITY	17	100%	14	100%	450	100%
PERSONS WITH DISABILITIES	2	12%	0	0%	30	7%

*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?

1000 characters (with spaces) The demographics of our volunteer base and board membership generally reflects the demographics of the immediate surrounding neighborhoods. Our staffing structure does not reflect the demographics as half of the wil-mar staff is Black/African American while the immediate surrounding neighborhood is less than 20 percent african-american.

Wil-Mar Draft Priorities for Construction Budget Discussion of Non Required Items (Ex. Electrical, Drywall/Plaster Repairs/Mechanical Room Repairs) 6/05/2019 for internal Discussion Only NCI/BWZ



Wil-Mar Facility Use Guidelines, Fees, & Building Policies

Facility Use Fees:

The Yahara Room:

- \$25.00/Hour. Seats approximately 84 around the 12 round and 3 small square tables, or up to 150 in an auditorium seating arrangement.
 - Available tables:
 - 12 round tables: seat 6 at each table
 - 3 small square tables available: seat 4 at each table
 - 5 cocktail tables: 3-4 can stand around comfortably

The Youth Room:

- \$10.00/hour. Holds 30-50 people, depending on the room set-up. On basement floor, includes large open linoleum-tiled space and small kitchen with stove and counter space.
 - Available tables:
 - Holds three 60" round tables and approx. 30 stacking chairs.

The Kitchen:

- \$15.00/Hour, or a one-time fee of \$15 when used in conjunction with the Yahara Room. Plenty of counter space, a dishwasher, two stoves, 6 burners, cookware, and some refrigeration space.

The Mendota Room:

- \$15.00/hour. Set up as a conference room. 15-25 people.

The Monona Room:

- \$15.00/hour. Set up as a lounge. 10-15 people.

The Pink Room:

- \$10.00/hour. Set-up as conference room. 8-10 people.

Upper Floor for An Evening (up to 6 hours):

- \$250.00 When possible, groups may access the entire upper floor, including the Yahara, Mendota, Monona Rooms and the landing for up to six hours. Pay \$25/every additional hour.

Key Deposit and Pick-Up:

- **Keys can be picked up between 3-8 p.m., Monday-Friday.** You must schedule a time to pick up keys in person or by a phone call or email ahead of time. We cannot guarantee that staff can provide keys on short notice.
- A deposit of \$20 is required before keys will be given to a group/individual. Deposits can be made with card, check or cash.
- Keys should be picked up 1-2 weeks prior to the event.
- Plan to pick up keys and review the space at the same time. This will allow you to familiarize yourself with where cleaning supplies, tables and chairs, etc. are stored, where garbage and recycling is placed after an event, and review other necessary building information with staff.
- Please note many of the rooms are in use in the evenings. Scheduling your key pick up and room review ahead of time ensures you will be stopping-in at a time that you can review the room as well.
- Keys must be returned within 10 business days of the event/last day of the workshop/last day of the series. Deposits are forfeit for keys not returned within ten business days the event/last day of the workshop/last day of the series. All keys must be returned in order to receive the deposit back.

Parking:

- Parking is available in the lot at the corner of Brearily Street and Jenifer Street. There can be no loud music or gathering in the parking lot after 7 p.m.

Wil-Mar Facility Use Guidelines, Fees, & Building Policies

Non-Profit Space Donation Request Policy:

- Non-profits may apply for a space donation. The value of the space donation granted is typically, but not always, 25-50% the full fee amount. The value of the space donation is at the discretion of Wil-Mar staff.
- To apply for a donation of space, non-profits must fill out the Wil-Mar Facility Use Non-Profit Facility Use Donation Request form and submit prior to or with their facility use contract.
- All events that are religious or political in nature must pay the full facility use fee.

Booking Policy:

- Wil-Mar reserves the right to revoke any individual or group use of the facility at any time.
- Full payment is due at the time the contract is signed. Special exceptions are rare, but can take place with staff approval.
- If the hours of the reservation decrease and the full payment has been made already, the full payment will be kept by Wil-Mar. If the hours increase, the balance will be due within 7 days of the altered reservation.
- Tentative reservations can be made before a completed contract is returned with payment. Tentative reservations are held for 7 days. It is the responsibility of the group making the reservation to submit their contract and payment within 7 days to hold their reservation.

General Facility Use Guidelines:

- Wil-Mar's programs are of the highest priority for use of space.
- Groups may be occasionally asked to change their hours or cancel a meeting, based on Wil-Mar's needs or ad-hoc neighborhood meetings.
- Wil-Mar reserves the right to make individual decisions regarding facility use, reservations, and facility use fees based on circumstances.
- Wil-Mar reserves the right to revoke any individual or group use of the facility at any time.
- By placing a reservation with the Wil-Mar Center, you agree to abide by all local, state and federal laws and regulations while using the space or promoting your event. Failure to do so may result in the forfeiture of deposits or further legal action.

Building Use, Set-Up and Tear-Down:

- Always act in a safe and responsible manner. Show respect for Wil-Mar property, staff, volunteers and participants. Do not behave abusively or use vulgar language. Keep Wil-Mar neat. Clean up after your event ends. Aim to make Wil-Mar a better place for all to use and enjoy.
- All groups are responsible for their own room set up and for returning the rooms to their original condition. This includes the placement of tables and chairs, clean-up of the room, removing any decorations you may have used, returning tables, chairs, and items to their storage. All clean-up must happen at the end of the event.
- If the nature of an event requires any permits (dance, food preparation, etc.), the facility use group is responsible for obtaining the permits. The City Clerks' Office can help determine if a permit is needed. Contact the office at 266-4601.
- No facility use may extend before or after the times noted, or in any space other than those reserved by the group, on the signed facility use contract.
- Events, including clean-up, must end by 12 AM at the latest.
- No use or possession of alcohol or any controlled substances are allowed on the premises, including the front yard, surrounding sidewalk, and parking lot and adjoining community spaces.
- Amplified music events are allowed on Friday and Saturday only, and must end by 11:30 p.m.

Wil-Mar Facility Use Guidelines, Fees, & Building Policies

Wil-Mar Staffing:

- Wil-Mar is not able to have a staff person on duty at all times. All groups are required to follow the policies outline on this form. Failure to abide by these policies will result in the loss of building use privileges.
- There is not a Wil-Mar staff person on duty after 8 p.m. Monday-Friday, or on Saturdays, Sundays, and national holidays. There are emergency exit maps posted in all rooms, and there are 8 fire alarm pull stations throughout the building (they are not connected to an outside system). If there is a problem with the building equipment, please leave a note under the office door, or email the Office Administrator, Stahcee Hanger, at stahcee@wil-mar.org.

Trash & Recycling:

- All trash and recycling must be taken out at the end of the event to the dumpster and recycling containers on the side of the building (next to the Brearly St. door).

Non-Discrimination Policy:

- Wil-Mar reserves the right to deny and revoke reservations and/or facility use to any group or individual that participates in or supports discrimination, oppression, bigotry, and/or violence against a person or group based on age, gender, race, color, religion, political views, health status, sex, sexual orientation, gender identity or expression, or disability.

Cancellation Policy:

- Cancellations made 60 days or before the event/start of the workshop/start of the series will receive a full refund of the facility use fee made up to that point, including the security, sound system and key deposits if those were made.
- Cancellations made less than 60 days before the event/start of the workshop/start of the series will not receive a refund of the facility use fee made up to that point. Security, sound system and key deposits, if made already, will be refunded.

Strike Policy:

- If a group does not pick up after itself on two occasions, Wil-Mar has the right to decline further reservations to this group.
- If a group or individual is disrespectful of the space, other facility use groups, Wil-Mar staff, or neighbors, the current reservation may be revoked and future reservations will not be allowed.
- Group bans can be resolved through discussion with staff and a group session of 2 or more hours of volunteer assistance at Wil-Mar.

Reschedule Policy:

- Whenever possible, reservations requests to reschedule will be made. Reservations may also be rescheduled to a different room.
- If the duration of the event changes, the new remaining balance is due within 7 days.
- If the reschedule causes the room fee to become greater than the payment that was made, the difference is due within 7 days.
- If more than 30 days before the event/start of the workshop/start of the series, and the room fee becomes smaller than the payment that was made, the difference will be returned to the group.
- If less than 30 days before the event/start of the workshop/start of the series, and the room fee becomes smaller than the payment that was made, the difference is kept as a donation to Wil-Mar.