

**School-Age Child and Youth Development Services
PART 1 – ORGANIZATION NARRATIVE FORM
TO BE USED ONLY FOR ORGANIZATIONS
APPLYING FOR MORE THAN FOUR PROGRAMS**

Legal Name of Organization:	Bayview Foundation, Inc.	Total Amount Requested:	\$ 167,595
Program(s) included in this application:	Program Name: Elementary Program Program Type: Elementary Year Round Multi-Focus	Amount Requested: \$ 60,608	
	Program Name: Middle School Program Program Type: Middle School Year Round Multi-Focus	Amount Requested: \$ 20,419	
	Program Name: High School Program Program Type: High School Year Round Multi-Focus	Amount Requested: \$ 20,641	
	Program Name: YAAS Program Program Type: Middle School Topic, Skill or Population Focus	Amount Requested: \$ 21,043	
	Program Name: Artist Residency Program Program Type: High School Topic, Skill or Population Focus	Amount Requested: \$ 25,215	
	Program Name: Summer Study Program Type: Elementary Topic, Skill or Population Focus	Amount Requested: \$ 8,360	
	Program Name: Teen Evenings and Weekends Program Type: Middle School Summer or Weekend Evening	Amount Requested: \$ 11,309	
	➤ <i>If you are applying for more than four programs please contact Jennifer Stoiber at jstoiber@cityofmadison.com</i>		
Contact Person:	Nate Schorr, Program Manager	Email: nateschorr@bayviewfoundation.org	
Organization Address:	601 Bay View, Madison, WI 53715	Telephone:	608-256-7808
501 (c) 3 Status:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Fiscal Agent (if no)	

Organizational Qualifications:

1. Organization History and Mission Statement

In 1966, a time of sharp civic contention over issues of affordable housing and race, the Bayview Foundation was formed. Its fifteen founding champions were civic activists who opposed dispossession of the poor through gentrification. Their first accomplishment was the creation of the 102 units of affordable housing at the eastern tip of the Triangle neighborhood in 1971. In 1985, a community center was added.

From the beginning, Bayview has been a community of many cultures, offering affordable housing and community services to immigrants, refugees, and marginalized citizens. That legacy continues to define and strengthen Bayview today.

In addition to safe, affordable housing, a broad array of services supports this diverse community. The Bayview model helps end intergenerational poverty, ensures children succeed in school, enables seniors to age in place, and helps create a more equitable Madison.

Currently home to 275 residents, Bayview is still known for its rich cultural diversity. Residents are Hmong, Latinx, African, and African American and speak more than 12 languages. The average income is \$17,000. Bayview provides subsidies so that 90% of residents pay only 30% of their annual income in rent, allowing them to take care of their families in the present while saving for the future.

Bayview's mission is to support its culturally diverse, low-income families in realizing their aspirations by providing affordable housing, fostering cultural pride, and building community through the arts, education, and recreation.

2. Describe your organization's experience implementing programming described in the School-Age Child and Youth Development Service Continuum and relevant to the programs you propose in this application. List all current school-age child and youth programs with their inception date.

Eight years after Bayview's original townhouses were constructed, two units were dedicated to early child and elementary programming. In 1985 the first floor of the current community center was constructed, and Bayview began providing multi-activity afterschool and summer programs serving elementary, middle and high school age youth. All programs are designed to promote youth voice and leadership, family engagement, and to create a safe, inclusive environment that fosters close relationships. These programs have always been free, and are utilized by approximately 80% percent of Bayview youth.

The programming has continued to grow and adapt to the needs of the community. Focused small group programs such as gender affinity groups, community leadership and personal and professional development programming, arts and cultural programs have been popular.

More topical and specialized programming has been added in recent years and today, Bayview leverages partnerships with over 40 local organizations to bring a wealth of resources along with a variety of academic, recreational and creative activities to the community. Its strong youth programs are enhanced by sessions like Madison Public Library's Anji Play, a self-directed, uninterrupted, and unguided play for kids in early

elementary; Bike Club, led by Dream Bikes for 4-5th graders to learn the basics of bike safety and simple maintenance and take short bike trips to parks and other locations around town; Gardening & Cooking, and a weekly program presented by REAP Food Group to 1-5th graders to develop an appreciation for fresh food and an understanding of where it comes from.

We're constantly evaluating our programming through an equity, social justice and anti-racism lens.

Below is a list of our current youth programs and their inception dates:

Elementary After School and Summer Multi-Focus Program - Since 1985

Middle School After School Multi-Focus Program - Since approx. 1985

High School After School Multi-Focus Program - Since approx. 1985

Elementary Summer Study - Since 2014

Middle and High School Summer Youth Employment Program - Since 2017

Middle and High School Summer Outdoor Recreation Program - Since 2018

Youth Advocacy And Support (YAAS) Program - Since 2022

3. Describe any significant changes or shifts at your agency since 2019 or anticipated changes in the next two years. For example changes in leadership, turnover of management positions, strategic planning processes, expansion or loss of funding. What, if any affects have or will these changes make regarding the agency's ability to provide proposed services? If there are no changes, write "No changes".

Like all communities, Bayview was hit hard by the COVID-19 pandemic. Throughout COVID we were open, and adapted our services to meet changing (and urgent) needs, like increased food access, boosting wifi access, and most importantly, offering a safe supported environment for Bayview youth to access online education. While we were open for virtual school, summer youth programming and food access programs, and housing related matters, we didn't officially open back to the general public until the fall of 2021. At this time, we returned to our full slate of programming for youth, seniors, adults and families. But, throughout the next year, we were constantly dealing with COVID issues – from focusing on health and vaccine education, to staff and participant absences, to addressing the need for increased mental health and wellness services, to continuing regular and robust food access programming. The pandemic experience led Bayview to become more nimble, resilient and responsive.

Another significant change since 2019 is that Bayview's redevelopment is now underway. Construction on a three year, phased reconstruction plan started in July 2021 and will continue until late summer 2024. Over the course of three years, Bayview will construct 130 new affordable housing units and a new community center. In fall 2022, we opened the doors to a new 48 unit apartment building and moved 48 existing families to their new homes. This fall, 38 additional units will be completed and 38 families will move. The new community center is expected to be finished in December of 2022 and will be open to the public for regular programming starting in January 2024. The final phase of the redevelopment will add 44 townhouse units and will be completed in late summer 2024. Operating in the midst of a construction zone has been challenging and the 6.4 acre site is somewhat fractured due to construction fencing and limited integration of the new buildings with the current buildings since the final landscaping and hardscaping won't be

completed until 2024. However, during this time, Bayview's programming has continued without pause. Given the limited outdoor space for gross motor play, sports and events, some of Bayview's youth programming happens at Brittingham Park and other field trip destinations. The overall number of community partnership and collaborations has increased as a result.

It's important to note that when Bayview Foundation closed on the redevelopment in July of 2021, we split into two agencies - Bayview Foundation, a nonprofit, and Bayview Housing Partners, llc (created to accept the tax credits and fund the redevelopment construction). This restructuring caused the HUD subsidy to be redirected toward Bayview Housing Partners, which left a sizable gap in the Foundation's operating funds. Given Bayview's programs and community center services have grown so much in the last six years, Bayview is now in a position where we need to publicize our work and fundraise more. We've added fundraising staff and are working to expand the board of directors. We are also in the midst of a capital campaign to raise \$6 million for the new community center and gathering spaces across the campus.

The new center will open its doors in January 2024. It will be twice the size of the current center and position us to serve the entire neighborhood, including families in subsidized housing in the neighboring CDA, Monona Bay and Bay Creek communities. Later in 2024 the final phase of Bayview's redevelopment will result in an 80 percent increase in Bayview's resident population (from 275 to 500). Our staffing within youth programs will need to increase. And because Bayview will be working with a higher needs population, and supportive families that have been living in transitional housing, there will be an increased need for social work services, resource navigation and mental health.

CDA housing on the Triangle is in the midst of redevelopment planning as well. They are in the first year of a multi-year planning process to deconstruct and rebuild Section 8 and public housing for current and new residents. They also plan to add mixed income units to their redevelopment. At this point, they are expecting to go from approximately 400 households to more than 1,200 households. The new community center will be poised to support and deliver services to hundreds of more families in need in the neighborhood, but it will need increased funding to do so.

Bayview hasn't seen an update in the funding for youth programming since before 2014. Even as the program has grown - increasing the total number of youth served, expanding program hours, growing staff - the amount of funding support from the City of Madison has remained at the same level for more than years. Though we are adept at leveraging City funds for additional support for youth programs, an influx of additional public support is urgently needed in order for us to be at the same level as our peer neighborhood centers, as well as maintain and expand our programs to meet the needs of the growing community.

4. Describe your organization's experience, education and training requirements for management and school-age child and youth program staff. Include how you support these requirements and other professional development opportunities.

Bayview makes a point of hiring people who share the lived experience and identities of those living in the community or accessing center services. The diversity of staff means each is able to amplify and respond to varying cultural perspectives and to connect in Bayview's many languages. All program staff are required to

have a high school diploma and be up to date on their CPR Certification. Bayview provides an annual CPR training for staff . Additional requirements for staff members depend on the position. Those requirements are:

- Youth Program Coordinators (Elementary, Teen, and YAAS): Bachelor's degree in education or related field and/or at least three years of experience working with youth; experience working in diverse communities with youth who are culturally, racially and ethnically diverse; bilingual preferred.
- YAAS Program Coordinator: Bachelor's degree or in psychology, social work, or related field and/or at least three years of experience working in social emotional support roles. Mental Health First Aid, QPR, Restorative Justice Circle Keeper

Staff professional development and organizational change and development are important, ongoing elements of Bayview's work. Supervisors work with each staff member to evaluate and design a balanced and meaningful development plan, and Bayview has steadily increased its professional development and training budgets for staff and board members to ensure they have the tools to be effective in their roles.

As a component to our professional development work, Bayview requires that white staff members participate in a monthly Unlearning White Privilege Group and BIPOC staff members can participate in an optional monthly BIPOC Affinity Group.



School-Age Child and Youth Development 2023 Request for Proposals PART 2 - Program Narrative Form

Submit Application to: cddapplications@cityofmadison.com

Deadline: 4:30 p.m. (CDT) on **May 15, 2023**

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

Part 2 – Program Narrative Form MUST be completed for EACH PROGRAM for which you are asking for funds.

Responses to this RFP should be complete but succinct. Materials submitted in addition to Part 1 - Organization Narrative, Part 2 - Program Narrative(s) and Part 3 - Budget Narrative will not be considered in the evaluation of this proposal. *Do not attempt to unlock/alter this form.* Font should be no less than 11 pt.

If you need assistance related to the **content of the application** or are unclear about how to respond to any questions, please contact CDD staff: Yolanda Shelton-Morris, Community Resources Manager yshelton-morris@cityofmadison.com or Mary O'Donnell, Community Development Specialist modonnell@cityofmadison.com. We are committed to assisting interested organizations understand and work through this application and funding process.

If you have any questions or concerns that are related to **technical aspects** of this document, including difficulties with text boxes or auto fill functions, please contact Jen Stoiber – jstoiber@cityofmadison.com

Legal Name of Organization:	Bayview Foundation, Inc.	Total Amount Requested for this Program:	\$ 21,043
Program Name:	YAAS Program	Total Program Budget:	\$ 125,261
Program Contact:	Nate Schorr	Email:	nateschorr@bayview foundation.org
		Phone:	608-256-7808

AGE Group and Program TYPE: Select ONE Program Type under ONE Age Group for this form.

Elementary

- Multi-focus School Year Only Multi-focus Summer Only
- Multi-focused Year Round Topical/ Skill/Population

Middle School

- Multi-focus School Year Only Multi-focus Summer Only
- Multi-focused Year Round Topical/ Skill/Population

High School

- Multi-focus School Year Only Multi-focus Summer Only
- Multi-focused Year Round Topical/ Skill/Population

PLEASE NOTE: Separate applications are required for each age group and distinct/stand-alone program. Programs are considered distinct/stand-alone if the participants, staff and program schedule are separate from other programs, rather than an activity or pull-out group.

1. PROGRAM OVERVIEW

- A. Need: Briefly describe the need in the City of Madison for the programs included in this application, including the source of the data used in your response.

Statistically, youth of color experience discrimination at higher rates than their white peers, are less likely to be recommended to honors and AP classes, experience increased risk of police violence and disciplinary procedures, and face constant microaggressions (Allen, Scott, Lewis, 2013). Many youth participants who regularly attend after school programming at the Bayview Community Center have expressed to staff members that they feel othered in school because of their cultural practices, the language that they speak at home, their individual experiences, and their race and ethnicity.

COVID-19 pandemic isolation has added to these challenges. The City of Madison CDD's policy paper, Building Human Capital: School-Age Child and Youth Development connects the struggles in school and mental health with the significant disruption in youth programming during the pandemic. Youth were disconnected from school, out-of-school time activities and organizations where they regularly accessed social connections with peers and support from caring adults - the types of programming that fosters positive youth development.

In a 2022 survey of Bayview teens and their families the need for more individualized support around complex personal issues was stressed by almost all participants. Parents shared that they want to see more support for youth around navigating difficult emotions, and youth shared that they want more one-on-one and small group support in regards to their daily challenges.

The Building Human Capital paper emphasizes the need to invest in high-quality OST programs that support the holistic development of low-income youth of color. These programs are effective at providing a safe and supportive environment for children to engage in academic, social, and emotional learning, and can help reduce gaps in personal and educational achievement.

B. 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 main goal of YAAS Programming is to increase feelings of emotional and social wellbeing, deconstruct daily challenges, destigmatize conversations around mental health, and provide a robust system of support for teenagers.

More specifically, the aim of this program is to:

- Increase program participants' feelings of emotional and social wellbeing
- Offer individualized support and mentorship to a high needs population
- Assist program participants' in developing tools to deconstruct the challenges they face in their daily lives
- Destigmatize conversations surrounding mental health
- Assist program participants in developing resilience to understand the complex marginalizations they may face
- Empower youth to create realistic and attainable goals
- Empower youth to practice healthy social, emotional, and physical behaviors

Ultimately, this will:

- Help youth feel more confident
- Increase sense of wellbeing: psychological, social, and emotional
- Give staff a resource when they notice "red flags" in youth behavior. If youth need to be referred to a professional, one will be working with Bayview, making that aid easily within youth reach
- Increase youth attendance and participation in school and in afterschool
- Give youth the tools to break cycles of poverty, to break cycles of ACES, and to advocate for justice on behalf of themselves and their community

C. Program Summary (3-5 sentences):

The Youth Advocacy and Support (YAAS) Program is a hybrid of group programming, individual support and mentorship, and specialized resource referrals for Middle and High School youth. YAAS increases feelings of emotional and social wellbeing, helps deconstructs daily challenges, destigmatizes conversations around mental health, and provides a robust system of support for teenagers. Specialized group programming takes place at both school and Bayview, and creates spaces for youth to discuss sensitive topics in a supportive and vulnerable environment. Individual support is provided through 1:1 mentorship sessions where they address ongoing challenges, mitigate interpersonal conflicts, unpack racism and discrimination, and generally ease youth into the idea of more specialized mental health care.

2. POPULATION SERVED

A. Proposed Participant Population: Describe the intended service population that will be impacted by this program (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, if applicable etc.) AND how this population was involved in the development of this program proposal.

Based on Bayview's May 2023 housing report, 275 low to moderate income residents live at Bayview Townhouses. The community is extremely diverse and most residents come from immigrant and refugee backgrounds, including: 48% Hmong; 10% Vietnamese, Cambodian, or Laotian; 25% Latino; 15% African/African American; and 2% White/Native American. There are more than 85 children between the ages of 0 and 18 and approximately 70 seniors over the age of 60 living at Bayview. The majority of the apartments have female heads of household. The primary languages spoken at Bayview include: Hmong, English, Spanish, Vietnamese, and Cambodian. Approximately 50% adults and seniors living at Bayview are non-English speakers and have very limited proficiency in English reading, writing and speaking. The other 50% of adults have some proficiency and/or are bilingual in more than one language, including English and their native language/s. While English is not the primary language spoken in the majority of homes at Bayview, nearly all of the children at Bayview are bilingual. Residents at Bayview are low to moderate

income and the average annual income is \$17,000 per year; approximately 90% qualify for a HUD rental subsidy and only pay 30% of their annual income on rent.

The majority of Bayview’s program participants live at Bayview; however, some come from the surrounding neighborhood, including CDA’s Section 8 and public housing on the Triangle and the Monona Bay neighborhood. According to CDA data, the average household income for CDA residents is \$10,000. For Monona Bay residents, the average household income is approximately \$25,000 (as cited in the Neighborhood Indicators Project data set). Bayview’s YAAS Program is reflective of the overall Bayview resident population and includes approximately 45% Asian, 22% Latinx and 33% African/African American. On average during a calendar year, 27 children ages 11-18 attend YAAS programming.

This program is continually designed and adapted based on the community’s input. One of Bayview’s core organizational values is “Voice”, and the community believes it is best served when everyone is heard, understood and included. Bayview’s model makes engagement both natural as well as a truly integral part of the program. The community center’s comprehensive programming provides support to whole families in such a way that the support systems for youth are seamlessly integrated with the support systems for their siblings, parents, and caregivers. Program design is a constant presence in the work, and it engages families through both formal and informal processes. Extremely close relationships and frequent contact with residents and participants means that feedback happens informally on a daily basis. Formally, Bayview conducts regular community needs assessments, including one-to-one surveys -- by language -- that have the residents evaluate satisfaction related to all areas of the organization. Additionally, housing staff meet in person with each household on an annual basis at minimum to review household make-up, finances and current needs around programming which are then relayed to program staff.

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	6	22%
Black/African American	9	33%
Asian	12	45%
American Indian/Alaskan Native	0	0%
Native Hawaiian/Other Pacific Islander	0	0%
Multi-Racial	0	0%
Balance/Other	0	0%
Total:	27	
Ethnicity		
Hispanic or Latino	6	22%
Not Hispanic or Latino	21	78%
Total:	27	
Gender		
Boy/Man	14	52%
Girl/Woman	12	44%
Non-binary/GenderQueer	1	4%
Prefer Not to Say	0	0%
Total:	27	

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

The majority of Bayview’s adult residents are non-native English speakers and/or bilingual. Most youth are growing up in households where English is the second language and a family’s native language is spoken first and English is spoken second. Nearly all of the youth at Bayview are bilingual and bicultural. Bayview’s services and programs reflect the population served and involved and cultural relevance and sensitivity to language is at the heart of what we do.

Half of Bayview’s 18 staff members are bilingual with English, Spanish, Hmong, Lao, and French all being spoken fluently by at least one staff member. Bayview also utilizes a recurring group of interpreters for other languages and to better serve bigger events with larger groups of people. Additionally, Bayview

makes a point of hiring people who share the lived experience and identities of those living in the community or accessing center services. Of Bayview's 18 staff, a majority are BIPOC, and roughly 25% are current or former residents of the community. The diversity of staff means each is able to amplify and respond to varying cultural perspectives and to connect in Bayview's many languages.

Staff are available to support families in need of interpretation and translation services. Interpretation in Hmong and Spanish is provided at all meetings and events. In addition, program materials, including flyers, letters, notices, etc., are evaluated for use of Plain English and pictorial representations are utilized as much as possible in addition to text. All programs and services are evaluated through a lens of cultural and linguistic relevance and sensitivity. Bayview staff provide detailed information and support to project partners to increase their awareness and competencies in working with such a diverse group.

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

Bayview provides youth program registration information to all families who live at Bayview Townhouses. Information and registration forms are discussed and shared when new families move into apartment units and are also distributed to each household during the program registration periods which include late summer for school year programming and late spring for summer programs. Information about other out of school programs, special projects and events are shared throughout the year via the following methods: flyers distributed door to door, postings at the community center, word of mouth, phone calls and email (when provided).

Bayview staff schedule in-person, open program registration periods in late summer and late spring to assist families with completing the forms and submitting the required documentation. Given the number of families who speak ESL, it's very important to host in-person registration. Bayview staff who are bilingual call families to make sure they have the information needed and understand the registration process. Parents are made aware of the differentiation between YAAS and "traditional" Teen Program, and are given the opportunity to opt-in or opt-out of whatever programs they feel are best for their child. Bayview residents receive priority; however, if space permits, programming is open to the public, including CDA residents. Bayview's youth programs are free of charge.

Because YAAS Programming operates in such close proximity to Bayview's Teen Afterschool and Summer Programming, it is easy for youth to opt in and out of YAAS program offerings as they deem necessary. YAAS offers 1:1 drop-in hours to remain accessible to youth. When staff identify youth who need additional and more specialized mental health support, they are able to assist youth and their families with completing therapy referrals and intake paperwork, coordinate free transportation, and facilitate a warm hand-off of youth for their first therapy session – these are all ways that YAAS strives to increase the accessibility of mental healthcare for youth of color.

Bayview staff have strong relationships to families and parents and issues can be addressed quickly and directly as they arise. Bayview staff are in regular contact with MMSD teachers, guidance counselors, bilingual resource specialists and social workers to understand and address any issues and/or concerns that may impact program participation. Because the stigma surrounding mental health is another main barrier to participation in the YAAS Program, Bayview staff utilize their relationships with youth and families to have conversations around mental health. It is through these consistent discussions that mental health will become more and more destigmatized in the community, allowing more youth to participate in YAAS Programming and access the support they need for their wellbeing.

Participants and their guardians are required to fill out waivers and scan into the MIS system on a daily basis. Program assessment and evaluation involves community conversations in which youth participants share opinions on how the program is going, what they would like programming to look like, and vote on activities. Bayview staff also use the DESSA to track youths' social and emotional learning. Finally, to record attendance in programming, Bayview staff use MOST MIS.

3. PROGRAM DESCRIPTION AND STRUCTURE

- A. Activities: Describe your proposed program activities. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

Group programming for YAAS primarily revolves around gender and sexuality-based affinity spaces. These spaces allow youth to feel empowered within their gender, discuss sensitive topics in a supportive and vulnerable environment, and to continue to build strong relationships with their peers and Bayview staff. The conversations youth have had in these groups help youth gain a stronger sense of self, build confidence, and feel more supported in their mental health.

The Boys' Group for youth in grades 5 and above who identify as male or masculine people, and it combines elements of community building, mentorship, and leadership development through group activities and vulnerable conversations. Topics that the Boys' Group cover includes stereotypes and social expectations of masculinity, the intersection of gender and race, and what it means to be a young leader.

Girls' Group serves youth in grades 5 and above through group discussions and activities. The group explores body autonomy, participates in a self-defense class, and discusses self care and self love. Other topics are explored based off input from youth, and might include areas such as rape culture, healthy relationships, and building relationships with healthcare providers.

The Gender and Sexuality Alliance (GSA) is a group for youth in grades 5 and above who either identify as members of the LGBTQ+ community or as allies; this allows youth to disclose their status as an LGBTQ+ member on their own terms for safety purposes. In this space, youth can navigate concerns around healthcare or how LGBTQ+ members are treated in their communities. With the recent rise in anti-transgender legislation in states around the country, youth are seeking more conversations around LGBTQ+ rights and advocacy. Because a majority of LGBTQ support systems tend to be centered in whiteness, this provides Bayview's youth of color to participate in a way that is authentic and relevant to the BIPOC LGBTQ experience.

Youth can also participate in nature-based field trips through YAAS's partnership with Dane County Park's Get Outside Program. These field trips are a way for youth to reduce their screen time and to reconnect with their peers and with the outdoors. When Bayview youth were surveyed on their mental health in 2021, a majority indicated that spending time outside is a key way that they improve or maintain their mental health.

YAAS also created a weekly lunch club at Hamilton Middle School and West High School this academic year. The lunch clubs at both schools are spaces where youth can decompress from the stressors they experience at school and where they can feel an increased sense of belonging. Youth have since expressed that the lunch club is one of the few spaces in their school where they can be their authentic selves and they feel like they are welcome as students of color. The Lunch Clubs have been used as an outlet for the youth to unpack racist incidents inflicted by their white peers and teachers; it has become a space where the youth can seek support from their peers and from Bayview staff.

Individual support is provided through 1:1 mentorship sessions with the YAAS Specialists where they address ongoing challenges, mitigate interpersonal conflicts, unpack racism and discrimination, and generally ease youth into the idea of mental health care. If youth need more specialized mental health support, staff help families find additional care through a partnership with Anesis Therapy. Because these mentorship sessions are so accessible, supportive, and impactful, sessions quickly become fully-booked, youth have expressed an eagerness to expand the program.

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

Table 1

Location(s): Bayview Community Center			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year	2:00 pm	6:00 pm
	Summer	10:00 am	12:00 pm
Tuesday	School Year	4:00 pm	6:30 pm
	Summer	4:30 pm	6:30 pm
Wednesday	School Year	2:30 pm	6:00 pm
	Summer	4:30 pm	6:30 pm
Thursday	School Year	4:00 pm	7:00 pm
	Summer	4:00 pm	6:00 pm
Friday	School Year	4:00 pm	6:00 pm
	Summer		
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

Table 2

Location(s): Hamilton Middle School and West High School			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer		
Tuesday	School Year	12:00 pm	12:45 pm
	Summer		
Wednesday	School Year		
	Summer	10:45 am	1:30 pm
Thursday	School Year		
	Summer		
Friday	School Year		
	Summer		
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

If applicable, please list the third location and any subsequent locations. Include the specific program schedule(s) differences as compared to the programs included in the tables above.

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

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location #1: Bayview Community Center					

School Year	5 days per week	3 hrs per day	38 weeks	1:15	14
Summer	5 days per week	2 hrs per day	10 weeks	1:15	14
Location #2 (if applicable): Hamilton Middle School and West High School					
School Year	2 days per week	1.5 hrs per day	38 weeks	1:15	14
Summer					

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

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

If applicable, please list any other locations and note any differences in the program structure as compared programs included in the table above.

4. ENGAGEMENT, COORDINATION AND COLLABORATION

- A. Family Engagement: Describe how your program will engage parents/guardians and families in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

Bayview’s model makes family engagement both natural as well as a truly integral part of the program. The community center’s comprehensive programming provides support to whole families in such a way that the support systems for youth are seamlessly integrated with the support systems for their siblings, parents, and caregivers. As resident voice is prioritized at Bayview, this core organizational value plays out in how families are engaged deeply through both formal and informal processes.

Formally, Bayview’s staff engage parents and caregivers with direct coaching and education around childhood mental health in order to reduce stigma and identify resources for their child. This creates unique opportunities for staff to understand the intimate needs of family members of youth in the program. Dedicated family engagement programs such as Family Fun Nights and upcoming Parent Support Groups enhance these efforts. These programs facilitate more seamless and comfortable communication between everyone at Bayview in order to more effectively support youth and their caregivers. Staff conduct an annual survey of youth and parents to better understand their strengths, what they enjoy, and how they would like to grow. Some information that has been recently garnered from is that both parents and youth of all ages value being successful at school, connecting to a sense of community, and preparing for the future. In seeing this, Bayview staff established a weekly practice of “Lunch Clubs” at Franklin, Randall, Hamilton, and West in order to help foster that sense of community within the school day.

Informally, Bayview staff develop deep and trusting relationships with families through a variety of touchpoints. This includes advocating with parents for youth at school throughout the year. This sometimes looks like helping parents coordinate meetings with school counselors or teachers, sitting in on meetings to help take notes or make MMSD staff’s language more accessible, or even helping initiate the IEP assessment process. Should challenging behaviors with youth arise during Bayview programming, youth programs staff will frequently communicate what they are observing to parents. Through these conversations, staff and families collaborate to create action plans to address harmful behaviors through a restorative justice approach.

- B. Neighborhood/Community Engagement: Describe how your program will engage neighborhood residents or other relevant community stakeholders in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

The success of Bayview is built on relationships and trust. Bayview staff generally know the names of every Bayview resident. Programs and services are accessed by community members of all ages, so one-to-one relationships form naturally and staff come to know about the specifics of each person and family. Engaging community members in decision making, policy development, and program design is at the core of what Bayview does. Staff hold the perspective that all program and service areas are interrelated and must be considered when evaluating a program's impact and effectiveness. Because of these interwoven and organic relationships, Bayview is receiving and incorporating feedback informally on a daily basis across all areas of the organization.

In terms of formal feedback and input, Bayview conducts regular needs assessments, including one-to-one surveys -- by language -- that have the residents evaluate satisfaction related to: housing, resource access, food access, youth programming, early childhood, adult and senior programming, health and wellness, financial and digital literacy, and art and culture. Housing staff meet in person with each household on an annual basis at minimum to review household make-up, finances and current needs. Ongoing assessment is part of each Bayview program, and we conduct surveys to evaluate them annually. Goals and outcomes are built into each program, and results are measured against them.

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Anesis Therapy	Process referrals, communicate with Bayview staff and youths' families regarding mental health treatment, provide culturally specific trainings on mental health as requested	Myra McNair and various service facilitators and therapists	No
PATCH	Provide Bayview youth with information surrounding healthcare, resources youth can use, and guidance to Bayview staff in how to talk with youth about healthcare.	James Woods	No
Healthy Kids Collaborative	Collaborate and provide financial/material support to pilot a Healthy Advocacy by Teens group at Bayview.	Julia Stanley Shawn Koval	Yes
nINA Collective	Collaborate with Bayview staff to update Conflict Transformation Protocol, craft and implement policies, and facilitate trainings on restorative justice and anti-racism work	ananda mirilli Colleen Butler	Yes
YWCA Madison	Facilitate trainings on restorative justice and anti-racism work, provide restorative justice circle support as needed	Eugenia Granados Kiana Burnette	Yes
Dane County Parks	Coordinate and lead biweekly field trips for middle and high school youth	Amy Cox Calliana Wickus	No

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

Bayview has also expanded the YAAS Specialist 1:1 offerings for the summer by providing staff with additional hours for these mentorship opportunities. The YAAS Specialists are all current or former Bayview staff who have some level of psychology, counseling, or social work experience.

These YAAS Specialists are:

- Brianna Buhr
- Alex Okelue
- Charlotte Slavin
- Erin Long

All YAAS Specialists need to sign an MOU to facilitate mentorship programming. YAAS Specialists' roles and responsibilities are:

- Provide 1:1 mentorship, through a mental health lens, to youth ages 5 and older in a supportive and confidential setting.
- Provide resources and referrals for youth who are seeking additional support outside of the mentorship time.
- Assist youth in completing therapy referral forms, with [assistance] from the YAAS Coordinator, if youth have requested additional mental health support.
- Communicate with the YAAS Coordinator if a youth utilizing mentorship time indicates they have more immediate mental health concerns.

How do these partnerships enhance this proposal?

These partnerships leverage an array of programs and specialists in order to effectively support youth with diverse mental health and well-being needs. In piloting this work, Bayview has learned that barriers to access can come both from the supply of support as well as the demand for the supports that are available. The diverse array of partnerships not only increases the number of offerings in order to reach more youth, but reaches youth in a way that's authentic to their needs, identities, and preferred modalities.

Enlisting the YAAS Specialists allows Bayview to meet the growing demand for individualized one-on-one attention. Because all are past program staff, they have established trusting relationships with Bayview youth and be immediately impactful in this role. Partnerships with PATCH, Healthy Kids Collaborative, and Dane County Parks provide expanded group opportunities, and Anesis allows youth to get more involved care from trained professionals as needed.

What are the decision-making agreements with each partner?

Bayview's staff provide space, travel, and support our partners in any way to be successful in providing holistic experiences for participants. Prior to new partnerships being established, Bayview's Program Manager and Program Coordinators meet with potential partners to determine if their core values and pedagogical approach align with Bayview's values and philosophies. Additionally, the primary staff(s) who will be facilitating programming come to the program to build rapport with participants. This happens before the program partnership is established in order for partners to get to know participants and their interests, and allows them to be more intentional about how they plan and implement programming at Bayview. In addition, participants are more likely to engage and participate in these programs due to their familiarity with the facilitator, which leads to greater impact. Program staff always look over lesson plans and discuss any modification needed to better fit Bayview. This is always done side by side with our partners through dialogue and co-designing. Our partnerships are based on mutual initiative and passion for BIPOC participant's advancement.

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

Given that Bayview is a neighborhood center, our charter is to provide wraparound services and support to children and their families. Bayview takes great pride in being a community space where children and families can easily get information about an array of community services and referrals. Because Housing staff meet in person with each household on an annual basis at minimum to review household make-up, finances and current needs, Bayview has a deep understanding of the challenges and needs of every resident. As a result of these meetings, Bayview Bilingual Resident Specialists support residents through preventative work, case management, and crisis intervention. This includes, but is not limited to, support around apartment hygiene and housekeeping, benefits counseling, food access, financial assistance, and social isolation.

For childhood mental health, Bayview works primarily with Anesis Therapy to find therapists for youth in the community. Program staff assist families in this process by coordinating language interpretation, filling out paperwork at Bayview, helping navigate insurance coverage, providing a warm hand-off at the first session, and hosting private office space so youth can meet with a therapist at the community center. Bayview acts as a bridge between youth and therapists, creating access to services that otherwise might not be accessible to youth at Bayview.

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

- A. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements are addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)? Are there any other program quality standards, tools or measurements that you use with this program? If yes, please list and describe.

Bayview sets clear, focused goals that are aligned with the MOST mission to ensure that all of Madison's children and youth have access to comprehensive, high-quality, out-of-school time; by supporting positive youth development, educational achievement, programs that support positive youth and by supporting college, career and community readiness. The YAAS Program intentionally approaches this work from a social-emotional learning perspective.

Bayview's YAAS programming does this by offering structured activities, healthy snacks, competent staff, volunteers, and program partners. These staff, volunteers, and partners offer resources to encourage participants to develop healthy social and emotional skills, play community-building games, and develop relationships with participants, which allows for mentorship around topics like mental health, self-esteem, and healthy relationships.

Programming at Bayview also has activities that build upon one another, such as the Boys' and Girls' Groups, both of which allow space for participants to discuss topics like race, gender, mental health, and community expectations that they hold for themselves.

To incorporate the strengths and interests of youth in programming, youth are always asked to take initiative in sharing ideas for activities and afterschool, then vote on activities. This encourages student voice and agency, in addition to centralizing programming in the community that the program serves. Bayview staff also regularly seek youth feedback through discussions and surveys.

Supportive relationships with youth are a key element and strength of the YAAS Program that aligns with Bayview's Youth Program Goals in addition to the MOST mission. This programming is designed for staff and volunteers to encourage age-appropriate interaction with youth and focus on positive reinforcement, allowing youth to lead the conversation and share opinions, and sharing any concerning comments with the YAAS Coordinator.

Community and family engagement is encouraged in programming at Bayview through communications that have strengthened through strong relationships with families. The Teen Program, which the YAAS Program runs parallel to, sends a weekly newsletter to all Bayview youth and parents who have signed up; this newsletter includes the Teen and YAAS Programs' schedule for the upcoming week.

Bayview staff have also increased when and how they communicate with parents and guardians; this ensures that youths' needs are being met in and outside of programming, and it has strengthened Bayview's connections with families.

Bayview also continues to build relationships with various MMSD staff at Hamilton and Wright Middle Schools, and at West High School. This allows Bayview to share Bayview events to a wider audience, and for staff to advocate for additional support for youth while they are at school.

Organizationally, YAAS programming is managed by the YAAS Coordinator. The YAAS Coordinator supports all staff and volunteers involved in YAAS programming at Bayview to ensure that program goals are being maintained through consistent feedback and training sessions as needed or requested. The Program Manager supports the YAAS Coordinator.

Racial and Cultural Inclusion is encouraged through verbal sharing, language, and activities. Participants often choose to share about their cultural heritage, speak in the languages they speak at home, and participate in activities that they have suggested.

The YAAS is designed to maintain physical, social, and emotional safety. It addresses topics such as proper supervision, having difficult conversations, and how to address behavioral challenges in an emotionally and physically safe way. Additionally, it addresses practical concepts such as: Bringing a First Aid kit and emergency contact information on all field trips, etc.

B. Program Outputs - Unduplicated School-Age Children or Youth and Program Hours

Total Annual Unduplicated Children or Youth participating in proposed program: 25

Total program hours annually: 800

C. Program Outcomes

Please describe the data and the data source used to choose your outcome objectives?

In Bayview's 2022 Youth and Family Survey conducted by the Youth Advocacy and Support Program, an overwhelming majority of respondents shared that they are seeking more support in navigating their emotions and bridging cultural differences. A study published in the Journal of Youth and Adolescence examined the impact of an afterschool program on emotional regulation in students and found that program participants showed greater improvements in emotional regulation compared to non-participants.

Respondents from Bayview's survey also overwhelmingly shared that they value being connected to the community and are seeking more opportunities to build strong relationships with their neighbors by giving back to the community.

In the Building Human Capital: School-Age Child and Youth Development 2023 Policy Paper, Wellness and Social Emotional Programming was listed as a priority across all age groups. A study published in the American Journal of Community Psychology found that students who participated in high-quality afterschool programs demonstrated increased social-emotional wellness.

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

Outcome Objective #1: Youth will demonstrate improvement in future planning and expectations (n=25)				
Performance Standard	Targeted Percent	80%	Targeted Number	20
Measurement Tool(s) and Comments:				

Youth demonstrate growth in at last two goal areas as measured by a pre/post assessment carried out by the Youth Advocacy and Support Coordinator.

Outcome Objective #2: Youth will strengthen their networks of social emotional support (n=25)

Performance Standard	Targeted Percent	80%	Targeted Number	20
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Measurement Tool(s) and Comments:
Measured by the Program Experiences module on the SAYO-Y assessment from NIOST

Outcome Objective #3: Youth will have increased participation and engagement in out of school time (n=25)

Performance Standard	Targeted Percent	80%	Targeted Number	20
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Measurement Tool(s) and Comments:
Measured by the number of youth who attend 75% of programming activities who also report feeling “improved” or “much improved” participation and engagement at the end of summer program survey.

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

D. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses?

- DESSA tracking: Tracks social and emotional wellness for grades 4-5
- SAYO-Y: youth perspectives survey that tracks program experiences, future expectations, and sense of competence
- Most Information System (MIS) to track program attendance, school attendance, missing assignments, GPA
- Youth goal setting
- Quarterly Service Reports
- Quarterly Expense Reports
- Tutoring and academic coaching volunteer logs
- Monthly housing reports for demographics of Bayview Townhouses residents

All reporting systems, tools and report documents are only accessible to Bayview staff. Demographic information is kept absolutely confidential and all staff and volunteers are required to sign the organization’s Confidentiality/Non-Disclosure Agreement on an annual basis. All program files that include demographic and/or sensitive information are kept in locked filing cabinets. Client conversations that include sensitive information are held in private offices and meeting rooms and information is shared with other staff on a strict, need-to-know basis.

6. PROGRAM LOCATION

A. Address(es) of the site where programs will occur:

Bayview Foundation
601 Bay View
Madison, WI 53715

Hamilton Middle School
4801 Waukesha St.
Madison, WI 53705

7. PROGRAM STAFFING AND RESOURCES:

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

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
YAAS Coordinator	Bachelor's Degree, CPR/AED Certification, Mental Health First Aid, QPR, Restorative Justice Circle Keeper	Bayview, Hamilton Middle, West High	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.8	
YAAS Specialist	High School Diploma, CPR/AED Certification, Mental Health First Aid, QPR	Bayview, Hamilton Middle, West High	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.125	
YAAS Specialist	High School Diploma, CPR/AED Certification, Mental Health First Aid, QPR	Bayview, Hamilton Middle, West High	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	0.125	
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
Please complete the total FTE for the applicable time period	School Year:				
	Year-Round			1.05	
	Summer				

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

Program volunteers who have direct contact with Bayview participants are required to complete a volunteer application form that is submitted to Bayview staff. If the volunteer's interests, skills and availability match program needs, then an in-person meeting and/or orientation is scheduled. All volunteers who work directly with participants are required to undergo a background check. Once

a volunteer is placed in a program, they are oriented and/or trained as needed by program staff. This involves tasks and responsibilities related to their specific roles, as well as a thorough orientation around cultural competency to ensure that volunteers are comfortable navigating racially and ethnically diverse spaces. Volunteers sign in and out, tracking their hours, via an online Google Form. Program staff monitor and supervise all volunteers and provide coaching and redirecting as needed. If volunteers come from UW, MATC and/or Edgewood, and receive class credit for their volunteer work, their progress is both monitored by Bayview as well as their individual professors. Bayview staff communicate with partner college and university staff and teachers, as needed, if issues arise.

B. Other program Resources/Inputs (such as program space, transportation or other resources necessary for the success of your program):

Bayview has two 15-passenger vans for field trips and other excursions. In January of 2024, Bayview will open the doors of its new 11,500 square foot community center, featuring over 3,000 square feet of classroom spaces, including upper and lower elementary, middle, high school, early childhood/family education and multipurpose classrooms, and a teaching kitchen. Arts and cultural programming will flourish with a Maker Space/STEAM hub, Art Classroom, and an Artist Residency Studio. The new center is designed to flexibly accommodate many different uses and to grow with the organization. The redesigned Bayview will also have a basketball court, playground, community green and other gathering spaces that could be used for programming. In the summer, outdoor program space is augmented by a sturdy 20x10 foot program tent.

8. BUDGET

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

The budget template can be found on the [CDD Funding Opportunities website](#).

9. IF APPLICABLE, PLEASE COMPLETE THE FOLLOWING:

- A. Disclosure of Conflict of Interest
Disclose any potential conflict of interest due to any other clients, contracts, or property interests, e.g. direct connections to other funders, City funders, or potentially funded organizations, or with the City of Madison.
- B. Disclosure of Contract Failures, Litigations
Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation.



School-Age Child and Youth Development 2023 Request for Proposals PART 2 - Program Narrative Form

Submit Application to: cddapplications@cityofmadison.com

Deadline: 4:30 p.m. (CDT) on **May 15, 2023**

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

Part 2 – Program Narrative Form MUST be completed for EACH PROGRAM for which you are asking for funds.

Responses to this RFP should be complete but succinct. Materials submitted in addition to Part 1 - Organization Narrative, Part 2 - Program Narrative(s) and Part 3 - Budget Narrative will not be considered in the evaluation of this proposal. *Do not attempt to unlock/alter this form.* Font should be no less than 11 pt.

If you need assistance related to the **content of the application** or are unclear about how to respond to any questions, please contact CDD staff: Yolanda Shelton-Morris, Community Resources Manager yshelton-morris@cityofmadison.com or Mary O'Donnell, Community Development Specialist modonnell@cityofmadison.com. We are committed to assisting interested organizations understand and work through this application and funding process.

If you have any questions or concerns that are related to **technical aspects** of this document, including difficulties with text boxes or auto fill functions, please contact Jen Stoiber – jstoiber@cityofmadison.com

Legal Name of Organization:	Bayview Foundation, Inc.	Total Amount Requested for this Program:	\$ 32,250
Program Name:	Teen Evenings and Weekends	Total Program Budget:	\$ 14,923
Program Contact:	Nate Schorr	Email: nateschorr@bayviewfoundation.org	Phone: 608-256-7808

AGE Group and Program TYPE: Select ONE Program Type under ONE Age Group for this form.

Elementary

- Multi-focus School Year Only
- Multi-focused Year Round
- Multi-focus Summer Only
- Topical/ Skill/Population

Middle School

- Multi-focus School Year Only
- Multi-focused Year Round
- Multi-focus Summer Only
- Topical/ Skill/Population

High School

- Multi-focus School Year Only
- Multi-focused Year Round
- Multi-focus Summer Only
- Topical/ Skill/Population

PLEASE NOTE: Separate applications are required for each age group and distinct/stand-alone program. Programs are considered distinct/stand-alone if the participants, staff and program schedule are separate from other programs, rather than an activity or pull-out group.

1. PROGRAM OVERVIEW

- A. Need: Briefly describe the need in the City of Madison for the programs included in this application, including the source of the data used in your response.

According to the Madison Metropolitan School District, there remains a significant gap in academic achievement between low-income BIPOC students and their peers. The 2019-2020 academic year showed that only 43% of Black/African American students in grades 6-8 were proficient in English Language Arts, compared to 80% of their White counterparts. Similarly, only 21% of Black/African American students in grades 6-8 were proficient in Mathematics, compared to 70% of White students. Additionally, only 61% of low-income middle school students in MMSD are meeting grade-level expectations in English Language Arts, compared to 82% of non-low-income students.

COVID-19 pandemic isolation has added to these challenges. The City of Madison CDD's policy paper, Building Human Capital: School-Age Child and Youth Development connects the struggles in school and mental health with the significant disruption in youth programming during the pandemic. Youth experienced prolonged periods of social isolation and increased screen time due to remote learning and social distancing measures, and became disconnected from school, out-of-school time activities and organizations where they regularly accessed social connections with peers and support from caring adults - the types of programming that fosters positive youth development.

The Building Human Capital paper emphasizes the critical importance of out-of-school programming for the academic and social-emotional development of school-age children and youth. It highlights the need for high-quality programming that is accessible and affordable, particularly for low-income families and families of color.

Data from Bayview's own internal surveys shows that youth, their families, and the broader community see a distinct need for additional programming hours to teens in the evenings and on weekends. The National Collaboration for Youth's report "Investing in Youth Out-of-School Time" highlights the need for evening and weekend hours as it is proven to lead to a reduction in risky behaviors, increased academic performance, improved social emotional wellness, and enhanced well-being.

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

As an expansion of Bayview's long-standing Teen Program, the Teen Evening Weekend Program aims to support the growth of youth through a holistic lens with expanded hours that are more robustly meeting the needs of youth, their families, and the surrounding community. In connection and

collaboration with families, schools, and community partners, we endeavor to ensure that all youth will be supported for additional hours on evenings and weekends as they work towards:

Academic Success

- Attaining grade level proficiency and/or continuous improvement in all core subject areas each school quarter
- Identifying personal SMART goals for academics and executive skill growth areas to be able to identify and take pride in accomplishments
- Accessing the support and guidance needed to narrow gaps in academic learning by providing 1-on-1 tutoring, in-school academic coaching, and mentorship.
- Building and maintaining self confidence and self advocacy skills for the youth to be able to feel comfortable in communicating with their teachers and feel belonging in their classrooms.

Social, Emotional and Physical Wellness

- Navigating through the world with the confidence to achieve personal goals
- Respecting themselves and take good care of their bodies and minds
- Articulating and maintaining appropriate boundaries in all relationships
- Engaging in healthy and mutually respectful relationships
- Embracing their unique backgrounds and feel a sense of connection, pride and engagement to their cultures through cultural socialization

Art, Creativity and Culture

- Expressing themselves through the arts about topics that matter to them, with confidence and pride
- Asking questions, take risks, and thinking critically about the world around them to fill gaps in knowledge and understand their part in making the world a better place
- Increasing awareness of artistic and cultural traditions from around the world to develop cultural competency, tolerance, and respect for all kinds of diversity
- Recognizing societal structures of racism and discrimination and using taught coping strategies for racist experiences and marginalization
- Trying new experiences and not excluding themselves from participating in certain activities or opportunities due to preconceived notions of limitations due to race, gender, ability, neurodivergence, sexuality, and/or socioeconomic status.

Youth Leadership and Advocacy

- Feeling empowered to serve as leaders in their community and school settings
- Identifying issues in their communities and create solutions that lead to real change in their life and the lives of others
- Understanding the strength of collaboration and have the skills to organize and mobilize groups to execute initiatives that they are passionate about
- Determining how and when to seek additional support and resources to meet a specific goal
- Understanding the relationship between power and privilege and how to leverage them in advocating for change, themselves and others.

Community Engagement

- Understanding and acting on their part in making Bayview a better place to live
- Investing in Bayview being a beautiful, welcoming and safe place
- Contributing to the health, wellbeing and longevity of Bayview
- Expanding their definition of community to include all of Madison, in addition to Bayview

Having FUN

- Being able to be fully present in the moment and enjoy experiences
- Creating and upholding a culture of belonging for their peers to feel comfortable enough to express themselves openly and let loose
- Understanding that working towards achieving their goals and having fun aren't mutually exclusive
- Cultivating joy in all aspects of life and maintain balance as they get older

Bayview’s goals for youth are integrated into both day-to-day programming and long-term program planning. The result is high-quality, free out of school time programming for youth who live at Bayview and in the neighborhood during additional hours on the evenings and on weekends. The goals are multifaceted, approaching youth development with an intentional focus on academic, social-emotional learning, physical and mental health, and healthy relationships.

C. Program Summary (3-5 sentences):

Bayview’s expanded Teen Programming on evenings and weekends includes academic, social, cultural, recreational, and wellness programs for teens, steps from where they live. This multi-focus programming will happen year-round with programming hours on one Saturday evening each month, and twice-weekly evening programming during the week throughout the summer. This multi-focus programming will feature arts, academic, recreational, leadership, and social emotional activities driven by the needs and preferences of youth participants.

2. POPULATION SERVED

A. Proposed Participant Population: Describe the intended service population that will be impacted by this program (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, if applicable etc.) AND how this population was involved in the development of this program proposal.

Based on Bayview’s May 2023 housing report, 275 low to moderate income residents live at Bayview Townhouses. The community is extremely diverse and most residents come from immigrant and refugee backgrounds, including: 48% Hmong; 10% Vietnamese, Cambodian, or Laotian; 25% Latino; 15% African/African American; and 2% White/Native American. There are more than 85 children between the ages of 0 and 18 and approximately 70 seniors over the age of 60 living at Bayview. The majority of the apartments have female heads of household. The primary languages spoken at Bayview include: Hmong, English, Spanish, Vietnamese, and Cambodian. Approximately 50% adults and seniors living at Bayview are non-English speakers and have very limited proficiency in English reading, writing and speaking. The other 50% of adults have some proficiency and/or are bilingual in more than one language, including English and their native language/s. While English is not the primary language spoken in the majority of homes at Bayview, nearly all of the children at Bayview are bilingual. Residents at Bayview are low to moderate income and the average annual income is \$17,000 per year; approximately 90% qualify for a HUD rental subsidy and only pay 30% of their annual income on rent.

The majority of Bayview’s program participants live at Bayview; however, some come from the surrounding neighborhood, including CDA’s Section 8 and public housing on the Triangle and the Monona Bay neighborhood. According to CDA data, the average household income for CDA residents is \$10,000. For Monona Bay residents, the average household income is approximately \$25,000 (as cited in the Neighborhood Indicators Project data set). Bayview’s elementary program is reflective of the overall Bayview resident population and includes approximately 49% Asian, 24% Latinx and 29% African/African American. On average during a calendar year, 41 children ages 11-18 attend programming.

This program is continually designed and adapted based on the community’s input. One of Bayview’s core organizational values is “Voice”, and the community believes it is best served when everyone is heard, understood and included. Bayview’s model makes engagement both natural as well as a truly integral part of the program. The community center’s comprehensive programming provides support to whole families in such a way that the support systems for youth are seamlessly integrated with the support systems for their siblings, parents, and caregivers. Program design is a constant presence in the work, and it engages families through both formal and informal processes. Extremely close relationships and frequent contact with residents and participants means that feedback happens informally on a daily basis. Formally, Bayview conducts regular community needs assessments, including one-to-one surveys -- by language -- that have the residents evaluate satisfaction related to all areas of the organization. Additionally, housing staff meet in person with each household on an annual basis at minimum to review household make-up, finances and current needs around programming which are then relayed to program staff.

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian		
Black/African American		

Asian		
American Indian/Alaskan Native		
Native Hawaiian/Other Pacific Islander		
Multi-Racial		
Balance/Other		
Total:		
Ethnicity		
Hispanic or Latino		
Not Hispanic or Latino		
Total:		
Gender		
Boy/Man		
Girl/Woman		
Non-binary/GenderQueer		
Prefer Not to Say		
Total:		

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

The majority of Bayview’s adult residents are non-native English speakers and/or bilingual. Most youth are growing up in households where English is the second language and a family’s native language is spoken first and English is spoken second. Nearly all of the youth at Bayview are bilingual and bicultural. Bayview’s services and programs reflect the population served and involved and cultural relevance and sensitivity to language is at the heart of what we do.

Half of Bayview’s 18 staff members are bilingual with English, Spanish, Hmong, Lao, and French all being spoken fluently by at least one staff member. Bayview also utilizes a recurring group of interpreters for other languages and to better serve bigger events with larger groups of people. Additionally, Bayview makes a point of hiring people who share the lived experience and identities of those living in the community or accessing center services. Of Bayview’s 18 staff, a majority are BIPOC, and roughly 25% are current or former residents of the community. The diversity of staff means each is able to amplify and respond to varying cultural perspectives and to connect in Bayview’s many languages.

Staff are available to support families in need of interpretation and translation services. Interpretation in Hmong and Spanish is provided at all meetings and events. In addition, program materials, including flyers, letters, notices, etc., are evaluated for use of Plain English and pictorial representations are utilized as much as possible in addition to text. All programs and services are evaluated through a lens of cultural and linguistic relevance and sensitivity. Bayview staff provide detailed information and support to project partners to increase their awareness and competencies in working with such a diverse group.

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

Bayview provides youth program registration information to all families who live at Bayview Townhouses. Information and registration forms are discussed and shared when new families move into apartment units and are also distributed to each household during the program registration periods around late summer for school year programming and late spring for summer programs. Information about other out of school programs, special projects and events are shared throughout the year via the following methods: flyers distributed door to door, postings at the community center, word of mouth, text, phone calls and email (when provided). Program information is also emailed to the housing manager and service coordinators at CDA apartments on the Triangle. There are goals to reach out to the neighborhoods and schools beyond the Triangle about Bayview’s youth programs as its capacity will increase in the future. We

recently connected with Madison Development Corporation which owns and operates affordable housing on West Main Street off Proudfit to ensure their families were aware of programs at Bayview.

Bayview staff schedule in-person, open program registration periods in late summer and late spring to assist families with completing the forms and submitting the required documentation. Given the number of families who speak ESL, it's very important to host in-person registration. Bayview staff who are bilingual call families to make sure they have the information needed and understand the registration process. Bayview residents receive priority; however, if space permits, programming is open to the public, including CDA residents. Bayview's youth programs are free of charge. Other than the completion of the registration form which includes parent/guardian signatures in several areas, there is no other intake and/or assessment process in place. If a student needs special support and/or medical attention during their participation in Bayview programs, their situation is evaluated by staff and Bayview determines if the organization has the capacity to meet their needs. Bayview staff have strong relationships to families and parents and issues can be addressed quickly and directly as they arise. Bayview staff are in regular contact with MMSD teachers, guidance counselors, bilingual resource specialists and social workers to understand and address any issues and/or concerns that may impact program participation

3. PROGRAM DESCRIPTION AND STRUCTURE

- A. Activities: Describe your proposed program activities. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

Evening and Weekend Teen Programming at the Bayview, similar to Bayview's established year-round Teen Program, would encourage and enhance student voice, agency, and to expose teen participants to new opportunities. Bayview accomplishes this through: cultivation of community among program participants, exposure to resources and new opportunities, community partnerships, academic support, and more. Because these programs would take outside of "traditional" program hours, activities would always feature a full meal and lean heavily into youth agency and voice when planning activities in order to encourage higher levels of participation. If youth feel that the activities are geared towards what they want to do, they will be more likely to attend. This planning and activity selection would take place during Bayview's daily multi-focus program.

More specifically, Bayview would plan activities that aim to reinforce our program goals and uphold our shared values:

Social, Mental, and Physical Wellness & Youth Leadership and Advocacy:

- Teen Nights - Teen Nights often include a sit down dinner, team building games, field trips, movies, or other activities that are chosen by the youth as a group.

- Teen & Talk - Space and time is created to allow participants to come together to discuss topics they may not be able to talk about with their families or teachers, what they would like to see in programming, and any issues that may arise within society. This is a space for the youth to speak openly and without judgment to ask questions, have debates, and educate themselves on the facts of important matters to then form their own opinions.

Academic Success:

- Teen Homework Club - This would be a space where teens are able to come get help with homework, college applications, ACT prep, and more, in an environment full of resources and space. They are grouped together by grade level within the clubs to promote collaboration through teamwork and peer tutoring.

Art, Creativity, and Culture:

- Cooking - The recipes are chosen by staff, based on the input from the youth. Cooking lessons are centered around a culturally relevant cooking activity so the youth have some sense of connection or agency within the cooking lesson. Once the food is done, they share a sit down meal together to foster community.

- Art - Art projects are offered on a weekly basis and are co-planned with the youth. Art activities focus on creating a positive experience in expression and vulnerability through art. Although the subject matter is up to the individual, most youth use art to communicate messages that address social justice and other societal issues.

- Field Trips - Youth are taken to dance studios, art galleries, art studios, music rooms, and other creative spaces to learn from experts and experience the full spectrum of diversity within the arts. We believe in the power of experiential learning and coordinate field trips that allow the youth the opportunity to try less accessible forms of art. For example, an introductory aerial class at the Madison Circus space or pottery lessons at Midwest Clay Project studio.

Community Engagement

- Group Service Events - youth are given volunteer opportunities at community events to build up service hours and be leaders within the community. They are put in roles where they are responsible for helping their neighbors and creating positive relationships.

Physical Fitness and Recreation

- Sports - Organized sporting activities such as soccer, volleyball, basketball, and kickball. Emphasis would be put on team-building, sportsmanship, and personal development throughout these activities.

- Exercise/Fitness - Training sessions at Bayview's new fitness center where youth are instructed on how to use various types of equipment, how to develop a training regimen, and how to support a fitness lifestyle outside of the gym

These activities encourage participants to engage in activities that will assist in the building of life-skills and social and emotional skills to help them excel in all aspects of their lives.

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

Table 1

Location(s):			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer		
Tuesday	School Year		
	Summer	5:00 pm	8:00 pm
Wednesday	School Year		
	Summer		
Thursday	School Year		
	Summer	5:00 pm	8:00 pm
Friday	School Year		
	Summer		
Saturday	School Year	5:00 pm	8:00 pm
	Summer	5:00 pm	8:00 pm
Sunday	School Year		
	Summer		

Table 2

Location(s):			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer		

Tuesday	School Year		
	Summer		
Wednesday	School Year		
	Summer		
Thursday	School Year		
	Summer		
Friday	School Year		
	Summer		
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

If applicable, please list the third location and any subsequent locations. Include the specific program schedule(s) differences as compared to the programs included in the tables above.

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

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location #1: Bayview Community Center					
School Year	1x per month	Saturday	48 weeks	1:10	10
Summer	2x per week	Tues and Thurs	10 weeks	1:10	10
Location #2 (if applicable):					
School Year					
Summer					

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

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

If applicable, please list any other locations and note any differences in the program structure as compared programs included in the table above.

4. ENGAGEMENT, COORDINATION AND COLLABORATION

- A. **Family Engagement:** Describe how your program will engage parents/guardians and families in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

Bayview’s model makes family engagement both natural as well as a truly integral part of the program. The community center’s comprehensive programming provides support to whole families in such a way that the support systems for youth are seamlessly integrated with the support systems for

their siblings, parents, and caregivers. As resident voice is prioritized at Bayview, this core organizational value plays out in how families are engaged deeply through both formal and informal processes.

Formally, Bayview’s staff engage parents and caregivers with direct coaching and education around childhood mental health in order to reduce stigma and identify resources for their child. This creates unique opportunities for staff to understand the intimate needs of family members of youth in the program. Dedicated family engagement programs such as Family Fun Nights and upcoming Parent Support Groups enhance these efforts. These programs facilitate more seamless and comfortable communication between everyone at Bayview in order to more effectively support youth and their caregivers. Staff conduct an annual survey of youth and parents to better understand their strengths, what they enjoy, and how they would like to grow. Some information that has been recently garnered from is that both parents and youth of all ages value being successful at school, connecting to a sense of community, and preparing for the future. In seeing this, Bayview staff established a weekly practice of “Lunch Clubs” at Franklin, Randall, Hamilton, and West in order to help foster that sense of community within the school day.

Informally, Bayview staff develop deep and trusting relationships with families through a variety of touchpoints. This includes advocating with parents for youth at school throughout the year. This sometimes looks like helping parents coordinate meetings with school counselors or teachers, sitting in on meetings to help take notes or make MMSD staff’s language more accessible, or even helping initiate the IEP assessment process. Should challenging behaviors with youth arise during Bayview programming, youth programs staff will frequently communicate what they are observing to parents. Through these conversations, staff and families collaborate to create action plans to address harmful behaviors through a restorative justice approach.

B. Neighborhood/Community Engagement: Describe how your program will engage neighborhood residents or other relevant community stakeholders in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

The success of Bayview is built on relationships and trust. Bayview staff generally know the names of every Bayview resident. Programs and services are accessed by community members of all ages, so one-to-one relationships form naturally and staff come to know about the specifics of each person and family. Engaging community members in decision making, policy development, and program design is at the core of what Bayview does. Staff hold the perspective that all program and service areas are interrelated and must be considered when evaluating a program’s impact and effectiveness. Because of these interwoven and organic relationships, Bayview is receiving and incorporating feedback informally on a daily basis across all areas of the organization.

In terms of formal feedback and input, Bayview conducts regular needs assessments, including one-to-one surveys -- by language -- that have the residents evaluate satisfaction related to: housing, resource access, food access, youth programming, early childhood, adult and senior programming, health and wellness, financial and digital literacy, and art and culture. Housing staff meet in person with each household on an annual basis at minimum to review household make-up, finances and current needs. Ongoing assessment is part of each Bayview program, and we conduct surveys to evaluate them annually. Goals and outcomes are built into each program, and results are measured against them.

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Dane County Parks	Coordinate and lead regular field trips for youth	Amy Cox, Calliana Wickus	No
Brittingham Boats	Provide access to unique lake experiences and lakes education	Stephan Reinke	Yes

MSCR	<p>Help coordinate access to unique outdoor experiences and outdoor education</p> <p>Provide resources to the teen program coordinator</p> <p>Help connect program staff to school staff when communication is challenging and help plan logistics</p>	Liz Just, MSCR Community Outdoor Recreation and Camps Specialist	No
Art Lit Lab	Contemporary arts space, link to artists, field trips	Ceara Yahn	No
MMOCA	Museum of contemporary art; tours, field trips, and exhibitions	A. Bob Sylvester	No

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

How do these partnerships enhance this proposal?

Partnerships allow for unique and rewarding program enhancements and enable staff to support the program as a whole, while the partners focus on specific content areas. This allows youth to access new experiences and learn from 'experts' within a particular field or focus area. In addition, Bayview's partnerships make it possible for Bayview to offer opportunities and resources to children and families that would not be feasible otherwise.

What are the decision-making agreements with each partner?

Bayview's staff provide space and travel, and support our partners in any way to be successful in providing holistic experiences for participants. Prior to new partnerships being established, Bayview's Program Manager and Program Coordinators meet with potential partners to determine if their core values and pedagogical approach align with Bayview's values and philosophies. Additionally, the primary staff(s) who will be facilitating programming come to the program to build rapport with participants. This happens before the program partnership is established in order for partners to get to know participants and their interests, and allows them to be more intentional about how they plan and implement programming at Bayview. In addition, participants are more likely to engage and participate in these programs due to their familiarity with the facilitator, which leads to greater impact. Program staff always look over lesson plans and discuss any modification needed to better fit Bayview. This is always done side by side with our partners through dialogue and co-designing. Our partnerships are based on mutual initiative and passion for BIPOC participant's advancement

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

Given that Bayview is a neighborhood center, our charter is to provide wraparound services and support to children and their families. Bayview takes great pride in being a community space where children and families can easily get information about an array of community services and referrals. Because Housing staff meet in person with each household on an annual basis at minimum to review household make-up, finances and current needs, Bayview has a deep understanding of the challenges and needs of every resident. As a result of these meetings, Bayview Bilingual Resident Specialists support

residents through preventative work, case management, and crisis intervention. This includes, but is not limited to, support around apartment hygiene and housekeeping, benefits counseling, food access, financial assistance, and social isolation.

For childhood mental health, Bayview works primarily with Anesis Therapy to find therapists for youth in the community. Program staff assist families in this process by coordinating language interpretation, filling out paperwork at Bayview, helping navigate insurance coverage, providing a warm hand-off at the first session, and hosting private office space so youth can meet with a therapist at the community center. Bayview acts as a bridge between youth and therapists, creating access to services that otherwise might not be accessible to youth at Bayview.

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

- A. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements are addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)? Are there any other program quality standards, tools or measurements that you use with this program? If yes, please list and describe.

Intentional program design:

Bayview sets clear, focused goals that are aligned with the MOST mission to ensure that all of Madison's children and youth have access to comprehensive, high-quality, out-of-school time; by supporting positive youth development, educational achievement, programs that support positive youth and by supporting college, career and community readiness. Bayview's afterschool programming does this by offering structured activities, healthy snacks, competent staff, volunteers, and tutors. These staff, tutors, and volunteers offer resources to encourage participants to build the skills to complete school day assignments on time, as well as supplement out of school time: they assist in participants' development healthy social and emotional skills by leading activities, playing games, and developing relationships with participants, which allows for mentorship around topics like college and career. This program works on developing the youth personally so that they can then use their awareness about themselves to better navigate society. We focus more on learning what skills they will need to better citizens within their own community and building an awareness of self.

Supportive relationships with youth:

Supportive relationships with youth are fostered through a curriculum that aligns with Bayview's Youth Program Goals in addition to the MOST mission. This curriculum is designed for staff, tutors, and volunteers to encourage age-appropriate interaction with youth and focus on positive reinforcement, supplementing education, allowing youth to lead the conversation and share opinions, and sharing any concerning comments with the teen program Coordinator.

Youth Voice and Leadership:

To incorporate the strengths and interests of youth in programming, youth are always asked to take initiative in sharing ideas for activities and after school, then all their activities are incorporated in the program to reflect that they are heard. This encourages student voice and agency, in addition to centralizing programming in the community that the program serves.

Racial and Cultural Inclusion:

Part of fostering wellness is moving to be more inclusive and anti-racist. Youth of color are subjected to discrimination, racism, prejudice, and injustice almost on a daily basis. Being that most of their time is spent at school and here at Bayview, we are often the first people to hear about things that happen to them or that they've seen, so positive cultural socialization and bias preparation are ingrained as much as possible. Through verbal sharing, language, and culturally specific activities, youth often choose to share about their cultural heritage, speak in the languages they speak at home, and participate in activities that they have suggested. Activities such as art, group games, music, dancing, and cooking are all planned to showcase parts of the many cultures the youth represent here. We also make sure that our staff team, volunteers, and interns are diverse in gender, race, sexuality, personalities, and neurodivergence.

Community and Family Engagement:

Community and family engagement is encouraged in programming at Bayview through the exploration and involvement in community. The youth are encouraged to volunteer at community events and showcase their accomplishments when possible. In terms of family engagement, Bayview programming is committed to continuing our transparent communication practices with families through weekly newsletters, texts, phone calls, house visits, informational events for major trips, and flyers. We make it a point to talk to parents and keep them informed of what's going on in our program and take their feedback into consideration when designing activities and programs. We also act as bridges between the middle school and parents by helping schedule meetings, interpreters, and attending school meetings with them to support.

Organizational Management & Staff Support:

Organizationally, Teen Programming is managed by the Teen Program Coordinator. The Coordinator supports all staff, volunteers, and tutors involved in Teen Programming at Bayview to ensure that program goals are being maintained. This is done through staff training on a variety of topics including navigating conversations on race and gender, boundary setting, bias awareness, anti-racism, group management, and more. The Program Manager supports the Teen Program Coordinator through weekly check-ins and provides space for them to take advantage of professional development opportunities that may arise. We strive to support our team to be happy and whole so they can show up their best self to serve youth.

Environment & Safety

The Teen Weekend and Evening Program will be designed to maintain physical, social, and emotional safety. It addresses topics such as proper supervision, having difficult conversations, and how to address behavioral challenges in an emotionally and physically safe way. Additionally, it addresses practical concepts such as: Bringing a First Aid Kit and emergency contact information on all field trips, etc. All staff have been CPR/ First Aid certified. We also promote a culture of inclusion and belonging through adopting "Safer Space" practices and guidelines in our interactions with youth.

B. Program Outputs - Unduplicated School-Age Children or Youth and Program Hours

Total Annual Unduplicated Children or Youth participating in proposed program: 25

Total program hours annually: 96

C. Program Outcomes

Please describe the data and the data source used to choose your outcome objectives?

In Bayview's 2022 Youth and Family Survey conducted by the Youth Advocacy and Support Program, an overwhelming majority of respondents shared that they value academic achievement, and want to work towards finding and maintaining more success at school. A study conducted by the Harvard Family Research Project, *After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It*, found that elementary school students who participated in afterschool programs showed significant improvements in their academic performance, including higher test scores, improved grades, and increased homework completion rates.

Respondents of Bayview's survey also overwhelmingly shared that they value being connected to the community and are seeking more opportunities to build strong relationships with their neighbors by giving back to the community. A study published in the *American Journal of Community Psychology* found that participation in high-quality afterschool programs was associated with increased empathy and cooperation among participants.

In the *Building Human Capital: School-Age Child and Youth Development 2023 Policy Paper*, Wellness and Social Emotional Programming was listed as a priority across all age groups. A study

published in the Journal of Youth and Adolescence found that participation in afterschool programs was associated with higher levels of social-emotional wellness and positive peer relationships.

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

Outcome Objective #1: Youth will demonstrate and increased sense of belonging to their community (n=25)				
Performance Standard	Targeted Percent	80%	Targeted Number	20
Measurement Tool(s) and Comments: This objective is measured by MIS attendance records and individual assessments from the Bayview Youth Staff. The criteria includes youth volunteering participation and attendance and participation in Bayview’s Teen Nights and field trips.				

Outcome Objective #2: Youth who regularly attend program will demonstrate an increase in social-emotional competency (n=25)				
Performance Standard	Targeted Percent	80%	Targeted Number	20
Measurement Tool(s) and Comments: MOST MIS and the Sense of Competence Domain from NIOST’s SAYO-Y survey.				

Outcome Objective #3:				
Performance Standard	Targeted Percent		Targeted Number	
Measurement Tool(s) and Comments:				

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

D. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses?

- DESSA tracking: Tracks social and emotional wellness for grades 4-5
- SAYO-Y: youth perspectives survey that tracks program experiences, future expectations, and sense of competence
- Most Information System (MIS) to track program attendance, school attendance, missing assignments, GPA
- Youth goal setting
- Quarterly Service Reports
- Quarterly Expense Reports
- Tutoring and academic coaching volunteer logs
- Monthly housing reports for demographics of Bayview Townhouses residents

All reporting systems, tools and report documents are only accessible to Bayview staff. Demographic information is kept absolutely confidential and all staff and volunteers are required to sign the organization’s Confidentiality/Non-Disclosure Agreement on an annual basis. All program files that include demographic and/or sensitive information are kept in locked filing cabinets. Client conversations that include sensitive information are held in private offices and meeting rooms and information is shared with other staff on a strict, need-to-know basis.

6. PROGRAM LOCATION

A. Address(es) of the site where programs will occur:

Bayview Foundation
 601 Bay View
 Madison, WI 53715

7. PROGRAM STAFFING AND RESOURCES:

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

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Evening and Weekend Program Leader	High School diploma, experience with children, CPR certification	Bayview Foundation	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.13	
Evening and Weekend Program Leader	High School diploma, experience with children, CPR certification	Bayview Foundation	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.06	
Teen Program Coordinator	Bachelor's degree in education or related field and/or at least three years of experience working with youth; experience working in diverse communities with youth who are culturally, racially and ethnically diverse; bilingual preferred	Bayview Foundation	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.10	
Front Desk Receptionist	High School diploma	Bayview Foundation	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.06	
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		

Please complete the total FTE for the applicable time period	School Year:		
	Year-Round	0.28	
	Summer		

*Use one line per individual employee

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

Program volunteers who have direct contact with Bayview participants are required to complete a volunteer application form that is submitted to Bayview staff. If the volunteer's interests, skills and availability match program needs, then an in-person meeting and/or orientation is scheduled. All volunteers who work directly with participants are required to undergo a background check. Once a volunteer is placed in a program, they are oriented and/or trained as needed by program staff. This involves tasks and responsibilities related to their specific roles, as well as a thorough orientation around cultural competency to ensure that volunteers are comfortable navigating racially and ethnically diverse spaces. Volunteers sign in and out, tracking their hours, via an online Google Form. Program staff monitor and supervise all volunteers and provide coaching and redirecting as needed. If volunteers come from UW, MATC and/or Edgewood, and receive class credit for their volunteer work, their progress is both monitored by Bayview as well as their individual professors. Bayview staff communicate with partner college and university staff and teachers, as needed, if issues arise.

B. Other program Resources/Inputs (such as program space, transportation or other resources necessary for the success of your program):

Bayview has two 15-passenger vans for field trips and other excursions. In January of 2024, Bayview will open the doors of its new 11,500 square foot community center, featuring over 3,000 square feet of classroom spaces, including upper and lower elementary, middle, high school, early childhood/family education and multipurpose classrooms, and a teaching kitchen. Arts and cultural programming will flourish with a Maker Space/STEAM hub, Art Classroom, and an Artist Residency Studio. The new center is designed to flexibly accommodate many different uses and to grow with the organization. The redesigned Bayview will also have a basketball court, playground, community green and other gathering spaces that could be used for programming. In the summer, outdoor program space is augmented by a sturdy 20x10 foot program tent.

8. BUDGET

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

The budget template can be found on the [CDD Funding Opportunities website](#).

9. IF APPLICABLE, PLEASE COMPLETE THE FOLLOWING:

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

B. Disclosure of Contract Failures, Litigations

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



School-Age Child and Youth Development 2023 Request for Proposals PART 2 - Program Narrative Form

Submit Application to: cddapplications@cityofmadison.com

Deadline: 4:30 p.m. (CDT) on **May 15, 2023**

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

Part 2 – Program Narrative Form MUST be completed for EACH PROGRAM for which you are asking for funds.

Responses to this RFP should be complete but succinct. Materials submitted in addition to Part 1 - Organization Narrative, Part 2 - Program Narrative(s) and Part 3 - Budget Narrative will not be considered in the evaluation of this proposal. *Do not attempt to unlock/alter this form.* Font should be no less than 11 pt.

If you need assistance related to the **content of the application** or are unclear about how to respond to any questions, please contact CDD staff: Yolanda Shelton-Morris, Community Resources Manager yshelton-morris@cityofmadison.com or Mary O'Donnell, Community Development Specialist modonnell@cityofmadison.com. We are committed to assisting interested organizations understand and work through this application and funding process.

If you have any questions or concerns that are related to **technical aspects** of this document, including difficulties with text boxes or auto fill functions, please contact Jen Stoiber – jstoiber@cityofmadison.com

Legal Name of Organization:	Bayview Foundation, Inc.	Total Amount Requested for this Program:	\$ 8,260
Program Name:	Summer Study	Total Program Budget:	\$ 30,529
Program Contact:	Nate Schorr	Email: nateschorr@bayviewfoundation.org	Phone: 608-256-7808

AGE Group and Program TYPE: Select ONE Program Type under ONE Age Group for this form.

Elementary

- Multi-focus School Year Only Multi-focus Summer Only
- Multi-focused Year Round Topical/ Skill/Population

Middle School

- Multi-focus School Year Only Multi-focus Summer Only
- Multi-focused Year Round Topical/ Skill/Population

High School

- Multi-focus School Year Only Multi-focus Summer Only
- Multi-focused Year Round Topical/ Skill/Population

PLEASE NOTE: Separate applications are required for each age group and distinct/stand-alone program. Programs are considered distinct/stand-alone if the participants, staff and program schedule are separate from other programs, rather than an activity or pull-out group.

1. PROGRAM OVERVIEW

- A. Need: Briefly describe the need in the City of Madison for the programs included in this application, including the source of the data used in your response.

There is a critical need for a summer school program that serves youth from Bayview and the surrounding Triangle Neighborhood, and the research and data backs that up. The data from the Dane County Youth Assessment identified significant academic, economic, and social barriers facing low-income youth of color. They are at higher risk of dropping out of school, becoming involved in the juvenile justice system, and experiencing poverty. According to data from the Madison Metropolitan School District, low-income students and students of color are significantly more likely to experience academic struggles. For example, only 21% of Black students in the district were proficient in math in the 2019-2020 school year, compared to 62% of white students. The City of Madison's policy paper, Building Human Capital: School-Age Child and Youth Development, emphasizes the importance of summer learning programs in improving academic outcomes and reducing disparities for low-income youth.

Of the Elementary-age students at Bayview, all of whom are youth of color, only 22% are reaching math proficiency levels, and only 12% are reaching reading proficiency levels. Furthermore, the graduation rate for Bayview youth is only 75%, compared to the average rate of 86%. Teachers from Franklin and Randall Elementary have shared that many Bayview youth tend to disappear at school. They are quiet, reluctant to participate, and less confident in their skills and abilities than their peers. Cultural differences and language challenges add up to insecurities in the mostly white classrooms. These factors contribute to many Bayview kids falling behind over the course of a school year. Transportation barriers, less specialized support, and language barriers create additional challenges for Bayview youth in succeeding in MMSD's Summer Semester. This highlights the need for targeted interventions to support academic success and address disparities for youth over the summer.

- B. 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 Bayview's Summer Study program is to provide an accessible, safe, and enriching environment that supports the academic and personal growth of school-age children and youth at Bayview and in the surrounding neighborhoods. By offering engaging and innovative learning opportunities that align with grade-level expectations and student interests, this program aims to foster a love of learning, decrease summer learning loss, and increase academic proficiency. More specifically, the program aims to:

- Increase proficiency scores in math and reading for students in Kindergarten through 5th grade
- Increase confidence levels in reading aloud and/or one-to-one with an adult/teen
- Increase classroom confidence levels raising hands, answering/asking questions, and speaking in front of others

Through intentional social-emotional skill-building activities and supportive relationships with teacher and program staff, we also seek to enhance participants' self-esteem, social competence, and overall well-being. The ultimate goal is to empower children and youth to reach their full potential and become lifelong learners and engaged members of their communities.

An additional goal of this program is to strengthen relationships between Bayview youth and their school-year instruction. Many Bayview youth are quiet, reluctant to participate, and less confident in their skills and abilities than their peers during the school year. Cultural differences and language challenges add up to insecurities in the mostly white classrooms. When youth see this paradigm flipped as teachers come into a space in which they are more at home, they begin to feel more at ease when they go back into their schools. Teachers share that the insights they glean from the

Summer Study program allows them and their colleagues to better reach and support Bayview youth during their school-year instruction.

C. Program Summary (3-5 sentences):

Bayview’s Summer Study Program is a six-week literacy and math-focused program designed to meet the academic needs of Bayview children in Kindergarten through 5th grade. Certified MMSD teachers are contracted by Bayview to support academic learning and mitigate learning loss during the summer months. Taking place on-site at Bayview’s Community Center, this academic-focused program includes specialized curriculum development, daily instruction, and pre-post assessments for each student. This program transitions seamlessly into Bayview’s multi-focus Summer Camp in the afternoon in order to ensure all participants have full-day wraparound care.

2. POPULATION SERVED

A. Proposed Participant Population: Describe the intended service population that will be impacted by this program (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, if applicable etc.) AND how this population was involved in the development of this program proposal.

Based on Bayview’s May 2023 housing report, 275 low to moderate income residents live at Bayview Townhouses. The community is extremely diverse and most residents come from immigrant and refugee backgrounds, including: 48% Hmong; 10% Vietnamese, Cambodian, or Laotian; 25% Latino; 15% African/African American; and 2% White/Native American. There are more than 85 children between the ages of 0 and 18 and approximately 70 seniors over the age of 60 living at Bayview. The majority of the apartments have female heads of household. The primary languages spoken at Bayview include: Hmong, English, Spanish, Vietnamese, and Cambodian. Approximately 50% adults and seniors living at Bayview are non-English speakers and have very limited proficiency in English reading, writing and speaking. The other 50% of adults have some proficiency and/or are bilingual in more than one language, including English and their native language/s. While English is not the primary language spoken in the majority of homes at Bayview, nearly all of the children at Bayview are bilingual. Residents at Bayview are low to moderate income and the average annual income is \$17,000 per year; approximately 90% qualify for a HUD rental subsidy and only pay 30% of their annual income on rent.

The majority of Bayview’s program participants live at Bayview; however, some come from the surrounding neighborhood, including CDA’s Section 8 and public housing on the Triangle and the Monona Bay neighborhood. According to CDA data, the average household income for CDA residents is \$10,000. For Monona Bay residents, the average household income is approximately \$25,000 (as cited in the Neighborhood Indicators Project data set). Bayview’s elementary program is reflective of the overall Bayview resident population and includes approximately 49% Asian, 24% Latinx and 29% African/African American. On average during the school year, 28 children ages 6-11 attend programming. On average during the summer programs, 34 children ages 6-11 attend programming.

This program is continually designed and adapted based on the community’s input. One of Bayview’s core organizational values is “Voice”, and the community believes it is best served when everyone is heard, understood and included. Bayview’s model makes engagement both natural as well as a truly integral part of the program. The community center’s comprehensive programming provides support to whole families in such a way that the support systems for youth are seamlessly integrated with the support systems for their siblings, parents, and caregivers. Program design is a constant presence in the work, and it engages families through both formal and informal processes. Extremely close relationships and frequent contact with residents and participants means that feedback happens informally on a daily basis. Formally, Bayview conducts regular community needs assessments, including one-to-one surveys -- by language -- that have the residents evaluate satisfaction related to all areas of the organization. Additionally, housing staff meet in person with each household on an annual basis at minimum to review household make-up, finances and current needs around programming which are then relayed to program staff.

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	8	24
Black/African American	10	29
Asian	16	47
American Indian/Alaskan Native	0	0

Native Hawaiian/Other Pacific Islander	0	0
Multi-Racial	0	0
Balance/Other	0	0
Total:	34	
Ethnicity		
Hispanic or Latino	8	24
Not Hispanic or Latino	26	76
Total:	34	
Gender		
Boy/Man	16	47
Girl/Woman	18	53
Non-binary/GenderQueer	0	0
Prefer Not to Say	0	0
Total:	34	

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

The majority of Bayview’s adult residents are non-native English speakers and/or bilingual. Most youth are growing up in households where English is the second language and a family’s native language is spoken first and English is spoken second. Nearly all of the youth at Bayview are bilingual and bicultural. Bayview’s services and programs reflect the population served and involved and cultural relevance and sensitivity to language is at the heart of what we do.

Half of Bayview’s 18 staff members are bilingual with English, Spanish, Hmong, Lao, and French all being spoken fluently by at least one staff member. Bayview also utilizes a recurring group of interpreters for other languages and to better serve bigger events with larger groups of people. Additionally, Bayview makes a point of hiring people who share the lived experience and identities of those living in the community or accessing center services. Of Bayview’s 18 staff, a majority are BIPOC, and roughly 25% are current or former residents of the community. The diversity of staff means each is able to amplify and respond to varying cultural perspectives and to connect in Bayview’s many languages.

Staff are available to support families in need of interpretation and translation services. Interpretation in Hmong and Spanish is provided at all meetings and events. In addition, program materials, including flyers, letters, notices, etc., are evaluated for use of Plain English and pictorial representations are utilized as much as possible in addition to text. All programs and services are evaluated through a lens of cultural and linguistic relevance and sensitivity. Bayview staff provide detailed information and support to project partners to increase their awareness and competencies in working with such a diverse group.

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

Bayview provides youth program registration information to all families who live at Bayview Townhouses. Information and registration forms are discussed and shared when new families move into apartment units and are also distributed to each household during the program registration periods around late summer for school year programming and late spring for summer programs. Information about other out of school programs, special projects and events are shared throughout the year via the following methods: flyers distributed door to door, postings at the community center, word of mouth, text, phone calls and email (when provided). Program information is also emailed to the housing manager at CDA apartments on the Triangle. There are goals to reach out to the neighborhoods and schools beyond the Triangle about Bayview’s youth programs as its capacity will increase in the future.

Bayview staff schedule in-person, open program registration periods in late summer and late spring to assist families with completing the forms and submitting the required documentation. Given the number

of families who speak ESL, it's very important to host in-person registration. Bayview staff who are bilingual call families to make sure they have the information needed and understand the registration process. Bayview residents receive priority; however, if space permits, programming is open to the public, including CDA residents. Bayview's youth programs are free of charge. Other than the completion of the registration form which includes parent/guardian signatures in several areas, there is no other intake and/or assessment process in place. If a student needs special support and/or medical attention during their participation in Bayview programs, their situation is evaluated by staff and Bayview determines if the organization has the capacity to meet their needs. Bayview staff have strong relationships to families and parents and issues can be addressed quickly and directly as they arise. Bayview staff are in regular contact with MMSD teachers, guidance counselors, bilingual resource specialists and social workers to understand and address any issues and/or concerns that may impact program participation.

3. PROGRAM DESCRIPTION AND STRUCTURE

- A. Activities: Describe your proposed program activities. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

In implementing the Summer Study Program, Bayview will subcontract three certified teachers from Franklin and Randall Elementary Schools to teach morning summer study classes in Math and Reading that will take place at Bayview's Community Center. The program will run for six weeks, Monday through Friday from 8:00am to 12:00pm, coinciding with MMSD's summer school program. The program includes the following components:

- 1) Planning meeting between Bayview staff and MMSD teachers to identify program goals and specific learning objectives
- 2) Development of Math and Reading curriculum focused on addressing individual student needs/gaps
- 3) Mandatory Monday through Friday morning Summer Study classes from 8:00am-12:00pm
- 4) Pre and post student assessments
- 5) Program evaluation and summary

Each day of Summer Study instruction follows a consistent schedule, although flexibility is provided if the day-to-day needs of the respective students and teachers present the need to pivot. A typical day of instruction follows this general outline of:

- 8:00am-8:30am - Breakfast
- 8:30am-9:30am - Circle/community building
- 9:30am-10:30am - Literacy instruction
- 10:30am-11:00am - Recess
- 11:00am-12:00pm - Math instruction

Bayview program staff support teachers and students throughout this program, providing behavioral support, translation/interpretation, and additional resources throughout the day. In order to provide a comprehensive full-day of wraparound care, this program will transition into Bayview's multi-focus Summer Camp program at 12:00pm. This summer camp program offers a variety of recreational opportunities in the areas of creativity, wellness, outdoor exploration, and team-building

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

Table 1

Location(s):			
Day of the Week	Time of Year	Start Time	End Time

Monday	School Year		
	Summer	8:00 am	12:00 pm
Tuesday	School Year		
	Summer	8:00 am	12:00 pm
Wednesday	School Year		
	Summer	8:00 am	12:00 pm
Thursday	School Year		
	Summer	8:00 am	12:00 pm
Friday	School Year		
	Summer	8:00 am	12:00 pm
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

Table 2

Location(s):			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer		
Tuesday	School Year		
	Summer		
Wednesday	School Year		
	Summer		
Thursday	School Year		
	Summer		
Friday	School Year		
	Summer		
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

If applicable, please list the third location and any subsequent locations. Include the specific program schedule(s) differences as compared to the programs included in the tables above.

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

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location #1: Bayview Community Center					
School Year					
Summer	5 days per week	4 hours per day	6 weeks	1:15	35

Location #2 (if applicable):					
School Year					
Summer					

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

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

If applicable, please list any other locations and note any differences in the program structure as compared programs included in the table above.

4. ENGAGEMENT, COORDINATION AND COLLABORATION

- A. Family Engagement: Describe how your program will engage parents/guardians and families in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

Bayview’s model makes family engagement both natural as well as a truly integral part of the program. The community center’s comprehensive programming provides support to whole families in such a way that the support systems for youth are seamlessly integrated with the support systems for their siblings, parents, and caregivers. As resident voice is prioritized at Bayview, this core organizational value plays out in how families are engaged deeply through both formal and informal processes.

Formally, Bayview’s staff engage parents and caregivers with direct coaching and education around childhood mental health in order to reduce stigma and identify resources for their child. This creates unique opportunities for staff to understand the intimate needs of family members of youth in the program. Dedicated family engagement programs such as Family Fun Nights and upcoming Parent Support Groups enhance these efforts. These programs facilitate more seamless and comfortable communication between everyone at Bayview in order to more effectively support youth and their caregivers. Staff conduct an annual survey of youth and parents to better understand their strengths, what they enjoy, and how they would like to grow. Some information that has been recently garnered from is that both parents and youth of all ages value being successful at school, connecting to a sense of community, and preparing for the future. In seeing this, Bayview staff established a weekly practice of “Lunch Clubs” at Franklin, Randall, Hamilton, and West in order to help foster that sense of community within the school day.

Informally, Bayview staff develop deep and trusting relationships with families through a variety of touchpoints. This includes advocating with parents for youth at school throughout the year. This sometimes looks like helping parents coordinate meetings with school counselors or teachers, sitting in on meetings to help take notes or make MMSD staff’s language more accessible, or even helping initiate the IEP assessment process. Should challenging behaviors with youth arise during Bayview programming, youth programs staff will frequently communicate what they are observing to parents. Through these conversations, staff and families collaborate to create action plans to address harmful behaviors through a restorative justice approach.

- B. Neighborhood/Community Engagement: Describe how your program will engage neighborhood residents or other relevant community stakeholders in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

The success of Bayview is built on relationships and trust. Bayview staff generally know the names of every Bayview resident. Programs and services are accessed by community members of all ages, so one-to-one relationships form naturally and staff come to know about the specifics of each person and family. Engaging community members in decision making, policy development, and program design is

at the core of what Bayview does. Staff hold the perspective that all program and service areas are interrelated and must be considered when evaluating a program's impact and effectiveness. Because of these interwoven and organic relationships, Bayview is receiving and incorporating feedback informally on a daily basis across all areas of the organization.

In terms of formal feedback and input, Bayview conducts regular needs assessments, including one-to-one surveys -- by language -- that have the residents evaluate satisfaction related to: housing, resource access, food access, youth programming, early childhood, adult and senior programming, health and wellness, financial and digital literacy, and art and culture. Housing staff meet in person with each household on an annual basis at minimum to review household make-up, finances and current needs. Ongoing assessment is part of each Bayview program, and we conduct surveys to evaluate them annually. Goals and outcomes are built into each program, and results are measured against them.

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Franklin Elementary	Wrap-around support and staffing collaborations	Emily Powers	No
Randall Elementary	Wrap-around support and staffing collaborations	John Wallace	No
MMSD	Summer Food Program	Dustin Lundt	Yes
MOST	OST Partnership	Nathan Beck	No
Second Harvest	Predolin Grant (fresh produce and dairy)	Thouktha Seignarack	Yes
UW Madison Dept of Curriculum and Instruction	UW Student Teacher Practicum Placements	Kaycee Rogers	Yes

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

How do these partnerships enhance this proposal?

These partnerships are integral to ensuring Bayview's Summer Study Program maintains a high quality educational experience throughout the summer, while remaining flexible and accessible to the diverse needs of the community. The MMSD Summer Food Program and Second Harvest partnerships ensure that youth are provided with healthy food multiple times a day. Relationships with Franklin and Randall Elementary staff members help to create seamless transitions from the school year into summer instruction. Youth and families do not have to reorient their teachers to educational needs, family dynamics, and IEPS. The student teachers from UW Madison's Dept of Curriculum and Instruction give each classroom additional support so that youth can receive individualized support during their instruction, much like they would during the school year.

What are the decision-making agreements with each partner?

Bayview's staff provide space, travel, and support our partners in any way to be successful in providing holistic experiences for participants. Prior to new partnerships being established, Bayview's Program Manager and Program Coordinators meet with potential partners to determine if their core values and pedagogical approach align with Bayview's values and philosophies. Additionally, the primary staff(s) who will be facilitating programming come to the program to build rapport with participants. This happens before the program partnership is established in order for partners to get to know participants and their interests, and allows them to be more intentional about how they plan and implement programming at Bayview. In addition, participants are more

likely to engage and participate in these programs due to their familiarity with the facilitator, which leads to greater impact. Program staff always look over lesson plans and discuss any modification needed to better fit Bayview. This is always done side by side with our partners through dialogue and co-designing. Our partnerships are based on mutual initiative and passion for BIPOC participant's advancement.

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

Given that Bayview is a neighborhood center, our charter is to provide wraparound services and support to children and their families. Bayview takes great pride in being a community space where children and families can easily get information about an array of community services and referrals. Because Housing staff meet in person with each household on an annual basis at minimum to review household make-up, finances and current needs, Bayview has a deep understanding of the challenges and needs of every resident. As a result of these meetings, Bayview Bilingual Resident Specialists support residents through preventative work, case management, and crisis intervention. This includes, but is not limited to, support around apartment hygiene and housekeeping, benefits counseling, food access, financial assistance, and social isolation.

For childhood mental health, Bayview works primarily with Anesis Therapy to find therapists for youth in the community. Program staff assist families in this process by coordinating language interpretation, filling out paperwork at Bayview, helping navigate insurance coverage, providing a warm hand-off at the first session, and hosting private office space so youth can meet with a therapist at the community center. Bayview acts as a bridge between youth and therapists, creating access to services that otherwise might not be accessible to youth at Bayview.

Because this program partners so closely with Franklin and Randall Elementary, especially when hiring familiar teachers, it strengthens the links for learning and social emotional development. The direct support from this program extends into the school-year, and gives teachers and families the opportunity to more easily have conversations around academic and SEL support systems such as IEP's, language support, additional family resources, and more.

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

- A. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements are addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)? Are there any other program quality standards, tools or measurements that you use with this program? If yes, please list and describe.

1) Intentional Program Design

With a full-time elementary program coordinator and three certified MMSD teachers, Bayview's Summer Study program is intentionally designed, implemented, and evaluated in order to best meet the needs of youth and their families. This program can be uniquely tailored and relevant to participants because of Bayview's deep relationships with youth and their families, and the teachers' pre-established relationships with youth in an academic setting. Activities are developed to serve as a comfortable bridge between school-year academics and out-of-school-time programming.

2) Supportive Relationships with Youth

Developing and promoting healthy relationships and positive behavior are an indispensable piece of successful programming at Bayview. Children have the opportunity to form relationships with at least consistent Bayview staff and adult volunteers. Summer Study teachers are hired from Franklin and Randall Elementary so that there are long-term relationships that are brought into the program. Staff carefully model respect and kindness and provide redirection to children when necessary. Elementary Program Staff meet once a week to review program priorities and to address youth needs. Support strategies are

discussed at this time so that all youth have a successful time in programming and can develop cooperation, social skills, and friendships.

3) Youth Voice and Leadership

Bayview staff regularly and frequently recognize and praise children for their unique contributions to the program. Children's art is displayed throughout the program room. Staff solicit children's feedback and implement their suggestions as possible. Youth are given opportunities to make substantial impacts on the program, such as what area their math and literacy projects should focus on, what academic topics they would like to explore more in-depth.

4) Racial and Cultural Inclusion

Bayview promotes racial and cultural diversity at all levels of the organization through programming and striving to hire staff that reflect the diversity of our service population. Staff who work with youth are trained on how to engage children of all ages in developmentally-appropriate, productive, positive, and empathetic discussions about race, culture, and diversity. Children are also encouraged to express their culture and diversity while also embracing others. Staff are encouraged to identify and investigate their own biases. In the program, children are encouraged to speak in whatever language they feel most comfortable. Being multilingual is viewed firmly as an asset. For children and families who are not comfortable communicating in English, bilingual staff members, interpreters and translation services are made available.

5) Community and Family Engagement

Staff communicate and engage with parents, guardians, and families regularly. Bayview's comprehensive programs empower parents to build more connections between each other and create a deeper sense of acceptance and tolerance in their children and the community. This program takes place steps from youth's homes, which makes conversations and relationship-building with parents not only accessible, but a daily occurrence.

6) Organizational Management and Staff Support

With a full-time Elementary Program Coordinator and other youth program staff supporting the Summer Study teachers, this program receives a lot of support from all levels of the organization. All staff receive formal, in-depth orientation training and are offered on-going professional development opportunities as well as informal feedback and training as needed.

7) Environment and Safety

Bayview's Summer Study Program strives to promote and/or improve the safety, health, and nutrition of all children. Bayview staff receive training on how to handle different situations, how to properly supervise children, and how to identify and solve potential risk factors in the program spaces. Additionally, Bayview is constantly reassessing program spaces so that the multi-purpose rooms are accessible, safe, inclusive, comfortable and aesthetically pleasing.

B. Program Outputs - Unduplicated School-Age Children or Youth and Program Hours

Total Annual Unduplicated Children or Youth participating in proposed program: 35

Total program hours annually: 120

C. Program Outcomes

Please describe the data and the data source used to choose your outcome objectives?

In Bayview's 2022 Youth and Family Survey conducted by the Youth Advocacy and Support Program, an overwhelming majority of respondents shared that they value academic achievement, and want to work towards finding and maintaining more success at school. A study conducted by the National Summer Learning Association (NSLA) found that students who consistently attended

summer learning programs for three or more years had improved high school graduation rates, college enrollment rates, and overall educational attainment.

In the Building Human Capital: School-Age Child and Youth Development 2023 Policy Paper, Wellness and Social Emotional Programming was listed as a priority across all age groups, and this can be naturally extrapolated to the need for outcomes that target classroom confidence. The same study by NSLA that was mentioned earlier found that summer learning programs that provide supportive and nurturing environments can positively influence students' self-esteem and confidence. When students feel supported, encouraged, and engaged in their learning, they are more likely to develop a sense of confidence in their abilities.

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

Outcome Objective #1: Students will demonstrate an increased proficiency in math (n=35)				
Performance Standard	Targeted Percent	77%	Targeted Number	27
Measurement Tool(s) and Comments: Based off of a pre-post student assessment conducted by the Summer Study Teacher				

Outcome Objective #2: Students will demonstrate an increased proficiency in literacy (n=35)				
Performance Standard	Targeted Percent	77%	Targeted Number	27
Measurement Tool(s) and Comments: Based off of a pre-post student assessment conducted by the Summer Study Teacher				

Outcome Objective #3: Students will demonstrate increased classroom confidence (n=35)				
Performance Standard	Targeted Percent	77%	Targeted Number	27
Measurement Tool(s) and Comments: Based off of a pre-post student assessment conducted by the Summer Study Teacher				

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

D. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses?

- DESSA tracking: Tracks social and emotional wellness for grades 4-5
- SAYO-Y: youth perspectives survey that tracks program experiences, future expectations, and sense of competence
- Most Information System (MIS) to track program attendance, school attendance, missing assignments, GPA
- Youth goal setting
- Quarterly Service Reports
- Quarterly Expense Reports
- Tutoring and academic coaching volunteer logs
- Monthly housing reports for demographics of Bayview Townhouses residents

All reporting systems, tools and report documents are only accessible to Bayview staff. Demographic information is kept absolutely confidential and all staff and volunteers are required to sign the organization's Confidentiality/Non-Disclosure Agreement on an annual basis. All program files that include demographic and/or sensitive information are kept in locked filing cabinets. Client

conversations that include sensitive information are held in private offices and meeting rooms and information is shared with other staff on a strict, need-to-know basis.

6. PROGRAM LOCATION

A. Address(es) of the site where programs will occur:

Bayview Foundation
601 Bay View
Madison, WI 53715

7. PROGRAM STAFFING AND RESOURCES:

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

*Use one line per individual employee

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Elementary Program Coordinator	Bachelor's Degree, CPR Certification	Bayview Foundation	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	1.0	
Summer Study Teacher	DPI Teaching License	Bayview Foundation	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		0.5
Summer Study Teacher	DPI Teaching License	Bayview Foundation	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		0.5
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
Please complete the total FTE for the applicable time period		School Year:			
		Year-Round		1.0	
		Summer			1.0

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

Program volunteers who have direct contact with Bayview participants are required to complete a volunteer application form that is submitted to Bayview staff. If the volunteer's interests, skills and availability match program needs, then an in-person meeting and/or orientation is scheduled. All volunteers who work directly with participants are required to undergo a background check. Once a volunteer is placed in a program, they are oriented and/or trained as needed by program staff. This involves tasks and responsibilities related to their specific roles, as well as a thorough orientation around cultural competency to ensure that volunteers are comfortable navigating racially and ethnically diverse spaces. Volunteers sign in and out, tracking their hours, via an online Google Form. Program staff monitor and supervise all volunteers and provide coaching and redirecting as needed. If volunteers come from UW, MATC and/or Edgewood, and receive class credit for their volunteer work, their progress is both monitored by Bayview as well as their

individual professors. Bayview staff communicate with partner college and university staff and teachers, as needed, if issues arise.

B. Other program Resources/Inputs (such as program space, transportation or other resources necessary for the success of your program):

Bayview has two 15-passenger vans for field trips and other excursions. In January of 2024, Bayview will open the doors of its new 11,500 square foot community center, featuring over 3,000 square feet of classroom spaces, including upper and lower elementary, middle, high school, early childhood/family education and multipurpose classrooms, and a teaching kitchen. Arts and cultural programming will flourish with a Maker Space/STEAM hub, Art Classroom, and an Artist Residency Studio. The new center is designed to flexibly accommodate many different uses and to grow with the organization. The redesigned Bayview will also have a basketball court, playground, community green and other gathering spaces that could be used for programming. In the summer, outdoor program space is augmented by a sturdy 20x10 foot program tent.

8. BUDGET

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

The budget template can be found on the [CDD Funding Opportunities website](#).

9. IF APPLICABLE, PLEASE COMPLETE THE FOLLOWING:

- A. Disclosure of Conflict of Interest
Disclose any potential conflict of interest due to any other clients, contracts, or property interests, e.g. direct connections to other funders, City funders, or potentially funded organizations, or with the City of Madison.
- B. Disclosure of Contract Failures, Litigations
Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation.



School-Age Child and Youth Development 2023 Request for Proposals PART 2 - Program Narrative Form

Submit Application to: cddapplications@cityofmadison.com

Deadline: 4:30 p.m. (CDT) on **May 15, 2023**

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

Part 2 – Program Narrative Form MUST be completed for EACH PROGRAM for which you are asking for funds.

Responses to this RFP should be complete but succinct. Materials submitted in addition to Part 1 - Organization Narrative, Part 2 - Program Narrative(s) and Part 3 - Budget Narrative will not be considered in the evaluation of this proposal. *Do not attempt to unlock/alter this form.* Font should be no less than 11 pt.

If you need assistance related to the **content of the application** or are unclear about how to respond to any questions, please contact CDD staff: Yolanda Shelton-Morris, Community Resources Manager yshelton-morris@cityofmadison.com or Mary O'Donnell, Community Development Specialist modonnell@cityofmadison.com. We are committed to assisting interested organizations understand and work through this application and funding process.

If you have any questions or concerns that are related to **technical aspects** of this document, including difficulties with text boxes or auto fill functions, please contact Jen Stoiber – jstoiber@cityofmadison.com

Legal Name of Organization:	Bayview Foundation, Inc.	Total Amount Requested for this Program:	\$ 60,608
Program Name:	Elementary Program Multi-Focused Year Round	Total Program Budget:	\$ 173,165
Program Contact:	Nate Schorr	Email:	nateschorr@bayview foundation.org
		Phone:	608-256-7808

AGE Group and Program TYPE: Select ONE Program Type under ONE Age Group for this form.

Elementary

- Multi-focus School Year Only
- Multi-focused Year Round
- Multi-focus Summer Only
- Topical/ Skill/Population

Middle School

- Multi-focus School Year Only
- Multi-focused Year Round
- Multi-focus Summer Only
- Topical/ Skill/Population

High School

- Multi-focus School Year Only
- Multi-focused Year Round
- Multi-focus Summer Only
- Topical/ Skill/Population

PLEASE NOTE: Separate applications are required for each age group and distinct/stand-alone program. Programs are considered distinct/stand-alone if the participants, staff and program schedule are separate from other programs, rather than an activity or pull-out group.

1. PROGRAM OVERVIEW

- A. Need: Briefly describe the need in the City of Madison for the programs included in this application, including the source of the data used in your response.

Low-income youth of color in Madison face significant barriers in accessing high-quality educational opportunities outside of school hours, with great consequences.

According to the Dane County Needs Assessment, low-income children of color experience a significant gap in academic performance and are less likely to graduate from high school. MMSD's school outcomes over the last two years reveal that low-income students of color are consistently underperforming in math and reading compared to their peers.

COVID-19 pandemic isolation has added to these challenges. The City of Madison CDD's policy paper, Building Human Capital: School-Age Child and Youth Development connects the struggles in school and mental health with the significant disruption in youth programming during the pandemic. Youth were disconnected from school, out-of-school time activities and organizations where they regularly accessed social connections with peers and support from caring adults - the types of programming that fosters positive youth development.

The Building Human Capital paper emphasizes the need to invest in high-quality OST programs that support the holistic development of low-income youth of color. These programs are effective at providing a safe and supportive environment for children to engage in academic, social, and emotional learning, and can help reduce gaps in personal and educational achievement

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

Bayview's Elementary Program exists to support the growth of school-aged children through a holistic lens. In connection and collaboration with families, schools, and community partners, we endeavor to ensure that all youth will:

Academic and Career Success

- Attain grade level proficiency in all subject areas and graduate from high school
- Identify personal goals, interests, and take pride in accomplishments
- Access the support and guidance needed to succeed in all aspects of life

Social, Emotional and Physical Wellness

- Enter the world with the confidence to achieve personal goals
- Respect themselves and take good care of their bodies and minds
- Engage in healthy and mutually respectful relationships
- Embrace their unique backgrounds and feel a sense of connection, pride and engagement to their cultures

Art, Creativity and Culture

- Express themselves through the arts with creativity, confidence and pride
- Ask questions, take risks, and think critically about the world around them
- Increase awareness and be open to artistic and cultural traditions from around the world

Youth Leadership

- Serve as leaders in community and school settings
- Make and implement decisions that lead to real change in their life and the lives of others
- Harness the strengths of a group to organize and mobilize
- Determine how and when to seek additional support and resources to meet a specific goal
- Identify and address problems while also searching for solutions

Community Engagement and Sustainability

- Understand and value their role in making Bayview a better place to live
- Get involved in issues that are important to them
- Invest in Bayview being a beautiful, welcoming and safe place
- Contribute to the health, wellbeing and longevity of Bayview
- Expand their definition of community to include all of Madison, in addition to Bayview

Bayview's goals for youth are integrated into both daily programming and long-term program planning. The result is high-quality, free out of school time programming for children who live at Bayview and in the neighborhood. The goals are multifaceted, approaching youth development with an intentional focus on academic, social-emotional learning, physical and mental health, and healthy relationships

C. Program Summary (3-5 sentences):

Bayview provides quality out-of-school academic, social, cultural, recreational, and wellness programs for children ages 6-11, steps from where they live. With close connections to teachers and school staff, program leaders reinforce academic lessons, provide help with homework and bridge school-parent communication gaps when needed. Arts programming elevates voices, and honors and celebrates cultural traditions. Leadership and community engagement opportunities foster both positive youth development and contributions to the community. Social and emotional wellness

programming works to engage youth in healthy and mutually respectful relationships with themselves and their peers.

2. POPULATION SERVED

- A. Proposed Participant Population: Describe the intended service population that will be impacted by this program (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, if applicable etc.) AND how this population was involved in the development of this program proposal.

Based on Bayview’s May 2023 housing report, 275 low to moderate income residents live at Bayview Townhouses. The community is extremely diverse and most residents come from immigrant and refugee backgrounds, including: 48% Hmong; 10% Vietnamese, Cambodian, or Laotian; 25% Latino; 15% African/African American; and 2% White/Native American. There are more than 85 children between the ages of 0 and 18 and approximately 70 seniors over the age of 60 living at Bayview. The majority of the apartments have female heads of household. The primary languages spoken at Bayview include: Hmong, English, Spanish, Vietnamese, and Cambodian. Approximately 50% adults and seniors living at Bayview are non-English speakers and have very limited proficiency in English reading, writing and speaking. The other 50% of adults have some proficiency and/or are bilingual in more than one language, including English and their native language/s. While English is not the primary language spoken in the majority of homes at Bayview, nearly all of the children at Bayview are bilingual. Residents at Bayview are low to moderate income and the average annual income is \$17,000 per year; approximately 90% qualify for a HUD rental subsidy and only pay 30% of their annual income on rent.

The majority of Bayview’s program participants live at Bayview; however, some come from the surrounding neighborhood, including CDA’s Section 8 and public housing on the Triangle and the Monona Bay neighborhood. According to CDA data, the average household income for CDA residents is \$10,000. For Monona Bay residents, the average household income is approximately \$25,000 (as cited in the Neighborhood Indicators Project data set). Bayview’s Elementary Program is reflective of the overall Bayview resident population and includes approximately 47% Asian, 24% Latinx and 29% African/African American. On average during the school year, 28 children ages 6-11 attend programming. On average during the summer programs, 34 children ages 6-11 attend programming.

This program is continually designed and adapted based on the community’s input. One of Bayview’s core organizational values is “Voice”, and the community believes it is best served when everyone is heard, understood and included. Bayview’s model makes engagement both natural as well as a truly integral part of the program. The community center’s comprehensive programming provides support to whole families in such a way that the support systems for youth are seamlessly integrated with the support systems for their siblings, parents, and caregivers. Program design is a constant presence in the work, and it engages families through both formal and informal processes. Extremely close relationships and frequent contact with residents and participants means that feedback happens informally on a daily basis. Formally, Bayview conducts regular community needs assessments, including one-to-one surveys -- by language -- that have the residents evaluate satisfaction related to all areas of the organization. Additionally, housing staff meet in person with each household on an annual basis at minimum to review household make-up, finances and current needs around programming which are then relayed to program staff.

- B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	8	24%
Black/African American	10	29%
Asian	16	47%
American Indian/Alaskan Native	0	0%
Native Hawaiian/Other Pacific Islander	0	0%
Multi-Racial	0	0%
Balance/Other	0	0%
Total:	34	
Ethnicity		
Hispanic or Latino	8	24%
Not Hispanic or Latino	26	76%
Total:	34	
Gender		
Boy/Man	16	47%

Girl/Woman	18	53%
Non-binary/GenderQueer	0	0%
Prefer Not to Say	0	0%
Total:	34	

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

The majority of Bayview’s adult residents are non-native English speakers and/or bilingual. Most youth are growing up in households where English is the second language and a family’s native language is spoken first and English is spoken second. Nearly all of the youth at Bayview are bilingual and bicultural. Bayview’s services and programs reflect the population served and involved and cultural relevance and sensitivity to language is at the heart of what we do.

Half of Bayview’s 18 staff members are bilingual with English, Spanish, Hmong, Lao, and French all being spoken fluently by at least one staff member. Bayview also utilizes a recurring group of interpreters for other languages and to better serve bigger events with larger groups of people. Additionally, Bayview makes a point of hiring people who share the lived experience and identities of those living in the community or accessing center services. Of Bayview’s 18 staff, a majority are BIPOC, and roughly 25% are current or former residents of the community. The diversity of staff means each is able to amplify and respond to varying cultural perspectives and to connect in Bayview’s many languages.

Staff are available to support families in need of interpretation and translation services. Interpretation in Hmong and Spanish is provided at all meetings and events. In addition, program materials, including flyers, letters, notices, etc., are evaluated for use of Plain English and pictorial representations are utilized as much as possible in addition to text. All programs and services are evaluated through a lens of cultural and linguistic relevance and sensitivity. Bayview staff provide detailed information and support to project partners to increase their awareness and competencies in working with such a diverse group.

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

Bayview provides youth program registration information to all families who live at Bayview Townhouses. Information and registration forms are discussed and shared when new families move into apartment units and are also distributed to each household during the program registration periods around late summer for school year programming and late spring for summer programs. Information about other out of school programs, special projects and events are shared throughout the year via the following methods: flyers distributed door to door, postings at the community center, word of mouth, text, phone calls and email (when provided). Program information is also emailed to the housing manager and service coordinators at CDA apartments on the Triangle. There are goals to reach out to the neighborhoods and schools beyond the Triangle about Bayview’s youth programs as its capacity will increase in the future. We recently connected with Madison Development Corporation which owns and operates affordable housing on West Main Street off Proudfit to ensure their families were aware of programs at Bayview.

Bayview staff schedule in-person, open program registration periods in late summer and late spring to assist families with completing the forms and submitting the required documentation. Given the number of families who speak ESL, it’s very important to host in-person registration. Bayview staff who are bilingual call families to make sure they have the information needed and understand the registration process. Bayview residents receive priority; however, if space permits, programming is open to the public, including CDA residents. Bayview’s youth programs are free of charge. Other than the completion of the registration form which includes parent/guardian signatures in several areas, there is no other intake and/or assessment process in place. If a student needs special support and/or medical attention during their participation in Bayview programs, their situation is evaluated by staff and Bayview determines if the organization has the capacity to meet their needs. Bayview staff have strong relationships to families and

parents and issues can be addressed quickly and directly as they arise. Bayview staff are in regular contact with MMSD teachers, guidance counselors, bilingual resource specialists and social workers to understand and address any issues and/or concerns that may impact program participation.

3. PROGRAM DESCRIPTION AND STRUCTURE

- A. Activities: Describe your proposed program activities. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

Bayview's Elementary Program exists to support the growth of children ages 6-11 through a holistic lens. When implementing our 38 weeks of after school programming and 8 weeks of summer programming, all activities and curriculum are designed, implemented, and evaluated with the following philosophies in mind:

Healthy Relationships:

We believe that kindness and respect must be at the core of every interaction and relationship. Staff build and model healthy relationships with children and each other and actively encourage children to build healthy relationships with one another.

Learning Powered by Curiosity:

Elementary programming at Bayview is the expansion of the school day, not the extension. Learning in the after school and summer environment should be rooted in curiosity, play, and discovery. Whenever possible, learning should be child initiated and led. We believe in providing children with the opportunities to expand and discover their own learning.

Supporting Positive Behavior:

All children want to be successful and happy and are capable of attaining this success. In collaboration with families, schools, and community partners, and through redirection rooted in love and respect, staff guide children and help them find their own unique success.

Importance of Environment:

The environment is the third teacher; the way we organize, set up, and maintain program spaces communicates to children what will happen, what is acceptable and expected in the environment, and most importantly, how much the adults value them. Great care is given to planning and maintaining physical spaces.

Collaboration:

We are at our best when we work in communicative teams. Working in connection with families, schools, and community partners is the best way to support children holistically. Similarly, Bayview staff work together as a united team to provide the highest quality programming possible.

With these core philosophies as the starting point, staff plan and implement a variety of daily activities that align with the goals outlined in the previous section. Activities are designed to suit the needs and interests of children while also promoting their overall development. Bayview staff create and adjust activities to suit the changing needs and interests of children. Specific program activities include but are not limited to:

- Healthy Cooking Club (weekly)
- Visual Art Classes (weekly)
- Triathlon Club (weekly, June-August)
- Child initiated free-play (daily)
- Gross motor outdoor play (daily)
- Anji play - Child led (weekly)
- Swimming lessons at YMCA (daily, June)
- Free swim at Goodman Pool (twice weekly, July-August)
- Field Trips (minimum of twice quarterly)

- Nature Club (weekly)
- Facilitated STEM activities (weekly)
- Madison Reading Project (bi-monthly)

Bayview has also recently created a weekly Recess Club at Franklin and Randall Elementary this academic year. These recess clubs both schools are spaces where youth can feel an increased sense of belonging at school as Bayview staff members join their lunch and recess periods. This bridge between school and home creates more continuity for youth throughout the day and allows them to more easily navigate school-day challenges with the support of Bayview staff.

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

Table 1

Location(s): Bayview Community Center			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year	1:15 pm	4:15 pm
	Summer	12:00 pm	4:00 pm
Tuesday	School Year	2:45 pm	5:45 pm
	Summer	12:00 pm	4:00 pm
Wednesday	School Year	2:45 pm	5:45 pm
	Summer	12:00 pm	4:00 pm
Thursday	School Year	2:45 pm	5:45 pm
	Summer	12:00 pm	4:00 pm
Friday	School Year	2:45 pm	5:45 pm
	Summer	12:00 pm	5:45 pm
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

Table 2

Location(s): Franklin and Randall Elementary School			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer		
Tuesday	School Year	10:00 am	12:00 pm
	Summer		
Wednesday	School Year		
	Summer		
Thursday	School Year		
	Summer		
Friday	School Year		
	Summer		
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

If applicable, please list the third location and any subsequent locations. Include the specific program schedule(s) differences as compared to the programs included in the tables above.

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

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location #1: Bayview Community Center					
School Year	5 days per week	3	38 weeks	1:12	22
Summer	5 days per week	4	8 weeks	1:12	30
Location #2 (if applicable): Franklin and Randall Elementary					
School Year	1 day per week	2	38 weeks	1:12	22
Summer					

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

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

If applicable, please list any other locations and note any differences in the program structure as compared programs included in the table above.

4. ENGAGEMENT, COORDINATION AND COLLABORATION

A. Family Engagement: Describe how your program will engage parents/guardians and families in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

Bayview’s model makes family engagement both natural as well as a truly integral part of the program. The community center’s comprehensive programming provides support to whole families in such a way that the support systems for youth are seamlessly integrated with the support systems for their siblings, parents, and caregivers. As resident voice is prioritized at Bayview, this core organizational value plays out in how families are engaged deeply through both formal and informal processes.

Formally, Bayview’s staff engage parents and caregivers with direct coaching and education around childhood mental health in order to reduce stigma and identify resources for their child. This creates unique opportunities for staff to understand the intimate needs of family members of youth in the program. Dedicated family engagement programs such as Family Fun Nights and upcoming Parent Support Groups enhance these efforts. These programs facilitate more seamless and comfortable communication between everyone at Bayview in order to more effectively support youth and their caregivers. Staff conduct an annual survey of youth and parents to better understand their strengths, what they enjoy, and how they would like to grow. Some information that has been recently garnered from is that both parents and youth of all ages value being successful at school, connecting to a sense of community, and preparing for the future. In seeing this, Bayview staff established a weekly practice of “Lunch Clubs” at Franklin, Randall, Hamilton, and West in order to help foster that sense of community within the school day.

Informally, Bayview staff develop deep and trusting relationships with families through a variety of touchpoints. This includes advocating with parents for youth at school throughout the year. This sometimes looks like helping parents coordinate meetings with school counselors or teachers, sitting in on meetings to help take notes or make MMSD staff’s language more accessible, or even helping initiate the IEP assessment process. Should challenging behaviors with youth arise during Bayview programming, youth programs staff will frequently communicate what they are observing to parents. Through these conversations, staff and families collaborate to create action plans to address harmful behaviors through a restorative justice approach.

B. Neighborhood/Community Engagement: Describe how your program will engage neighborhood residents or other relevant community stakeholders in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

The success of Bayview is built on relationships and trust. Bayview staff generally know the names of every Bayview resident. Programs and services are accessed by community members of all ages, so one-to-one relationships form naturally and staff come to know about the specifics of each person and family. Engaging community members in decision making, policy development, and program design is at the core of what Bayview does. Staff hold the perspective that all program and service areas are interrelated and must be considered when evaluating a program’s impact and effectiveness. Because of these interwoven and organic relationships, Bayview is receiving and incorporating feedback informally on a daily basis across all areas of the organization.

In terms of formal feedback and input, Bayview conducts regular needs assessments, including one-to-one surveys -- by language -- that have the residents evaluate satisfaction related to: housing, resource access, food access, youth programming, early childhood, adult and senior programming, health and wellness, financial and digital literacy, and art and culture. Housing staff meet in person with each household on an annual basis at minimum to review household make-up, finances and current needs. Ongoing assessment is part of each Bayview program, and we conduct surveys to evaluate them annually. Goals and outcomes are built into each program, and results are measured against them.

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
MMSD	OST Partnership	Nathan Beck	No
MMSD	Summer Food Program	Dustin Lundt	Yes
MOST MIS	Information System Provider	Gail Snyder	Yes
Second Harvest	Predolin Grant (fresh produce and dairy)	Thouktha Seignarack	Yes
Franklin and Randall Elementary Schools	Wrap around support and collaborations	Emily Powers, John Wallace, Tonya Rasmussen, Katie Larson, Maria Loy	No
Madison Audubon Society	Nature Based Learning	Carolyn Byers	Yes

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

- Dane County Parks: Parks and Nature Based Learning, Amy Cox
- MMoCA: Visual arts/museum trips hands-on projects, Juan De Hoyos
- Bare Knuckle Arts: Visual art class facilitation, Amy Mietzel, MOU signed
- Brittingham Boats: Summer Outdoor Explorer collaboration, Stephan Reinke, MOU signed
- Lussier Family East YMCA: Swimming lesson provider, Lisa McAbee, MOU signed

- City of Madison Parks Department: Special project partner; Goodman Pool access, Josh Schmitt
- Madison Reading Project: Literacy programming, access to quality books, Natalie Holdahl
- Madison Public Library: Monthly Library Books and Anji Play Facilitation, Carissa Christner
- Wheels for Winners: Bikes for children and bike maintenance, Alan Crossley
- Dane County PASS Americorps: Americorps Service Placements, Bonnie Erickson, MOU signed
- UW Geology Museum: Nature Science based Learning, Brooke Norsted

How do these partnerships enhance this proposal?

Partnerships allow for unique and rewarding program enhancements and enables staff to support the program as a whole, while the partners focus on specific content areas. Youth can access new experiences and learn from 'experts' within a particular field or focus area. In addition, Bayview's partnerships make it possible for Bayview to offer opportunities and resources to children and families that would not be feasible otherwise. For example, through a partnership with Madison Audubon Society, children are able to go on field trips to the UW Arboretum and Devil's Lake; through a partnership with the Lussier Family YMCA, children have access to free, high quality swimming lessons, making them safe and comfortable around water; through a partnership with Wheels for Winners, youth have access to free and safe bikes.

What are the decision-making agreements with each partner?

Bayview's staff provide space, travel, and support our partners in any way to be successful in providing holistic experiences for participants. Prior to new partnerships being established, Bayview's Program Manager and Program Coordinators meet with potential partners to determine if their core values and pedagogical approach align with Bayview's values and philosophies. Additionally, the primary staff(s) who will be facilitating programming come to the program to build rapport with participants. This happens before the program partnership is established in order for partners to get to know participants and their interests, and allows them to be more intentional about how they plan and implement programming at Bayview. In addition, participants are more likely to engage and participate in these programs due to their familiarity with the facilitator, which leads to greater impact. Program staff always look over lesson plans and discuss any modification needed to better fit Bayview. This is always done side by side with our partners through dialogue and co-designing. Our partnerships are based on mutual initiative and passion for BIPOC participant's advancement.

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

Given that Bayview is a neighborhood center, our charter is to provide wraparound services and support to children and their families. Bayview takes great pride in being a community space where children and families can easily get information about an array of community services and referrals. Because Housing staff meet in person with each household on an annual basis at minimum to review household make-up, finances and current needs, Bayview has a deep understanding of the challenges and needs of every resident. As a result of these meetings, Bayview Bilingual Resident Specialists support residents through preventative work, case management, and crisis intervention. This includes, but is not limited to, support around apartment hygiene and housekeeping, benefits counseling, food access, financial assistance, and social isolation.

For childhood mental health, Bayview works primarily with Anesis Therapy to find therapists for youth in the community. Program staff assist families in this process by coordinating language interpretation, filling out paperwork at Bayview, helping navigate insurance coverage, providing a warm hand-off at the first session, and hosting private office space so youth can meet with a therapist at the community center. Bayview acts as a bridge between youth and therapists, creating access to services that otherwise might not be accessible to youth at Bayview.

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

- A. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements are addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)? Are there any other program quality standards, tools or measurements that you use with this program? If yes, please list and describe.

1) Intentional Program Design

With a full-time elementary program coordinator and two to three qualified, dedicated part time youth workers, Bayview's after-school and summer programs are intentionally designed, implemented, and evaluated. A variety of activities, such as those already listed, align with program goals. Activities are regular and on-going so that youth have consistency and the opportunity to master skills.

2) Supportive Relationships with Youth

Developing and promoting healthy relationships and positive behavior are an indispensable piece of successful programming at Bayview. Children have the opportunity to form relationships with at least three consistent and dedicated Bayview staff and other adult volunteers. Staff carefully model respect and kindness and provide redirection to children when necessary. Elementary Program staff meet once a week to review program priorities and to address youth needs. Support strategies are discussed at this time so that all youth have a successful time in programming and can develop cooperation, social skills, and friendships.

3) Youth Voice and Leadership

Bayview staff regularly and frequently recognize and praise children for their unique contributions to the program. Children's art is displayed throughout the program room. Staff solicit children's feedback and implement their suggestions as possible, and youth are given opportunities to make substantial impacts on programs. We've designed and implemented leadership groups for K-3rd and 4-5th graders in order to make the program more engaging and developmentally appropriate for the different age groups.

4) Racial and Cultural Inclusion

Bayview promotes racial and cultural diversity at all levels of the organization through programming and striving to hire staff that reflect the diversity of our service population. Staff who work with youth are trained on how to engage children of all ages in developmentally-appropriate, productive, positive, and empathetic discussions about race, culture, and diversity. Children are also encouraged to express their culture and diversity while also embracing others. Staff are encouraged to identify and investigate their own biases. In the program, children are encouraged to speak in whatever language they feel most comfortable. Being multilingual is viewed firmly as an asset. For children and families who are not comfortable communicating in English, bilingual staff members, interpreters and translation services are made available.

5) Community and Family Engagement

The Elementary Program Coordinator and Program Staff cultivate deep connections with teachers and staff at Franklin Elementary and Randall Elementary—the school's Bayview's students attend—in order to provide wraparound support to children and families. Staff communicate and engage with parents, guardians, and families regularly. Bayview's comprehensive programs empower parents to build more connections between each other and create a deeper sense of acceptance and tolerance in their children and the community. Bayview has plans to increase parent engagement by hosting even more family nights where families can gather for a meal and an engaging activity together. There are also plans for these family nights to include MMSD staff members in order to foster a stronger bridge between school and home.

6) Organizational Management and Staff Support

With a full-time Elementary Program Coordinator and two to three part-time staff members, Bayview's Elementary Program has a sustainable staffing structure. All staff receive formal, in-depth orientation training and are offered on-going professional development opportunities as well as informal feedback and training as needed.

7) Environment and Safety

Bayview’s Elementary Program strives to promote and/or improve the safety, health, and nutrition of all children. Bayview staff receive training on how to handle different situations, how to properly supervise children, and how to identify and solve potential risk factors in the program spaces. Additionally, Bayview is constantly reassessing program spaces so that the multi-purpose rooms are accessible, safe, inclusive, comfortable and aesthetically pleasing.

In order to ensure quality improvement Bayview staff work to continually align with MOST’s effective practices. When writing quarterly service reports, the Elementary Program Coordinator will comment on areas in which Bayview excels in aligning with MOST’s Effective Practices and will identify practices where there is the most room for improvement and where program time will be focused in the next quarter. The part-time staff will evaluate Bayview’s alignment with MOST’s Effective Practices on a quarterly basis. They will identify which area(s) Bayview excels in and which areas have the most potential for growth. They will also be asked to share their ideas on how Bayview can align more closely with the best practices.

B. Program Outputs - Unduplicated School-Age Children or Youth and Program Hours

Total Annual Unduplicated Children or Youth participating in proposed program: 35

Total program hours annually: 550

C. Program Outcomes

Please describe the data and the data source used to choose your outcome objectives?

In Bayview’s 2022 Youth and Family Survey conducted by the Youth Advocacy and Support Program, an overwhelming majority of respondents shared that they value academic achievement, and want to work towards finding and maintaining more success at school. A study conducted by the Harvard Family Research Project, *After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It*, found that elementary school students who participated in afterschool programs showed significant improvements in their academic performance, including higher test scores, improved grades, and increased homework completion rates.

Respondents of Bayview’s survey also overwhelmingly shared that they value being connected to the community and are seeking more opportunities to build strong relationships with their neighbors by giving back to the community. A study published in the *American Journal of Community Psychology* found that participation in high-quality afterschool programs was associated with increased empathy and cooperation among participants.

In the *Building Human Capital: School-Age Child and Youth Development 2023 Policy Paper*, Wellness and Social Emotional Programming was listed as a priority across all age groups. A study published in the *Journal of Youth and Adolescence* found that participation in afterschool programs was associated with higher levels of social-emotional wellness and positive peer relationships.

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

Outcome Objective #1: Participants will display positive growth in the areas of academics and educational skill building (n=35)				
Performance Standard	Targeted Percent	100%	Targeted Number	35
Measurement Tool(s) and Comments: Pre-post evaluation by the Elementary Program Coordinator and staff in cooperation with Franklin and Randall Elementary.				

Outcome Objective #2: Participants will demonstrate improved cooperative, pro-social skills and behavior with peers. (n=35)				
Performance Standard	Targeted Percent	100%	Targeted Number	35
Measurement Tool(s) and Comments: Pre-post evaluation by the Elementary Program Coordinator and staff.				

Outcome Objective #3: Participants will demonstrate engagement in community leadership and service (n=35)				
Performance Standard	Targeted Percent	75%	Targeted Number	27
Measurement Tool(s) and Comments: End of year evaluation by Elementary Program coordinator that tracks if youth have participated in a community service event in every quarter of the calendar year.				

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

D. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses?

- DESSA tracking: Tracks social and emotional wellness for grades 4-5
- SAYO-Y: youth perspectives survey that tracks program experiences, future expectations, and sense of competence
- Most Information System (MIS) to track program attendance, school attendance, missing assignments, GPA
- Youth goal setting
- Quarterly Service Reports
- Quarterly Expense Reports
- Tutoring and academic coaching volunteer logs
- Monthly housing reports for demographics of Bayview Townhouses residents

All reporting systems, tools and report documents are only accessible to Bayview staff. Demographic information is kept absolutely confidential and all staff and volunteers are required to sign the organization's Confidentiality/Non-Disclosure Agreement on an annual basis. All program files that include demographic and/or sensitive information are kept in locked filing cabinets. Client conversations that include sensitive information are held in private offices and meeting rooms and information is shared with other staff on a strict, need-to-know basis.

6. PROGRAM LOCATION

A. Address(es) of the site where programs will occur:

Bayview Foundation
601 Bay View
Madison, WI 53715

Franklin Elementary School
305 W Lakeside St
Madison, WI 53715

Randall Elementary School
1802 Regent St.
Madison, WI 53726

7. PROGRAM STAFFING AND RESOURCES:

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

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Elementary Program Coordinator	Bachelor’s degree in education or related field and/or at least three years of experience working with youth; experience working in diverse communities with youth who are culturally, racially and ethnically diverse; bilingual preferred	Bayview Foundation, Franklin, and Randall	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	1.0	
Elementary Program Leader - School Year	High School diploma, experience with children, CPR certification	Bayview Foundation, Franklin, and Randall	<input checked="" type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	0.5	
Elementary Program Leader - School Year	High School diploma, experience with children, CPR certification	Bayview Foundation, Franklin, and Randall	<input checked="" type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	0.5	
Elementary Program Leader - Summer	High School diploma, experience with children, CPR certification	Bayview Foundation	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		0.625
Elementary Program Leader - Summer	High School diploma, experience with children, CPR certification	Bayview Foundation	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		0.625
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		

			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
Please complete the total FTE for the applicable time period	School Year:			1.0	
	Year-Round			1.0	
	Summer				1.25

*Use one line per individual employee

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

Program volunteers who have direct contact with Bayview participants are required to complete a volunteer application form that is submitted to Bayview staff. If the volunteer's interests, skills and availability match program needs, then an in-person meeting and/or orientation is scheduled. All volunteers who work directly with participants are required to undergo a background check. Once a volunteer is placed in a program, they are oriented and/or trained as needed by program staff. This involves tasks and responsibilities related to their specific roles, as well as a thorough orientation around cultural competency to ensure that volunteers are comfortable navigating racially and ethnically diverse spaces. Volunteers sign in and out, tracking their hours, via an online Google Form. Program staff monitor and supervise all volunteers and provide coaching and redirecting as needed. If volunteers come from UW, MATC and/or Edgewood, and receive class credit for their volunteer work, their progress is both monitored by Bayview as well as their individual professors. Bayview staff communicate with partner college and university staff and teachers, as needed, if issues arise.

B. Other program Resources/Inputs (such as program space, transportation or other resources necessary for the success of your program):

Bayview has two 15-passenger vans for field trips and other excursions. In January of 2024, Bayview will open the doors of its new 11,500 square foot community center, featuring over 3,000 square feet of classroom spaces, including upper and lower elementary, middle, high school, early childhood/family education and multipurpose classrooms, and a teaching kitchen. Arts and cultural programming will flourish with a Maker Space/STEAM hub, Art Classroom, and an Artist Residency Studio. The new center is designed to flexibly accommodate many different uses and to grow with the organization. The redesigned Bayview will also have a basketball court, playground, community green and other gathering spaces that could be used for programming. In the summer, outdoor program space is augmented by a sturdy 20x10 foot program tent.

8. BUDGET

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

The budget template can be found on the [CDD Funding Opportunities website](#).

9. IF APPLICABLE, PLEASE COMPLETE THE FOLLOWING:

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

B. Disclosure of Contract Failures, Litigations

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



School-Age Child and Youth Development 2023 Request for Proposals PART 2 - Program Narrative Form

Submit Application to: cddapplications@cityofmadison.com

Deadline: 4:30 p.m. (CDT) on **May 15, 2023**

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

Part 2 – Program Narrative Form MUST be completed for EACH PROGRAM for which you are asking for funds.

Responses to this RFP should be complete but succinct. Materials submitted in addition to Part 1 - Organization Narrative, Part 2 - Program Narrative(s) and Part 3 - Budget Narrative will not be considered in the evaluation of this proposal. *Do not attempt to unlock/alter this form.* Font should be no less than 11 pt.

If you need assistance related to the **content of the application** or are unclear about how to respond to any questions, please contact CDD staff: Yolanda Shelton-Morris, Community Resources Manager yshelton-morris@cityofmadison.com or Mary O'Donnell, Community Development Specialist modonnell@cityofmadison.com. We are committed to assisting interested organizations understand and work through this application and funding process.

If you have any questions or concerns that are related to **technical aspects** of this document, including difficulties with text boxes or auto fill functions, please contact Jen Stoiber – jstoiber@cityofmadison.com

Legal Name of Organization:	Bayview Foundation, Inc.	Total Amount Requested for this Program:	\$ 20,419
Program Name:	Middle School Program Multi-Focused Year Round	Total Program Budget:	\$ 58,340
Program Contact:	Nate Schorr	Email: nateschorr@bayviewfoundation.org	Phone: 608-256-7808

AGE Group and Program TYPE: Select ONE Program Type under ONE Age Group for this form.

Elementary

- | | |
|---|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only |
| <input type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

Middle School

- | | |
|--|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only |
| <input checked="" type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

High School

- | | |
|---|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only |
| <input type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

PLEASE NOTE: Separate applications are required for each age group and distinct/stand-alone program. Programs are considered distinct/stand-alone if the participants, staff and program schedule are separate from other programs, rather than an activity or pull-out group.

1. PROGRAM OVERVIEW

- A. Need: Briefly describe the need in the City of Madison for the programs included in this application, including the source of the data used in your response.

According to the Madison Metropolitan School District, there remains a significant gap in academic achievement between low-income BIPOC students and their peers. The 2019-2020 academic year showed that only 43% of Black/African American students in grades 6-8 were proficient in English Language Arts, compared to 80% of their White counterparts. Similarly, only 21% of Black/African American students in grades 6-8 were proficient in Mathematics, compared to 70% of White students. Additionally, only 61% of low-income middle school students in MMSD are meeting grade-level expectations in English Language Arts, compared to 82% of non-low-income students.

COVID-19 pandemic isolation has added to these challenges. The City of Madison CDD's policy paper, Building Human Capital: School-Age Child and Youth Development connects the struggles in school and mental health with the significant disruption in youth programming during the pandemic. Youth experienced prolonged periods of social isolation and increased screen time due to remote learning and social distancing measures, and became disconnected from school, out-of-school time activities and organizations where they regularly accessed social connections with peers and support from caring adults - the types of programming that fosters positive youth development.

The Building Human Capital paper emphasizes the critical importance of out-of-school programming for the academic and social-emotional development of school-age children and youth. It highlights the need for high-quality programming that is accessible and affordable, particularly for low-income families and families of color.

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

Bayview's Middle School Program exists to support the growth of youth through a holistic lens. In connection and collaboration with families, schools, and community partners, we endeavor to ensure that all youth will be supported in working towards:

Academic Success

- Attaining grade level proficiency and/or continuous improvement in all core subject areas each school quarter
- Identifying personal SMART goals for academics and executive skill growth areas to be able to identify and take pride in accomplishments
- Accessing the support and guidance needed to narrow gaps in academic learning by providing 1-on-1 tutoring, in-school academic coaching, and mentorship.
- Building and maintaining self confidence and self advocacy skills for the youth to be able to feel comfortable in communicating with their teachers and feel belonging in their classrooms.

Social, Emotional and Physical Wellness

- Navigating through the world with the confidence to achieve personal goals
- Respecting themselves and take good care of their bodies and minds
- Articulating and maintaining appropriate boundaries in all relationships
- Engaging in healthy and mutually respectful relationships
- Embrace their unique backgrounds and feel a sense of connection, pride and engagement to their cultures through cultural socialization

Art, Creativity and Culture

- Express themselves through the arts about topics that matter to them, with confidence and pride
- Ask questions, take risks, and think critically about the world around them to fill gaps in knowledge and understand their part in making the world a better place
- Increase awareness of artistic and cultural traditions from around the world to develop cultural competency, tolerance, and respect for all kinds of diversity
- Recognize societal structures of racism and discrimination and using taught coping strategies for racist experiences and marginalization
- Trying new experiences and not excluding themselves from participating in certain activities or opportunities due to preconceived notions of limitations due to race, gender, ability, neurodivergence, sexuality, and/or socioeconomic status.

Youth Leadership and Advocacy

- Feel empowered to serve as leaders in their community and school settings
- Identify issues in their communities and create solutions that lead to real change in their life and the lives of others
- Understand the strength of collaboration and have the skills to organize and mobilize groups to execute initiatives that they are passionate about
- Determine how and when to seek additional support and resources to meet a specific goal
- Understand the relationship between power and privilege and how to leverage them in advocating for change, themselves and others.

Community Engagement

- Understand and act on their part in making Bayview a better place to live
- Invest in Bayview being a beautiful, welcoming and safe place
- Contribute to the health, wellbeing and longevity of Bayview
- Expand their definition of community to include all of Madison, in addition to Bayview

Having FUN

- Being able to be fully present in the moment and enjoy experiences
- Creating and upholding a culture of belonging for their peers to feel comfortable enough to express themselves openly and let loose

- Understand that working towards achieving their goals and having fun aren't mutually exclusive
- How to cultivate joy in all aspects of life and maintain balance as they get older

Bayview's goals for youth are integrated into both daily programming and long-term program planning. The result is high-quality, free out of school time programming for youth who live at Bayview and in the neighborhood. The goals are multifaceted, approaching youth development with an intentional focus on academic, social-emotional learning, physical and mental health, and healthy relationships.

C. Program Summary (3-5 sentences):

Bayview provides quality out-of-school academic, social, cultural, recreational, and wellness programs for middle school youth, steps from where they live. With close connections to teachers and school staff, program leaders reinforce academic lessons, provide help with homework and bridge school-parent communication gaps when needed. Arts programming elevates voices, and honors and celebrates cultural traditions. Leadership, employment and community engagement opportunities foster both positive personal development and contributions to the community. Group and individual programming work to destigmatize conversations around mental health, increase feelings of emotional and social wellbeing, deconstruct daily challenges, and provide a robust system of support for youth.

2. POPULATION SERVED

A. Proposed Participant Population: Describe the intended service population that will be impacted by this program (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, if applicable etc.) AND how this population was involved in the development of this program proposal.

Based on Bayview's May 2023 housing report, 275 low to moderate income residents live at Bayview Townhouses. The community is extremely diverse and most residents come from immigrant and refugee backgrounds, including: 48% Hmong; 10% Vietnamese, Cambodian, or Laotian; 25% Latino; 15% African/African American; and 2% White/Native American. There are more than 85 children between the ages of 0 and 18 and approximately 70 seniors over the age of 60 living at Bayview. The majority of the apartments have female heads of household. The primary languages spoken at Bayview include: Hmong, English, Spanish, Vietnamese, and Cambodian. Approximately 50% adults and seniors living at Bayview are non-English speakers and have very limited proficiency in English reading, writing and speaking. The other 50% of adults have some proficiency and/or are bilingual in more than one language, including English and their native language/s. While English is not the primary language spoken in the majority of homes at Bayview, nearly all of the children at Bayview are bilingual. Residents at Bayview are low to moderate income and the average annual income is \$17,000 per year; approximately 90% qualify for a HUD rental subsidy and only pay 30% of their annual income on rent.

The majority of Bayview's program participants live at Bayview; however, some come from the surrounding neighborhood, including CDA's Section 8 and public housing on the Triangle and the Monona Bay neighborhood. According to CDA data, the average household income for CDA residents is \$10,000. For Monona Bay residents, the average household income is approximately \$25,000 (as cited in the Neighborhood Indicators Project data set). Bayview's Middle School Program is reflective of the overall Bayview resident population and includes approximately 44% Asian, 33% Latinx and 22% African/African American. On average during a calendar year, 27 children ages 11-14 attend programming.

This program is continually designed and adapted based on the community's input. One of Bayview's core organizational values is "Voice", and the community believes it is best served when everyone is heard, understood and included. Bayview's model makes engagement both natural as well as a truly integral part of the program. The community center's comprehensive programming provides support to whole families in such a way that the support systems for youth are seamlessly integrated with the support systems for their siblings, parents, and caregivers. Program design is a constant presence in the work, and it engages families through both formal and informal processes. Extremely close relationships and frequent contact with residents and participants means that feedback happens informally on a daily basis. Formally, Bayview conducts regular community needs assessments, including one-to-one surveys -- by language -- that have the residents evaluate satisfaction related to all areas of the organization. Additionally, housing staff meet in person with each household on an annual basis at minimum to review household make-up, finances and current needs around programming which are then relayed to program staff.

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	9	33%
Black/African American	6	22%
Asian	12	44%
American Indian/Alaskan Native	0	0%
Native Hawaiian/Other Pacific Islander	0	0%
Multi-Racial	0	0%
Balance/Other	0	0%
Total:	27	
Ethnicity		
Hispanic or Latino	9	33%
Not Hispanic or Latino	18	67%
Total:	27	
Gender		
Boy/Man	13	48%
Girl/Woman	14	52%
Non-binary/GenderQueer	0	0%
Prefer Not to Say	0	0%
Total:	27	

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

The majority of Bayview’s adult residents are non-native English speakers and/or bilingual. Most youth are growing up in households where English is the second language and a family’s native language is spoken first and English is spoken second. Nearly all of the youth at Bayview are bilingual and bicultural. Bayview’s services and programs reflect the population served and involved and cultural relevance and sensitivity to language is at the heart of what we do.

Half of Bayview’s 18 staff members are bilingual with English, Spanish, Hmong, Lao, and French all being spoken fluently by at least one staff member. Bayview also utilizes a recurring group of interpreters for other languages and to better serve bigger events with larger groups of people. Additionally, Bayview makes a point of hiring people who share the lived experience and identities of those living in the community or accessing center services. Of Bayview’s 18 staff, a majority are BIPOC, and roughly 25% are current or former residents of the community. The diversity of staff means each is able to amplify and respond to varying cultural perspectives and to connect in Bayview’s many languages.

Staff are available to support families in need of interpretation and translation services. Interpretation in Hmong and Spanish is provided at all meetings and events. In addition, program materials, including flyers, letters, notices, etc., are evaluated for use of Plain English and pictorial representations are utilized as much as possible in addition to text. All programs and services are evaluated through a lens of cultural and linguistic relevance and sensitivity. Bayview staff provide detailed information and support to project partners to increase their awareness and competencies in working with such a diverse group.

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

Bayview provides youth program registration information to all families who live at Bayview Townhouses. Information and registration forms are discussed and shared when new families move into apartment units and are also distributed to each household during the program registration periods which include late summer for school year programming and late spring for summer programs. Information about

other out of school programs, special projects and events are shared throughout the year via the following methods: flyers distributed door to door, postings at the community center, word of mouth, phone calls and email (when provided).

Bayview staff schedule in-person, open program registration periods in late summer and late spring to assist families with completing the forms and submitting the required documentation. Given the number of families who speak English as a second language, it's very important to host in-person registration. Bayview staff who are bilingual call families to make sure they have the information needed and understand the registration process. Bayview residents receive priority; however, if space permits, programming is open to the public, including CDA residents. Bayview's youth programs are free of charge. Other than the completion of the registration form which includes parent/guardian signatures in several areas, there is no other intake and/or assessment process in place. If a student needs special support and/or medical attention during their participation in Bayview programs, their situation is evaluated by staff and Bayview determines if the organization has the capacity to meet their needs. Bayview staff have strong relationships to families and parents and issues can be addressed quickly and directly as they arise. Bayview staff are in regular contact with MMSD teachers, guidance counselors, bilingual resource specialists and social workers to understand and address any issues and/or concerns that may impact program participation.

Participants and their guardians are required to fill out waivers and attendance is tracked in the MIS system on a daily basis. Program assessment and evaluation involves community conversations in which youth participants share opinions on how the program is going, what they would like programming to look like, and vote on activities. Bayview staff also use the DESSA to track youths' social and emotional learning. Finally, to record attendance in programming, Bayview staff use MOST MIS.

3. PROGRAM DESCRIPTION AND STRUCTURE

- A. **Activities:** Describe your proposed program activities. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

Middle School Programming at the Bayview is designed to encourage and enhance student voice, agency, and to expose middle school participants to new opportunities. Bayview accomplishes this through: cultivation of community among middle school participants, exposure to resources and new opportunities, community partnerships, academic support, and more. More specifically, we plan activities that aim to reinforce our program goals and uphold our shared values:

Academic Success:

- Homework Clubs
 - 5th & 6th Grade Homework Club
 - Teen Homework Club: Volunteers assist middle school participants with homework, projects, and academic organization after regular programming has ended so youth can have time to unwind and have fun after school, while also being provided time to do their homework. They are grouped together by grade level within the clubs to promote collaboration through teamwork and peer tutoring.
- Academic Coaching at Hamilton during the school day: A Full-Time Americorps member attends core subject classes with youth who are struggling academically to learn core subject curriculum in order to tutor the youth better to achieve grade-level competencies. This makes Bayview youth feel more seen and heard in their classroom and they are able to get the extra support they need to succeed.

Social, Mental, and Physical Wellness & Youth Leadership and Advocacy:

- Teen Nights - Held on early release days, Teen Nights have remained the most popular day of the week and certainly set a positive tone for youth for the rest of the week. Teen Nights often include a sit down dinner, team building games, field trips, movies, or other activities that are chosen by the youth as a group.
- Teen & Talk - Space and time is created to allow middle school participants to come together to discuss topics they may not be able to talk about with their families or teachers, what they would like to see

in programming, and any issues that may arise within society. This is a space for the youth to speak openly and without judgment to ask questions, have debates, and educate themselves on the facts of important matters to then form their own opinions.

- Passive planned activities to unwind like making slime, origami, finger-knitting, cup stacking, etc. are facilitated on a daily basis during programming.

Art, Creativity, and Culture:

- Cooking - The recipes are chosen by staff, based on the input from the youth. Cooking lessons are centered around a culturally relevant cooking activity so the youth have some sense of connection or agency within the cooking lesson. Once the food is done, they share a sit down meal together to foster community.

- Art - Art projects are offered on a weekly basis and are co-planned with the youth. Art activities focus on creating a positive experience in expression and vulnerability through art. Although the subject matter is up to the individual, most youth use art to communicate messages that address social justice and other societal issues.

- Field Trips - Youth are taken to dance studios, art galleries, art studios, music rooms, and other creative spaces to learn from experts and experience the full spectrum of diversity within the arts. We believe in the power of experiential learning and coordinate field trips that allow the youth the opportunity to try less accessible forms of art. For example, an introductory aerial class at the Madison Circus space or pottery lessons at Midwest Clay Project studio.

Community Engagement

- Group Service Events - youth are given volunteer opportunities at community events to build up service hours and be leaders within the community. They are put in roles where they are responsible for helping their neighbors and creating positive relationships.

- Community Crisis Response Team - our youth have started their own task force when the community experiences crisis and we decided to maintain this group. For example, when the water pipe burst at Bayview and no one had access to any water, the youth delivered water bottles to all the households. The CCRT gathers whenever there is a problem and are guided by staff to create a quick solution and then are supported in execution.

Youth Employment

- Bayview Youth Leaders in Training - Beginning in mid-June, Middle School Participants in work in the Bayview Youth Leaders in Training program where their group-based work has a focus on food social justice. This program takes place over a 10-week period in the summer where participants work on an organic garden nearby, growing produce for Bayview’s food access programs. Participants receive personal and professional development lessons weekly on topics like understanding your strengths and weaknesses, better communication, manners and social skills, and how to behave in formal vs informal settings.

These activities encourage participants to engage in activities that will assist in the building of life-skills and social and emotional skills to help them excel in middle school both academically and socially.

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

Table 1

Location(s): Bayview Community Center			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year	3:00 pm	6:00 pm
	Summer	11:30 am	1:30 pm
Tuesday	School Year	4:00 pm	8:00 pm
	Summer	11:30 am	1:30 pm

Wednesday	School Year	4:00 pm	7:00 pm
	Summer	11:30 am	1:30 pm
Thursday	School Year	4:00 pm	8:00 pm
	Summer	11:30 am	1:30 pm
Friday	School Year	4:00 pm	6:00 pm
	Summer	12:00 pm	5:00 pm
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

Table 2

Location(s):			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer		
Tuesday	School Year		
	Summer		
Wednesday	School Year		
	Summer		
Thursday	School Year		
	Summer		
Friday	School Year		
	Summer		
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

If applicable, please list the third location and any subsequent locations. Include the specific program schedule(s) differences as compared to the programs included in the tables above.

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

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location #1: Bayview Foundation					
School Year	5 days per week	3 hours per day	38 weeks	1:15	13
Summer	3 days per week	4 hours per day	10 weeks	1:15	13
Location #2 (if applicable):					
School Year					
Summer					

--	--	--	--	--	--

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

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

If applicable, please list any other locations and note any differences in the program structure as compared programs included in the table above.

4. ENGAGEMENT, COORDINATION AND COLLABORATION

- A. Family Engagement: Describe how your program will engage parents/guardians and families in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

Bayview’s model makes family engagement both natural as well as a truly integral part of the program. The community center’s comprehensive programming provides support to whole families in such a way that the support systems for youth are seamlessly integrated with the support systems for their siblings, parents, and caregivers. As resident voice is prioritized at Bayview, this core organizational value plays out in how families are engaged deeply through both formal and informal processes.

Formally, Bayview’s staff engage parents and caregivers with direct coaching and education around childhood mental health in order to reduce stigma and identify resources for their child. This creates unique opportunities for staff to understand the intimate needs of family members of youth in the program. Dedicated family engagement programs such as Family Fun Nights and upcoming Parent Support Groups enhance these efforts. These programs facilitate more seamless and comfortable communication between everyone at Bayview in order to more effectively support youth and their caregivers. Staff conduct an annual survey of youth and parents to better understand their strengths, what they enjoy, and how they would like to grow. Some information that has been recently garnered from is that both parents and youth of all ages value being successful at school, connecting to a sense of community, and preparing for the future. In seeing this, Bayview staff established a weekly practice of “Lunch Clubs” at Franklin, Randall, Hamilton, and West in order to help foster that sense of community within the school day.

Informally, Bayview staff develop deep and trusting relationships with families through a variety of touchpoints. This includes advocating with parents for youth at school throughout the year. This sometimes looks like helping parents coordinate meetings with school counselors or teachers, sitting in on meetings to help take notes or make MMSD staff’s language more accessible, or even helping initiate the IEP assessment process. Should challenging behaviors with youth arise during Bayview programming, youth programs staff will frequently communicate what they are observing to parents. Through these conversations, staff and families collaborate to create action plans to address harmful behaviors through a restorative justice approach.

- B. Neighborhood/Community Engagement: Describe how your program will engage neighborhood residents or other relevant community stakeholders in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

The success of Bayview is built on relationships and trust. Bayview staff generally know the names of every Bayview resident. Programs and services are accessed by community members of all ages, so one-to-one relationships form naturally and staff come to know about the specifics of each person and family. Engaging community members in decision making, policy development, and program design is at the core of what Bayview does. Staff hold the perspective that all program and service areas are interrelated and must be considered when evaluating a program’s impact and effectiveness. Because of these interwoven and organic relationships, Bayview is receiving and incorporating feedback informally on a daily basis across all areas of the organization.

In terms of formal feedback and and input, Bayview conducts regular needs assessments, including one-to-one surveys -- by language -- that have the residents evaluate satisfaction related to: housing, resource access, food access, youth programming, early childhood, adult and senior programming, health and wellness, financial and digital literacy, and art and culture. Housing staff meet in person with each household on an annual basis at minimum to review household make-up, finances and current needs. Ongoing assessment is part of each Bayview program, and we conduct surveys to evaluate them annually. Goals and outcomes are built into each program, and results are measured against them.

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Hamilton Middle School	<p>Communicating and helping troubleshoot any barriers that prevent youth from succeeding</p> <p>Help coordinate logistics for in-school support measures</p> <p>Increased presence within the community to foster better parent-teacher relationships</p> <p>Reduce financial barriers to opportunities through school and intentional outreach for awareness</p>	<p>Bethany Cooke, School Social Worker</p> <p>Danny Keegan, Assistant Principal</p> <p>Kris Anderson, MSCR Site Director</p> <p>Various core subject teachers</p>	No
PASS Americorps	Support Middle/High School Coordinator, tutor at Velma Hamilton Middle School	Bonnie Erickson, PASS AmeriCorps Coordinator	Yes
UW - Madison	Schools of Human Ecology, Social Work, and the Art service learning provide interns and volunteers that help support our many activities	<p>Angela Johnson, Art Professor</p> <p>CLSJ Program Advisors & Administrators</p> <p>Hadeel S. Hasan</p>	Yes
MAYDM	<p>Provide opportunities for our youth to participate in conferences, workshops, and other STEM activities</p> <p>Works with teen program coordinator to facilitate STEM activities specifically for Bayview youth and create positive relationships with science</p>	<p>Christina Outlay, CEO</p> <p>Ben Pate, Program Coordinator</p>	No
MSCR	<p>Help coordinate access to unique outdoor experiences and outdoor education</p> <p>Provide resources to the teen program coordinator</p> <p>Help connect program staff to school staff when communication</p>	Liz Just, MSCR Community Outdoor Recreation and Camps Specialist	No

	is challenging and help plan logistics		
Summit Credit Union	Provide financial wellness education for participants in order to support them in how to safely manage their money Provide easy access to safe and appropriate banking services	Kristel McHugh, Financial Education Specialist	No

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

- Madison Ballet: Facilitate dance programming, Ja'Malik, Artistic Director
- Dane County Parks and Recreation: unique outdoor experiences and outdoor education, Amy Cox
- Brittingham Boats: Unique lake experiences and education, Stephan Reinke, MOU Signed
- Midwest Clay Project: Pottery and ceramic art education, Brian Kluge, MOU Signed
- MOST: Resources and professional development for staff, foster connections between similar organizations for youth and promote collaboration, Nathan Beck

How do these partnerships enhance this proposal?

Partnerships allow for unique and rewarding program enhancements and enables staff to support the program as a whole, while the partners focus on specific content areas. This allows youth to access new experiences and learn from 'experts' within a particular field or focus area. In addition, Bayview's partnerships make it possible for Bayview to offer opportunities and resources to children and families that would not be feasible otherwise. For example, through a partnership with Dane County Parks and and Recreation, youth are able to access unique field trip experiences at various parks across the county to; through a partnership with Madison Ballet youth were able to complete a Young Choreographers Curriculum at the Overture Center, through a partnership with Midwest Clay Project, youth have the opportunity to practice pottery and ceramic art at an off-site studio

What are the decision-making agreements with each partner?

Bayview's staff provide space, travel, and support our partners in any way to be successful in providing holistic experiences for participants. Prior to new partnerships being established, Bayview's Program Manager and Program Coordinators meet with potential partners to determine if their core values and pedagogical approach align with Bayview's values and philosophies. Additionally, the primary staff(s) who will be facilitating programming come to the program to build rapport with participants. This happens before the program partnership is established in order for partners to get to know participants and their interests, and allows them to be more intentional about how they plan and implement programming at Bayview. In addition, participants are more likely to engage and participate in these programs due to their familiarity with the facilitator, which leads to greater impact. Program staff always look over lesson plans and discuss any modification needed to better fit Bayview. This is always done side by side with our partners through dialogue and co-designing. Our partnerships are based on mutual initiative and passion for BIPOC participant's advancement.

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

Given that Bayview is a neighborhood center, our charter is to provide wraparound services and support to children and their families. Bayview takes great pride in being a community space where children and families can easily get information about an array of community services and referrals. Because Housing staff meet in person with each household on an annual basis at minimum to review

household make-up, finances and current needs, Bayview has a deep understanding of the challenges and needs of every resident. As a result of these meetings, Bayview Bilingual Resident Specialists support residents through preventative work, case management, and crisis intervention. This includes, but is not limited to, support around apartment hygiene and housekeeping, benefits counseling, food access, financial assistance, and social isolation.

For childhood mental health, Bayview works primarily with Anesis Therapy to find therapists for youth in the community. Program staff assist families in this process by coordinating language interpretation, filling out paperwork at Bayview, helping navigate insurance coverage, providing a warm hand-off at the first session, and hosting private office space so youth can meet with a therapist at the community center. Bayview acts as a bridge between youth and therapists, creating access to services that otherwise might not be accessible to youth at Bayview.

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

- A. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements are addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)? Are there any other program quality standards, tools or measurements that you use with this program? If yes, please list and describe.

Intentional program design: Bayview sets clear, focused goals that are aligned with the MOST mission to ensure that all of Madison's children and youth have access to comprehensive, high-quality, out-of-school time; by supporting positive youth development, educational achievement, programs that support positive youth and by supporting college, career and community readiness. Bayview's afterschool programming does this by offering structured activities, healthy snacks, competent staff, volunteers, and tutors. These staff, tutors, and volunteers offer resources to encourage participants to build the skills to complete school day assignments on time, as well as supplement out of school time: they assist in participants' development healthy social and emotional skills by leading activities, playing games, and developing relationships with participants, which allows for mentorship around topics like college and career. This program works on developing the youth personally so that they can then use their awareness about themselves to better navigate society. We focus more on learning what skills they will need to better citizens within their own community and building an awareness of self.

Supportive relationships with youth: Supportive relationships with youth are fostered through a curriculum that aligns with Bayview's Youth Program Goals in addition to the MOST mission. This curriculum is designed for staff, tutors, and volunteers to encourage age-appropriate interaction with youth and focus on positive reinforcement, supplementing education, allowing youth to lead the conversation and share opinions, and sharing any concerning comments with the teen program Coordinator.

Youth Voice and Leadership: To incorporate the strengths and interests of youth in programming, youth are always asked to take initiative in sharing ideas for activities and after school, then all their activities are incorporated in the program to reflect that they are heard. This encourages student voice and agency, in addition to centralizing programming in the community that the program serves.

Racial and Cultural Inclusion: Part of fostering wellness is moving to be more inclusive and anti-racist. Youth of color are subjected to discrimination, racism, prejudice, and injustice almost on a daily basis. Being that most of their time is spent at school and here at Bayview, we are often the first people to hear about things that happen to them or that they've seen, so positive cultural socialization and bias preparation are ingrained as much as possible. Through verbal sharing, language, and culturally specific activities, youth often choose to share about their cultural heritage, speak in the languages they speak at home, and participate in activities that they have suggested. Activities such as art, group games, music, dancing, and cooking are all planned to showcase parts of the many cultures the youth represent here. We also make sure that our staff team, volunteers, and interns are diverse in gender, race, sexuality, personalities, and neurodivergence.

Community and Family Engagement: Community and family engagement is encouraged in programming at Bayview through the exploration and involvement in community. The youth are encouraged to volunteer at community events and showcase their accomplishments when possible. In terms of family engagement, Bayview programming is committed to continuing our transparent communication practices with families through weekly newsletters, texts, phone calls, house visits, informational events for major trips, and flyers. We make it a point to talk to parents and keep them informed of what's going on in our program and take their feedback into consideration when designing activities and programs. We also act as bridges between the middle school and parents by helping schedule meetings, interpreters, and attending school meetings with them to support.

Organizational Management & Staff Support: Organizationally, Middle School programming is managed by the Teen Program Coordinator. The Coordinator supports all staff, volunteers, and tutors involved in Middle School programming at Bayview to ensure that program goals are being maintained. This is done through staff training on a variety of topics including navigating conversations on race and gender, boundary setting, bias awareness, anti-racism, group management, and more. The Program Manager supports the Teen Program Coordinator through weekly check-ins and provides space for them to take advantage of professional development opportunities that may arise. We strive to support our team to be happy and whole so they can show up their best self to serve youth.

Environment & Safety: The Middle School Program is designed to maintain physical, social, and emotional safety. It addresses topics such as proper supervision, having difficult conversations, and how to address behavioral challenges in an emotionally and physically safe way. Additionally, it addresses practical concepts such as: Bringing a First Aid Kit and emergency contact information on all field trips, etc. All staff have been CPR/ First Aid certified. We also promote a culture of inclusion and belonging through adopting "Safer Space" practices and guidelines in our interactions with youth.

B. Program Outputs - Unduplicated School-Age Children or Youth and Program Hours

Total Annual Unduplicated Children or Youth participating in proposed program: 25

Total program hours annually: 425

C. Program Outcomes

Please describe the data and the data source used to choose your outcome objectives?

In Bayview's 2022 Youth and Family Survey conducted by the Youth Advocacy and Support Program, an overwhelming majority of respondents shared that they value academic achievement, and want to work towards finding and maintaining more success at school. A study conducted by the Harvard Family Research Project, *After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It*, found that elementary school students who participated in afterschool programs showed significant improvements in their academic performance, including higher test scores, improved grades, and increased homework completion rates.

Respondents of Bayview's survey also overwhelmingly shared that they value being connected to the community and are seeking more opportunities to build strong relationships with their neighbors by giving back to the community. A study published in the *American Journal of Community Psychology* found that participation in high-quality afterschool programs was associated with increased empathy and cooperation among participants.

In the *Building Human Capital: School-Age Child and Youth Development 2023 Policy Paper*, Wellness and Social Emotional Programming was listed as a priority across all age groups. A study published in the *Journal of Youth and Adolescence* found that participation in afterschool programs was associated with higher levels of social-emotional wellness and positive peer relationships.

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

Outcome Objective #1: Youth will demonstrate and increased sense of belonging to their community (n=20)				
Performance Standard	Targeted Percent	75%	Targeted Number	15
Measurement Tool(s) and Comments: This objectives are measured by MIS attendance records and individual assessments from the Bayview Youth Staff. The criteria includes youth volunteering participation and attendance and participation in Bayview's Teen Nights and field trips.				

Outcome Objective #2: Youth who regularly attend programming will demonstrate increased initiative and agency to improve their academic performance in school. (n=20)				
Performance Standard	Targeted Percent	75%	Targeted Number	15
Measurement Tool(s) and Comments: This objective is measured primarily through observation, documentation, and assessment from Bayview Youth Staff. The criteria for this objective include regularly attending Bayview's teen after school program (where homework help is provided each day); if a youth has participated in academic coaching or has set up a meeting with the Youth Staff to address their academics; and/or if the youth is enrolled in MMSD's AVID programs				

Outcome Objective #3: Youth who regularly attend program will demonstrate an increase in social-emotional competency (n=20)				
Performance Standard	Targeted Percent	75%	Targeted Number	15
Measurement Tool(s) and Comments: MOST MIS and the Sense of Competence Domain from NIOST's SAYO-Y survey.				

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

D. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses?

- DESSA tracking: Tracks social and emotional wellness for grades 4-5
- SAYO-Y: youth perspectives survey that tracks program experiences, future expectations, and sense of competence
- Most Information System (MIS) to track program attendance, school attendance, missing assignments, GPA
- Youth goal setting
- Quarterly Service Reports
- Quarterly Expense Reports
- Tutoring and academic coaching volunteer logs
- Monthly housing reports for demographics of Bayview Townhouses residents

All reporting systems, tools and report documents are only accessible to Bayview staff. Demographic information is kept absolutely confidential and all staff and volunteers are required to sign the organization's Confidentiality/Non-Disclosure Agreement on an annual basis. All program files that include demographic and/or sensitive information are kept in locked filing cabinets. Client conversations that include sensitive information are held in private offices and meeting rooms and information is shared with other staff on a strict, need-to-know basis.

6. PROGRAM LOCATION

A. Address(es) of the site where programs will occur:

Bayview Foundation
601 Bay View
Madison, WI 53715

Hamilton Middle School
4801 Waukesha St.
Madison, WI 53705

7. PROGRAM STAFFING AND RESOURCES:

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

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Teen Program Coordinator	Bachelor's degree in education or related field and/or at least three years of experience working with youth; experience working in diverse communities with youth who are culturally, racially and ethnically diverse; bilingual preferred	Bayview Foundation	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.40	
Full-Time Americorps Member	Bachelor's degree and/or relevant work/professional experience; experience working with youth in a community setting; commitment to	Bayview Foundation, Hamilton Middle School	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.50	

	social justice and cultural competency				
Part-Time Americorps Member	Bachelor's degree and/or relevant work/professional experience; experience working with youth in a community setting; commitment to social justice and cultural competency	Bayview Foundation	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.25	
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
Please complete the total FTE for the applicable time period	School Year:			1.15	
	Year-Round				
	Summer				

*Use one line per individual employee

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

Program volunteers who have direct contact with Bayview participants are required to complete a volunteer application form that is submitted to Bayview staff. If the volunteer's interests, skills and availability match program needs, then an in-person meeting and/or orientation is scheduled. All volunteers who work directly with participants are required to undergo a background check. Once a volunteer is placed in a program, they are oriented and/or trained as needed by program staff. This involves tasks and responsibilities related to their specific roles, as well as a thorough orientation around cultural competency to ensure that volunteers are comfortable navigating racially and ethnically diverse spaces. Volunteers sign in and out, tracking their hours, via an online Google Form. Program staff monitor and supervise all volunteers and provide coaching and redirecting as needed. If volunteers come from UW, MATC and/or Edgewood, and receive class credit for their volunteer work, their progress is both monitored by Bayview as well as their individual professors. Bayview staff communicate with partner college and university staff and teachers, as needed, if issues arise.

B. Other program Resources/Inputs (such as program space, transportation or other resources necessary for the success of your program):

Bayview has two 15-passenger vans for field trips and other excursions. In January of 2024, Bayview will open the doors of its new 11,500 square foot community center, featuring over 3,000 square feet of

classroom spaces, including upper and lower elementary, middle, high school, early childhood/family education and multipurpose classrooms, and a teaching kitchen. Arts and cultural programming will flourish with a Maker Space/STEAM hub, Art Classroom, and an Artist Residency Studio. The new center is designed to flexibly accommodate many different uses and to grow with the organization. The redesigned Bayview will also have a basketball court, playground, community green and other gathering spaces that could be used for programming. In the summer, outdoor program space is augmented by a sturdy 20x10 foot program tent.

8. BUDGET

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

The budget template can be found on the [CDD Funding Opportunities website](#).

9. IF APPLICABLE, PLEASE COMPLETE THE FOLLOWING:

- A. Disclosure of Conflict of Interest
Disclose any potential conflict of interest due to any other clients, contracts, or property interests, e.g. direct connections to other funders, City funders, or potentially funded organizations, or with the City of Madison.
- B. Disclosure of Contract Failures, Litigations
Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation.



School-Age Child and Youth Development 2023 Request for Proposals PART 2 - Program Narrative Form

Submit Application to: cddapplications@cityofmadison.com

Deadline: 4:30 p.m. (CDT) on **May 15, 2023**

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

Part 2 – Program Narrative Form MUST be completed for EACH PROGRAM for which you are asking for funds.

Responses to this RFP should be complete but succinct. Materials submitted in addition to Part 1 - Organization Narrative, Part 2 - Program Narrative(s) and Part 3 - Budget Narrative will not be considered in the evaluation of this proposal. *Do not attempt to unlock/alter this form.* Font should be no less than 11 pt.

If you need assistance related to the **content of the application** or are unclear about how to respond to any questions, please contact CDD staff: Yolanda Shelton-Morris, Community Resources Manager yshelton-morris@cityofmadison.com or Mary O'Donnell, Community Development Specialist modonnell@cityofmadison.com. We are committed to assisting interested organizations understand and work through this application and funding process.

If you have any questions or concerns that are related to **technical aspects** of this document, including difficulties with text boxes or auto fill functions, please contact Jen Stoiber – jstoiber@cityofmadison.com

Legal Name of Organization:	Bayview Foundation, Inc.	Total Amount Requested for this Program:	\$ 20,641
Program Name:	High School Program Multi-Focused Year Round	Total Program Budget:	\$ 58,975
Program Contact:	Nate Schorr	Email: nateschorr@bayviewfoundation.org	Phone: 608-256-7808

AGE Group and Program TYPE: Select ONE Program Type under ONE Age Group for this form.

Elementary

- | | |
|---|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only |
| <input type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

Middle School

- | | |
|---|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only |
| <input type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

High School

- | | |
|--|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only |
| <input checked="" type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

PLEASE NOTE: Separate applications are required for each age group and distinct/stand-alone program. Programs are considered distinct/stand-alone if the participants, staff and program schedule are separate from other programs, rather than an activity or pull-out group.

1. PROGRAM OVERVIEW

- A. Need: Briefly describe the need in the City of Madison for the programs included in this application, including the source of the data used in your response.

According to data from the Madison Metropolitan School District (MMDS), BIPOC and low-income high school youth in Madison are at a significant disadvantage compared to their peers in terms of academic achievement, graduation rates, and access to post-secondary opportunities.

COVID-19 pandemic isolation has added to these challenges. The City of Madison CDD's policy paper, Building Human Capital: School-Age Child and Youth Development connects the struggles in school and mental health with the significant disruption in youth programming during the pandemic. Youth experienced prolonged periods of social isolation and increased screen time due to remote learning and social distancing measures, and became disconnected from school, out-of-school time activities and organizations where they regularly accessed social connections with peers and support from caring adults - the types of programming that fosters positive youth development.

The Building Human Capital paper highlights that high school youth who do not have access to out-of-school programming are more likely to experience negative outcomes such as academic disengagement, substance abuse, and involvement in the criminal justice system.

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

Bayview's High School Program exists to support the growth of youth through a holistic lens. In connection and collaboration with families, schools, and community partners, we endeavor to ensure that all youth will be supported in working towards:

Academic Success

- Attaining grade level proficiency and/or continuous improvement in all core subject areas each school quarter
- Identifying personal SMART goals for academics and executive skill growth areas to be able to identify and take pride in accomplishments
- Accessing the support and guidance needed to narrow gaps in academic learning by providing 1-on-1 tutoring, in-school academic coaching, and mentorship.
- Building and maintaining self confidence and self advocacy skills for the youth to be able to feel comfortable in communicating with their teachers and feel belonging in their classrooms.

Social, Emotional and Physical Wellness

- Navigating through the world with the confidence to achieve personal goals
- Respecting themselves and take good care of their bodies and minds
- Articulating and maintaining appropriate boundaries in all relationships
- Engaging in healthy and mutually respectful relationships
- Embrace their unique backgrounds and feel a sense of connection, pride and engagement to their cultures through cultural socialization

Art, Creativity and Culture

- Express themselves through the arts about topics that matter to them, with confidence and pride
- Ask questions, take risks, and think critically about the world around them to fill gaps in knowledge and understand their part in making the world a better place
- Increase awareness of artistic and cultural traditions from around the world to develop cultural competency, tolerance, and respect for all kinds of diversity
- Recognize societal structures of racism and discrimination and using taught coping strategies for racist experiences and marginalization
- Trying new experiences and not excluding themselves from participating in certain activities or opportunities due to preconceived notions of limitations due to race, gender, ability, neurodivergence, sexuality, and/or socioeconomic status.

Youth Leadership and Advocacy

- Feel empowered to serve as leaders in their community and school settings
- Identify issues in their communities and create solutions that lead to real change in their life and the lives of others
- Understand the strength of collaboration and have the skills to organize and mobilize groups to execute initiatives that they are passionate about
- Determine how and when to seek additional support and resources to meet a specific goal
- Understand the relationship between power and privilege and how to leverage them in advocating for change, themselves and others.

Community Engagement

- Understand and act on their part in making Bayview a better place to live
- Invest in Bayview being a beautiful, welcoming and safe place
- Contribute to the health, wellbeing and longevity of Bayview
- Expand their definition of community to include all of Madison, in addition to Bayview

Having FUN

- Being able to be fully present in the moment and enjoy experiences
- Creating and upholding a culture of belonging for their peers to feel comfortable enough to express themselves openly and let loose

- Understand that working towards achieving their goals and having fun aren't mutually exclusive
- How to cultivate joy in all aspects of life and maintain balance as they get older

Bayview's goals for youth are integrated into both daily programming and long-term program planning. The result is high-quality, free out of school time programming for youth who live at Bayview and in the neighborhood. The goals are multifaceted, approaching youth development with an intentional focus on academic, social-emotional learning, physical and mental health, and healthy relationships.

C. Program Summary (3-5 sentences):

Bayview provides quality out-of-school academic, social, cultural, recreational, and wellness programs for high school youth, steps from where they live. With close connections to teachers and school staff, program leaders reinforce academic lessons, provide help with homework and bridge school-parent communication gaps when needed. Arts programming elevates voices, and honors and celebrates cultural traditions. Leadership, employment and community engagement opportunities foster both positive personal development and contributions to the community. Group and individual programming work to destigmatize conversations around mental health, increase feelings of emotional and social wellbeing, deconstruct daily challenges, and provide a robust system of support for youth.

2. POPULATION SERVED

A. Proposed Participant Population: Describe the intended service population that will be impacted by this program (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, if applicable etc.) AND how this population was involved in the development of this program proposal.

Based on Bayview's May 2023 housing report, 275 low to moderate income residents live at Bayview Townhouses. The community is extremely diverse and most residents come from immigrant and refugee backgrounds, including: 48% Hmong; 10% Vietnamese, Cambodian, or Laotian; 25% Latino; 15% African/African American; and 2% White/Native American. There are more than 85 children between the ages of 0 and 18 and approximately 70 seniors over the age of 60 living at Bayview. The majority of the apartments have female heads of household. The primary languages spoken at Bayview include: Hmong, English, Spanish, Vietnamese, and Cambodian. Approximately 50% adults and seniors living at Bayview are non-English speakers and have very limited proficiency in English reading, writing and speaking. The other 50% of adults have some proficiency and/or are bilingual in more than one language, including English and their native language/s. While English is not the primary language spoken in the majority of homes at Bayview, nearly all of the children at Bayview are bilingual. Residents at Bayview are low to moderate income and the average annual income is \$17,000 per year; approximately 90% qualify for a HUD rental subsidy and only pay 30% of their annual income on rent.

The majority of Bayview's program participants live at Bayview; however, some come from the surrounding neighborhood, including CDA's Section 8 and public housing on the Triangle and the Monona Bay neighborhood. According to CDA data, the average household income for CDA residents is \$10,000. For Monona Bay residents, the average household income is approximately \$25,000 (as cited in the Neighborhood Indicators Project data set). Bayview's High School program is reflective of the overall Bayview resident population and includes approximately 29% Asian, 36% Latinx and 36% African/African American. On average during a calendar year, 14 children ages 14-18 attend programming.

This program is continually designed and adapted based on the community's input. One of Bayview's core organizational values is "Voice", and the community believes it is best served when everyone is heard, understood and included. Bayview's model makes engagement both natural as well as a truly integral part of the program. The community center's comprehensive programming provides support to whole families in such a way that the support systems for youth are seamlessly integrated with the support systems for their siblings, parents, and caregivers. Program design is a constant presence in the work, and it engages families through both formal and informal processes. Extremely close relationships and frequent contact with residents and participants means that feedback happens informally on a daily basis. Formally, Bayview conducts regular community needs assessments, including one-to-one surveys -- by language -- that have the residents evaluate satisfaction related to all areas of the organization. Additionally, housing staff meet in person with each household on an annual basis at minimum to review household make-up, finances and current needs around programming which are then relayed to program staff..

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	5	36%
Black/African American	5	36%
Asian	4	29%
American Indian/Alaskan Native	0	0%
Native Hawaiian/Other Pacific Islander	0	0%
Multi-Racial	0	0%
Balance/Other	0	0%
Total:	14	
Ethnicity		
Hispanic or Latino	5	36%
Not Hispanic or Latino	9	64%
Total:	14	
Gender		
Boy/Man	7	50%
Girl/Woman	6	43%
Non-binary/GenderQueer	1	7%
Prefer Not to Say	0	0%
Total:	14	

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

The majority of Bayview’s adult residents are non-native English speakers and/or bilingual. Most youth are growing up in households where English is the second language and a family’s native language is spoken first and English is spoken second. Nearly all of the youth at Bayview are bilingual and bicultural. Bayview’s services and programs reflect the population served and involved and cultural relevance and sensitivity to language is at the heart of what we do.

Half of Bayview’s 18 staff members are bilingual with English, Spanish, Hmong, Lao, and French all being spoken fluently by at least one staff member. Bayview also utilizes a recurring group of interpreters for other languages and to better serve bigger events with larger groups of people. Additionally, Bayview makes a point of hiring people who share the lived experience and identities of those living in the community or accessing center services. Of Bayview’s 18 staff, a majority are BIPOC, and roughly 25% are current or former residents of the community. The diversity of staff means each is able to amplify and respond to varying cultural perspectives and to connect in Bayview’s many languages.

Staff are available to support families in need of interpretation and translation services. Interpretation in Hmong and Spanish is provided at all meetings and events. In addition, program materials, including flyers, letters, notices, etc., are evaluated for use of Plain English and pictorial representations are utilized as much as possible in addition to text. All programs and services are evaluated through a lens of cultural and linguistic relevance and sensitivity. Bayview staff provide detailed information and support to project partners to increase their awareness and competencies in working with such a diverse group.

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

Bayview provides youth program registration information to all families who live at Bayview Townhouses. Information and registration forms are discussed and shared when new families move into apartment units and are also distributed to each household during the program registration periods which include late summer for school year programming and late spring for summer programs. Information about

other out of school programs, special projects and events are shared throughout the year via the following methods: flyers distributed door to door, postings at the community center, word of mouth, phone calls and email (when provided).

Bayview staff schedule in-person, open program registration periods in late summer and late spring to assist families with completing the forms and submitting the required documentation. Given the number of families who speak English as a second language, it's very important to host in-person registration. Bayview staff who are bilingual call families to make sure they have the information needed and understand the registration process. Bayview residents receive priority; however, if space permits, programming is open to the public, including CDA residents. Bayview's youth programs are free of charge. Other than the completion of the registration form which includes parent/guardian signatures in several areas, there is no other intake and/or assessment process in place. If a student needs special support and/or medical attention during their participation in Bayview programs, their situation is evaluated by staff and Bayview determines if the organization has the capacity to meet their needs. Bayview staff have strong relationships to families and parents and issues can be addressed quickly and directly as they arise. Bayview staff are in regular contact with MMSD teachers, guidance counselors, bilingual resource specialists and social workers to understand and address any issues and/or concerns that may impact program participation.

Participants and their guardians are required to fill out waivers and attendance is tracked in the MIS system on a daily basis. Program assessment and evaluation involves community conversations in which youth participants share opinions on how the program is going, what they would like programming to look like, and vote on activities. Bayview staff also use the DESSA to track youths' social and emotional learning. Finally, to record attendance in programming, Bayview staff use MOST MIS.

3. PROGRAM DESCRIPTION AND STRUCTURE

- A. **Activities:** Describe your proposed program activities. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

High School Programming at the Bayview is designed to encourage and enhance student voice, agency, and to expose high school participants to new opportunities. Bayview accomplishes this through: cultivation of community among high school participants, exposure to resources and new opportunities, community partnerships, academic support, and more. More specifically, we plan activities that aim to reinforce our program goals and uphold our shared values:

Academic Success:

- Teen Homework Club: Volunteers assist high school participants with homework, projects, and academic organization after regular programming has ended so youth can have time to unwind and have fun after school, while also being provided time to do their homework. High school students often join sports, clubs, or seek employment after school and that leaves little time for homework help. That is why this program runs in the late evening. After sports practice, clubs, and or work, they are able to come get help with homework, college applications, ACT prep, and more, in an environment full of resources and space. They are grouped together by grade level within the clubs to promote collaboration through teamwork and peer tutoring.

Social, Mental, and Physical Wellness & Youth Leadership and Advocacy:

- Teen Nights - Held on early release days, Teen Nights have remained the most popular day of the week and certainly set a positive tone for youth for the rest of the week. Teen Nights often include a sit down dinner, team building games, field trips, movies, or other activities that are chosen by the youth as a group.

- Teen & Talk - Space and time is created to allow middle school participants to come together to discuss topics they may not be able to talk about with their families or teachers, what they would like to see in programming, and any issues that may arise within society. This is a space for the youth to speak openly

and without judgment to ask questions, have debates, and educate themselves on the facts of important matters to then form their own opinions.

- High School Only Field Trips - These trips are for the teens to create positive experiences in preparation for the many milestone events that high school offers. These trips may look like prom dress shopping, homecoming preparations, team building activities, group dinners, etc. The Teen program coordinator and staff provide transportation and chaperone these outings for the teens, as well as assistance with navigating how to align their expenses with their personal budgets/finances. Passive planned activities to unwind like making slime, origami, finger-knitting, cup stacking, etc. are facilitated on a daily basis during programming.

Art, Creativity, and Culture:

- Cooking - The recipes are chosen by staff, based on the input from the youth. Cooking lessons are centered around a culturally relevant cooking activity so the youth have some sense of connection or agency within the cooking lesson. Once the food is done, they share a sit down meal together to foster community.

- Art - Art projects are offered on a weekly basis and are co-planned with the youth. Art activities focus on creating a positive experience in expression and vulnerability through art. Although the subject matter is up to the individual, most youth use art to communicate messages that address social justice and other societal issues.

- Field Trips - Youth are taken to dance studios, art galleries, art studios, music rooms, and other creative spaces to learn from experts and experience the full spectrum of diversity within the arts. We believe in the power of experiential learning and coordinate field trips that allow the youth the opportunity to try less accessible forms of art. For example, an introductory aerial class at the Madison Circus space or pottery lessons at Midwest Clay Project studio.

Community Engagement

- Group Service Events - youth are given volunteer opportunities at community events to build up service hours and be leaders within the community. They are put in roles where they are responsible for helping their neighbors and creating positive relationships.

- Community Crisis Response Team - our youth have started their own task force when the community experiences crisis and we decided to maintain this group. For example, when the water pipe burst at Bayview and no one had access to any water, the youth delivered water bottles to all the households. The CCRT gathers whenever there is a problem and are guided by staff to create a quick solution and then are supported in execution.

Youth Employment

- Community Leadership Crew - Beginning in mid-june, high school participants work in Community Leadership Crew, a summer program with internship placements throughout the community center, where they receive mentoring, income and high school credits, while giving back to the Bayview community. This program also takes place over a 10-week period in the summer, and has the option to continue throughout the fall and winter depending on funding and the availability of the participants. Two hours each week are dedicated to personal and professional development workshops, covering topics like workplace professionalism, resume writing, white supremacy and workplace expectations. Participants create individual development plans with action steps they can take to develop the skills needed to realize their professional goals.

These activities encourage participants to engage in activities that will assist in the building of life-skills and social and emotional skills to help them excel in high school both academically and socially.

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

Table 1

Location(s): Bayview Community Center			
Day of the Week	Time of Year	Start Time	End Time

Monday	School Year	3:00 pm	6:00 pm
	Summer	11:30 am	1:30 pm
Tuesday	School Year	4:00 pm	8:00 pm
	Summer	11:30 am	1:30 pm
Wednesday	School Year	4:00 pm	7:00 pm
	Summer	11:30 am	1:30 pm
Thursday	School Year	4:00 pm	8:00 pm
	Summer	11:30 am	1:30 pm
Friday	School Year	4:00 pm	6:00 pm
	Summer	12:00 pm	5:00 pm
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

Table 2

Location(s):			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer		
Tuesday	School Year		
	Summer		
Wednesday	School Year		
	Summer		
Thursday	School Year		
	Summer		
Friday	School Year		
	Summer		
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

If applicable, please list the third location and any subsequent locations. Include the specific program schedule(s) differences as compared to the programs included in the tables above.

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

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location #1: Bayview Foundation					
School Year	5 days per week	3 hours per day	38 weeks	1:15	10
Summer	3 days per week	4 hours per day	10 weeks	1:15	10

Location #2 (if applicable):					
School Year					
Summer					

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

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

If applicable, please list any other locations and note any differences in the program structure as compared programs included in the table above.

4. ENGAGEMENT, COORDINATION AND COLLABORATION

- A. Family Engagement: Describe how your program will engage parents/guardians and families in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

Bayview’s model makes family engagement both natural as well as a truly integral part of the program. The community center’s comprehensive programming provides support to whole families in such a way that the support systems for youth are seamlessly integrated with the support systems for their siblings, parents, and caregivers. As resident voice is prioritized at Bayview, this core organizational value plays out in how families are engaged deeply through both formal and informal processes.

Formally, Bayview’s staff engage parents and caregivers with direct coaching and education around childhood mental health in order to reduce stigma and identify resources for their child. This creates unique opportunities for staff to understand the intimate needs of family members of youth in the program. Dedicated family engagement programs such as Family Fun Nights and upcoming Parent Support Groups enhance these efforts. These programs facilitate more seamless and comfortable communication between everyone at Bayview in order to more effectively support youth and their caregivers. Staff conduct an annual survey of youth and parents to better understand their strengths, what they enjoy, and how they would like to grow. Some information that has been recently garnered from is that both parents and youth of all ages value being successful at school, connecting to a sense of community, and preparing for the future. In seeing this, Bayview staff established a weekly practice of “Lunch Clubs” at Franklin, Randall, Hamilton, and West in order to help foster that sense of community within the school day.

Informally, Bayview staff develop deep and trusting relationships with families through a variety of touchpoints. This includes advocating with parents for youth at school throughout the year. This sometimes looks like helping parents coordinate meetings with school counselors or teachers, sitting in on meetings to help take notes or make MMSD staff’s language more accessible, or even helping initiate the IEP assessment process. Should challenging behaviors with youth arise during Bayview programming, youth programs staff will frequently communicate what they are observing to parents. Through these conversations, staff and families collaborate to create action plans to address harmful behaviors through a restorative justice approach.

- B. Neighborhood/Community Engagement: Describe how your program will engage neighborhood residents or other relevant community stakeholders in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

The success of Bayview is built on relationships and trust. Bayview staff generally know the names of every Bayview resident. Programs and services are accessed by community members of all ages, so one-to-one relationships form naturally and staff come to know about the specifics of each person and family. Engaging community members in decision making, policy development, and program design is

at the core of what Bayview does. Staff hold the perspective that all program and service areas are interrelated and must be considered when evaluating a program's impact and effectiveness. Because of these interwoven and organic relationships, Bayview is receiving and incorporating feedback informally on a daily basis across all areas of the organization.

In terms of formal feedback and input, Bayview conducts regular needs assessments, including one-to-one surveys -- by language -- that have the residents evaluate satisfaction related to: housing, resource access, food access, youth programming, early childhood, adult and senior programming, health and wellness, financial and digital literacy, and art and culture. Housing staff meet in person with each household on an annual basis at minimum to review household make-up, finances and current needs. Ongoing assessment is part of each Bayview program, and we conduct surveys to evaluate them annually. Goals and outcomes are built into each program, and results are measured against them.

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
West High School	<p>Communicating and helping troubleshoot any barriers that prevent youth from succeeding</p> <p>Help coordinate logistics for in-school support measures</p> <p>Increased presence within the community to foster better parent-teacher relationships</p> <p>Reduce financial barriers to opportunities through school and intentional outreach for awareness</p>	<p>Danielle Borneman, AVID School Coordinator</p> <p>Various core subject teachers</p>	No
PASS Americorps	Support Middle/High School Coordinator, tutor at Velma Hamilton Middle School	Bonnie Erickson, PASS AmeriCorps Coordinator	Yes
UW - Madison	Schools of Human Ecology, Social Work, and the Art service learning provide interns and volunteers that help support our many activities	<p>Angela Johnson, Art Professor</p> <p>CLSJ Program Advisors & Administrators</p> <p>Hadeel S. Hasan</p>	Yes
MAYDM	<p>Provide opportunities for our youth to participate in conferences, workshops, and other STEM activities</p> <p>Works with teen program coordinator to facilitate STEM activities specifically for Bayview youth and create positive relationships with science</p>	<p>Christina Outlay, CEO</p> <p>Ben Pate, Program Coordinator</p>	No
MSCR	Help coordinate access to unique outdoor experiences and outdoor education	Liz Just, MSCR Community Outdoor Recreation	No

	Provide resources to the teen program coordinator Help connect program staff to school staff when communication is challenging and help plan logistics	and Camps Specialist	
Summit Credit Union	Provide financial wellness education for participants in order to support them in how to safely manage their money Provide easy access to safe and appropriate banking services	Kristel McHugh, Financial Education Specialist	No

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

- Madison Ballet: Facilitate dance programming, Ja'Malik, Artistic Director
- Dane County Parks and Recreation: unique outdoor experiences and outdoor education, Amy Cox
- Brittingham Boats: Unique lake experiences and education, Stephan Reinke, MOU Signed
- Midwest Clay Project: Pottery and ceramic art education, Brian Kluge, MOU Signed
- MOST: Resources and professional development for staff, foster connections between similar organizations for youth and promote collaboration, Nathan Beck

How do these partnerships enhance this proposal?

Partnerships allow for unique and rewarding program enhancements and enables staff to support the program as a whole, while the partners focus on specific content areas. This allows youth to access new experiences and learn from 'experts' within a particular field or focus area. In addition, Bayview's partnerships make it possible for Bayview to offer opportunities and resources to children and families that would not be feasible otherwise. For example, through a partnership with Dane County Parks and and Recreation, youth are able to access unique field trip experiences at various parks across the county to; through a partnership with Madison Ballet youth were able to complete a Young Choreographers Curriculum at the Overture Center, through a partnership with Midwest Clay Project, youth have the opportunity to practice pottery and ceramic art at an off-site studio

What are the decision-making agreements with each partner?

Bayview's staff provide space, travel, and support our partners in any way to be successful in providing holistic experiences for participants. Prior to new partnerships being established, Bayview's Program Manager and Program Coordinators meet with potential partners to determine if their core values and pedagogical approach align with Bayview's values and philosophies. Additionally, the primary staff(s) who will be facilitating programming come to the program to build rapport with participants. This happens before the program partnership is established in order for partners to get to know participants and their interests, and allows them to be more intentional about how they plan and implement programming at Bayview. In addition, participants are more likely to engage and participate in these programs due to their familiarity with the facilitator, which leads to greater impact. Program staff always look over lesson plans and discuss any modification needed to better fit Bayview. This is always done side by side with our partners through dialogue and co-designing. Our partnerships are based on mutual initiative and passion for BIPOC participant's advancement.

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

Given that Bayview is a neighborhood center, our charter is to provide wraparound services and support to children and their families. Bayview takes great pride in being a community space where children and families can easily get information about an array of community services and referrals. Because Housing staff meet in person with each household on an annual basis at minimum to review household make-up, finances and current needs, Bayview has a deep understanding of the challenges and needs of every resident. As a result of these meetings, Bayview Bilingual Resident Specialists support residents through preventative work, case management, and crisis intervention. This includes, but is not limited to, support around apartment hygiene and housekeeping, benefits counseling, food access, financial assistance, and social isolation.

For childhood mental health, Bayview works primarily with Anesis Therapy to find therapists for youth in the community. Program staff assist families in this process by coordinating language interpretation, filling out paperwork at Bayview, helping navigate insurance coverage, providing a warm hand-off at the first session, and hosting private office space so youth can meet with a therapist at the community center. Bayview acts as a bridge between youth and therapists, creating access to services that otherwise might not be accessible to youth at Bayview.

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

- A. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements are addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)? Are there any other program quality standards, tools or measurements that you use with this program? If yes, please list and describe.

Intentional program design: Bayview sets clear, focused goals that are aligned with the MOST mission to ensure that all of Madison's children and youth have access to comprehensive, high-quality, out-of-school time; by supporting positive youth development, educational achievement, programs that support positive youth and by supporting college, career and community readiness. Bayview's afterschool programming does this by offering structured activities, healthy snacks, competent staff, volunteers, and tutors. These staff, tutors, and volunteers offer resources to encourage participants to build the skills to complete school day assignments on time, as well as supplement out of school time: they assist in participants' development healthy social and emotional skills by leading activities, playing games, and developing relationships with participants, which allows for mentorship around topics like college and career. This program works on developing the youth personally so that they can then use their awareness about themselves to better navigate society. We focus more on learning what skills they will need to better citizens within their own community and building an awareness of self.

Supportive relationships with youth: Supportive relationships with youth are fostered through a curriculum that aligns with Bayview's Youth Program Goals in addition to the MOST mission. This curriculum is designed for staff, tutors, and volunteers to encourage age-appropriate interaction with youth and focus on positive reinforcement, supplementing education, allowing youth to lead the conversation and share opinions, and sharing any concerning comments with the teen program Coordinator.

Youth Voice and Leadership: To incorporate the strengths and interests of youth in programming, youth are always asked to take initiative in sharing ideas for activities and after school, then all their activities are incorporated in the program to reflect that they are heard. This encourages student voice and agency, in addition to centralizing programming in the community that the program serves.

Racial and Cultural Inclusion: Part of fostering wellness is moving to be more inclusive and anti-racist. Youth of color are subjected to discrimination, racism, prejudice, and injustice almost on a daily basis. Being that most of their time is spent at school and here at Bayview, we are often the first people to hear about things that happen to them or that they've seen, so positive cultural socialization and bias preparation are ingrained as much as possible. Through verbal sharing, language, and culturally specific activities, youth often choose to share about their cultural heritage, speak in the languages they speak at

home, and participate in activities that they have suggested. Activities such as art, group games, music, dancing, and cooking are all planned to showcase parts of the many cultures the youth represent here. We also make sure that our staff team, volunteers, and interns are diverse in gender, race, sexuality, personalities, and neurodivergence.

Community and Family Engagement: Community and family engagement is encouraged in programming at Bayview through the exploration and involvement in community. The youth are encouraged to volunteer at community events and showcase their accomplishments when possible. In terms of family engagement, Bayview programming is committed to continuing our transparent communication practices with families through weekly newsletters, texts, phone calls, house visits, informational events for major trips, and flyers. We make it a point to talk to parents and keep them informed of what's going on in our program and take their feedback into consideration when designing activities and programs. We also act as bridges between the middle school and parents by helping schedule meetings, interpreters, and attending school meetings with them to support.

Organizational Management & Staff Support: Organizationally, High School programming is managed by the Teen Program Coordinator. The Coordinator supports all staff, volunteers, and tutors involved in High School programming at Bayview to ensure that program goals are being maintained. This is done through staff training on a variety of topics including navigating conversations on race and gender, boundary setting, bias awareness, anti-racism, group management, and more. The Program Manager supports the Teen Program Coordinator through weekly check-ins and provides space for them to take advantage of professional development opportunities that may arise. We strive to support our team to be happy and whole so they can show up their best self to serve youth.

Environment & Safety: The High School Program is designed to maintain physical, social, and emotional safety. It addresses topics such as proper supervision, having difficult conversations, and how to address behavioral challenges in an emotionally and physically safe way. Additionally, it addresses practical concepts such as: Bringing a First Aid Kit and emergency contact information on all field trips, etc. All staff have been CPR/ First Aid certified. We also promote a culture of inclusion and belonging through adopting "Safer Space" practices and guidelines in our interactions with youth.

B. Program Outputs - Unduplicated School-Age Children or Youth and Program Hours

Total Annual Unduplicated Children or Youth participating in proposed program: 14

Total program hours annually: 425

C. Program Outcomes

Please describe the data and the data source used to choose your outcome objectives?

In Bayview's 2022 Youth and Family Survey conducted by the Youth Advocacy and Support Program, an overwhelming majority of respondents shared that they value academic achievement, and want to work towards finding and maintaining more success at school. A study conducted by the Harvard Family Research Project, *After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It*, found that elementary school students who participated in afterschool programs showed significant improvements in their academic performance, including higher test scores, improved grades, and increased homework completion rates.

Respondents of Bayview's survey also overwhelmingly shared that they value being connected to the community and are seeking more opportunities to build strong relationships with their neighbors by giving back to the community. A study published in the *American Journal of Community Psychology* found that participation in high-quality afterschool programs was associated with increased empathy and cooperation among participants.

In the Building Human Capital: School-Age Child and Youth Development 2023 Policy Paper, Wellness and Social Emotional Programming was listed as a priority across all age groups. A study published in the Journal of Youth and Adolescence found that participation in afterschool programs was associated with higher levels of social-emotional wellness and positive peer relationships.

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

Outcome Objective #1: Youth will demonstrate and increased sense of belonging to their community (n=14)				
Performance Standard	Targeted Percent	75%	Targeted Number	10
Measurement Tool(s) and Comments: This objective is measured by MIS attendance records and individual assessments from the Bayview Youth Staff. The criteria includes youth volunteering participation and attendance and participation in Bayview's Teen Nights and field trips.				

Outcome Objective #2: Youth who regularly attend programming will demonstrate increased initiative and agency to improve their academic performance in school. (n=14)				
Performance Standard	Targeted Percent	75%	Targeted Number	10
Measurement Tool(s) and Comments: This objective is measured primarily through observation, documentation, and assessment from Bayview Youth Staff. The criteria for this objective include regularly attending Bayview's teen after school program (where homework help is provided each day); if a youth has participated in academic coaching or has set up a meeting with the Youth Staff to address their academics; and/or if the youth is enrolled in MMSD's AVID programs				

Outcome Objective #3: Youth who regularly attend program will demonstrate an increase in social-emotional competency (n=14)				
Performance Standard	Targeted Percent	75%	Targeted Number	10
Measurement Tool(s) and Comments: MOST MIS and the Sense of Competence Domain from NIOST's SAYO-Y survey.				

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

D. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses?

- DESSA tracking: Tracks social and emotional wellness for grades 4-5
- SAYO-Y: youth perspectives survey that tracks program experiences, future expectations, and sense of competence
- Most Information System (MIS) to track program attendance, school attendance, missing assignments, GPA
- Youth goal setting
- Quarterly Service Reports
- Quarterly Expense Reports
- Tutoring and academic coaching volunteer logs
- Monthly housing reports for demographics of Bayview Townhouses residents

All reporting systems, tools and report documents are only accessible to Bayview staff. Demographic information is kept absolutely confidential and all staff and volunteers are required to sign the organization's Confidentiality/Non-Disclosure Agreement on an annual basis. All program

files that include demographic and/or sensitive information are kept in locked filing cabinets. Client conversations that include sensitive information are held in private offices and meeting rooms and information is shared with other staff on a strict, need-to-know basis.

6. PROGRAM LOCATION

A. Address(es) of the site where programs will occur:

Bayview Foundation
 601 Bay View
 Madison, WI 53715

7. PROGRAM STAFFING AND RESOURCES:

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

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Teen Program Coordinator	Bachelor’s degree in education or related field and/or at least three years of experience working with youth; experience working in diverse communities with youth who are culturally, racially and ethnically diverse; bilingual preferred	Bayview Foundation	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.40	
Full-Time Americorps Member	Bachelor’s degree and/or relevant work/professional experience; experience working with youth in a community setting; commitment to social justice and	Bayview Foundation	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.50	

	cultural competency				
Part-Time Americorps Member	Bachelor's degree and/or relevant work/professional experience; experience working with youth in a community setting; commitment to social justice and cultural competency	Bayview Foundation	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.25	
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
Please complete the total FTE for the applicable time period	School Year:			1.15	
	Year-Round				
	Summer				

*Use one line per individual employee

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

Program volunteers who have direct contact with Bayview participants are required to complete a volunteer application form that is submitted to Bayview staff. If the volunteer's interests, skills and availability match program needs, then an in-person meeting and/or orientation is scheduled. All volunteers who work directly with participants are required to undergo a background check. Once a volunteer is placed in a program, they are oriented and/or trained as needed by program staff. This involves tasks and responsibilities related to their specific roles, as well as a thorough orientation around cultural competency to ensure that volunteers are comfortable navigating racially and ethnically diverse spaces. Volunteers sign in and out, tracking their hours, via an online Google Form. Program staff monitor and supervise all volunteers and provide coaching and redirecting as needed. If volunteers come from UW, MATC and/or Edgewood, and receive class credit for their volunteer work, their progress is both monitored by Bayview as well as their individual professors. Bayview staff communicate with partner college and university staff and teachers, as needed, if issues arise.

B. Other program Resources/Inputs (such as program space, transportation or other resources necessary for the success of your program):

Bayview has two 15-passenger vans for field trips and other excursions. In January of 2024, Bayview will open the doors of its new 11,500 square foot community center, featuring over 3,000 square feet of classroom spaces, including upper and lower elementary, middle, high school, early childhood/family

education and multipurpose classrooms, and a teaching kitchen. Arts and cultural programming will flourish with a Maker Space/STEAM hub, Art Classroom, and an Artist Residency Studio. The new center is designed to flexibly accommodate many different uses and to grow with the organization. The redesigned Bayview will also have a basketball court, playground, community green and other gathering spaces that could be used for programming. In the summer, outdoor program space is augmented by a sturdy 20x10 foot program tent.

8. BUDGET

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

The budget template can be found on the [CDD Funding Opportunities website](#).

9. IF APPLICABLE, PLEASE COMPLETE THE FOLLOWING:

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

- B. Disclosure of Contract Failures, Litigations
Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation.



School-Age Child and Youth Development 2023 Request for Proposals PART 2 - Program Narrative Form

Submit Application to: cddapplications@cityofmadison.com

Deadline: 4:30 p.m. (CDT) on **May 15, 2023**

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

Part 2 – Program Narrative Form MUST be completed for EACH PROGRAM for which you are asking for funds.

Responses to this RFP should be complete but succinct. Materials submitted in addition to Part 1 - Organization Narrative, Part 2 - Program Narrative(s) and Part 3 - Budget Narrative will not be considered in the evaluation of this proposal. *Do not attempt to unlock/alter this form.* Font should be no less than 11 pt.

If you need assistance related to the **content of the application** or are unclear about how to respond to any questions, please contact CDD staff: Yolanda Shelton-Morris, Community Resources Manager yshelton-morris@cityofmadison.com or Mary O'Donnell, Community Development Specialist modonnell@cityofmadison.com. We are committed to assisting interested organizations understand and work through this application and funding process.

If you have any questions or concerns that are related to **technical aspects** of this document, including difficulties with text boxes or auto fill functions, please contact Jen Stoiber – jstoiber@cityofmadison.com

Legal Name of Organization:	Bayview Foundation, Inc.	Total Amount Requested for this Program:	\$ 25,215
Program Name:	Artist Residency Program	Total Program Budget:	\$ 60,062
Program Contact:	Nate Schorr	Email: nateschorr@bayviewfoundation.org	Phone: 608-256-7808

AGE Group and Program TYPE: Select ONE Program Type under ONE Age Group for this form.

Elementary

- Multi-focus School Year Only Multi-focus Summer Only
- Multi-focused Year Round Topical/ Skill/Population

Middle School

- Multi-focus School Year Only Multi-focus Summer Only
- Multi-focused Year Round Topical/ Skill/Population

High School

- Multi-focus School Year Only Multi-focus Summer Only
- Multi-focused Year Round Topical/ Skill/Population

PLEASE NOTE: Separate applications are required for each age group and distinct/stand-alone program. Programs are considered distinct/stand-alone if the participants, staff and program schedule are separate from other programs, rather than an activity or pull-out group.

1. PROGRAM OVERVIEW

- A. Need: Briefly describe the need in the City of Madison for the programs included in this application, including the source of the data used in your response.

A March 2022 article in the New York Times reports, and according to research conducted by the nonprofit research organization Common Sense Media, there has been a 17% increase in the amount of time youth are on screens since the start of the pandemic. The research states that they are on their screens an average of 5 to 8 hours per day. As youth consume more and more cultural materials on social media sites such as Tik Tok, Instagram and Snapchat, their time spent socializing with peers, interacting with caring adults, being outdoors and being active participants in creating cultural materials decreases.

It is well established that the arts - visual art, drama, creative writing and music - increase social connectedness, academic achievement and self esteem. In-depth programming in the arts also enhances teens and tweens' abilities to understand and analyze the world around them, including the social media content being consumed. Bayview's Artist Residency program will provide teens, tweens and children with indepth studio time working directly with a practicing artist. The focus will be on supporting youth as they learn essential life skills in critical thinking, communication, team work, art making and self-expression.

At a time when the amount of art and music education in K-12 schools is limited and restricted in length and depth, it's essential that out of school programs provide multidisciplinary creative art making and analysis skills and opportunities to youth as they develop.

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

Through in-depth visual art, writing, and performing arts artist residency programming, youth will explore their identities, learn artmaking skills, express themselves, develop critical thinking skills and amplify their voices.

The Artist Residency Program will lead to improved cognitive processing, increased compassion for others, and increased prosocial outcomes. It will help youth to understand and position their identities within a larger social context, amplifying their voice, cultural heritage and personal experiences. The programming will foster deep connections with artists and members of the community with a focus on communication, cultural production (and not only consumption) and civic engagement. Activities such as music, dance, drama and visual arts will improve self-esteem, self-confidence, and increase positive behaviors among participating children and teens.

- C. Program Summary (3-5 sentences):

The Artist Residency Program will provide in-depth arts programming for Bayview youth during their out of school time after school, on the weekends and in the summer months. Local BIPOC artists will serve 3 to 9 month long residencies in which they will create their own art as well as teach artmaking to Bayview participants. There will be two artist residency programs per year. Youth will engage in arts creation, critique and presentation. They will learn essential communication, collaboration, critical thinking and self-expression skills while learning from and engaging with a working local artist.

2. POPULATION SERVED

- A. Proposed Participant Population: Describe the intended service population that will be impacted by this program (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, if applicable etc.) AND how this population was involved in the development of this program proposal.

Based on Bayview's May 2023 housing report, 275 low to moderate income residents live at Bayview Townhouses. The community is extremely diverse and most residents come from immigrant and refugee backgrounds, including:

48% Hmong; 10% Vietnamese, Cambodian, or Laotian; 25% Latino; 15% African/African American; and 2% White/Native American. There are more than 85 children between the ages of 0 and 18 and approximately 70 seniors over the age of 60 living at Bayview. The majority of the apartments have female heads of household. The primary languages spoken at Bayview include: Hmong, English, Spanish, Vietnamese, and Cambodian. Approximately 50% adults and seniors living at Bayview are non-English speakers and have very limited proficiency in English reading, writing and speaking. The other 50% of adults have some proficiency and/or are bilingual in more than one language, including English and their native language/s. While English is not the primary language spoken in the majority of homes at Bayview, nearly all of the children at Bayview are bilingual. Residents at Bayview are low to moderate income and the average annual income is \$17,000 per year; approximately 90% qualify for a HUD rental subsidy and only pay 30% of their annual income on rent.

The majority of Bayview’s program participants live at Bayview; however, some come from the surrounding neighborhood, including CDA’s Section 8 and public housing on the Triangle and the Monona Bay neighborhood. According to CDA data, the average household income for CDA residents is \$10,000. For Monona Bay residents, the average household income is approximately \$25,000 (as cited in the Neighborhood Indicators Project data set). Bayview’s Artist in Residence program would likely be closely reflective of the overall Bayview resident population. On average during a calendar year, 75 children ages 6-18 attend programming.

This program is continually designed and adapted based on the community’s input. One of Bayview’s core organizational values is “Voice”, and the community believes it is best served when everyone is heard, understood and included. Bayview’s model makes engagement both natural as well as a truly integral part of the program. The community center’s comprehensive programming provides support to whole families in such a way that the support systems for youth are seamlessly integrated with the support systems for their siblings, parents, and caregivers. Program design is a constant presence in the work, and it engages families through both formal and informal processes. Extremely close relationships and frequent contact with residents and participants means that feedback happens informally on a daily basis. Formally, Bayview conducts regular community needs assessments, including one-to-one surveys -- by language -- that have the residents evaluate satisfaction related to all areas of the organization. Additionally, housing staff meet in person with each household on an annual basis at minimum to review household make-up, finances and current needs around programming which are then relayed to program staff.

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian		
Black/African American		
Asian		
American Indian/Alaskan Native		
Native Hawaiian/Other Pacific Islander		
Multi-Racial		
Balance/Other		
Total:		
Ethnicity		
Hispanic or Latino		
Not Hispanic or Latino		
Total:		
Gender		
Boy/Man		
Girl/Woman		
Non-binary/GenderQueer		
Prefer Not to Say		
Total:		

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

The majority of Bayview’s adult residents are non-native English speakers and/or bilingual. Most youth are growing up in households where English is the second language and a family’s native language is spoken first and English is spoken second. Nearly all of the youth at Bayview are bilingual and bicultural.

Bayview's services and programs reflect the population served and involved and cultural relevance and sensitivity to language is at the heart of what we do.

Half of Bayview's 18 staff members are bilingual with English, Spanish, Hmong, Lao, and French all being spoken fluently by at least one staff member. Bayview also utilizes a recurring group of interpreters for other languages and to better serve bigger events with larger groups of people. Additionally, Bayview makes a point of hiring people who share the lived experience and identities of those living in the community or accessing center services. Of Bayview's 18 staff, a majority are BIPOC, and roughly 25% are current or former residents of the community. The diversity of staff means each is able to amplify and respond to varying cultural perspectives and to connect in Bayview's many languages.

Staff are available to support families in need of interpretation and translation services. Interpretation in Hmong and Spanish is provided at all meetings and events. In addition, program materials, including flyers, letters, notices, etc., are evaluated for use of Plain English and pictorial representations are utilized as much as possible in addition to text. All programs and services are evaluated through a lens of cultural and linguistic relevance and sensitivity. Bayview staff provide detailed information and support to project partners to increase their awareness and competencies in working with such a diverse group.

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

Program information is shared with all Bayview families with youth at the beginning of each school year. In addition to the regular after school program registration materials, special opportunities such as the new Artist Residency Program will be promoted to children, teens and families. Any child or teen, ages 7-18, will be eligible to participate, and the program is 100% free of charge. The registration forms will outline the program description, goals, anticipated outcomes and schedule, so that children and families know what is expected. In addition to being promoted within the Bayview community, the Artist Residency Program will be advertised within the feeder school systems, including Franklin, Randall, Hamilton and West. Bayview staff will communicate and collaborate with art and music teachers at MMSD schools in the areas to identify youth that may be well matched for the program. The program will also be promoted within the neighborhood to CDA housing on the Triangle, Madison Development Corporation housing and to neighbors in Monona Bay, Greenbush and Bay Creek.

3. PROGRAM DESCRIPTION AND STRUCTURE

- A. Activities: Describe your proposed program activities. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

Bayview's Artist Residency program will be initiated starting in January 2024 with the opening of the new community center that includes both an arts education classroom and a dedicated artist in residency studio space. Local and regional working artists and community arts facilitators will be recruited to participate in the residency program which provides free studio space for the artist/artist team and fair wages in exchange for ongoing and in depth facilitated programming with youth ages 7-18.

To start, in 2024, the first year of the program, Bayview will host two 3 to 9 month residencies. Bayview will recruit local BIPOC artists to participate. Artists with experience working with youth from low income communities of color will be prioritized and orientation will be provided to ensure that the artists are familiar with the Bayview community and have the cultural competency necessary to ensure effective relationships and educational work. Artists from all disciplines (visual, performance, creative writing, digital media, etc.) will be recruited.

Artists will provide instruction, art making sessions, critique and one-to-one support for approximately 6 hours per week in the community. Part of their responsibilities will be to share their artwork and artmaking processes with youth. They will demonstrate and highlight how their art work and life as a

working artist fits into the Madison economy and cultural life, specifically detailing how they see the world and express their identity and perspectives through the art making process. They will teach new technical, art-based skills to youth, but more importantly, will teach them how to critique, communicate, analyze, present and connect. At the end of each artist residency, there will be a public showcase of the work created. These will be presented as an visual arts exhibition, performance or talent showcase.

Dozens of studies conducted within the last 20 years demonstrate the power of out-of-school in depth arts and cultural programming on positive youth development. The Wallace Foundation has spearheaded many critical studies that showcase the essential values of the arts and the role that after school programs play in cultivating an environment where the arts can foster social connections, academic learning and community cohesion. This program will be rooted in current research and best practices.

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

Table 1

Location(s): Bayview Community Center			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year	4:00 pm	6:00 pm
	Summer	4:00 pm	6:00 pm
Tuesday	School Year		
	Summer		
Wednesday	School Year		
	Summer		
Thursday	School Year	4:00 pm	6:00 pm
	Summer	4:00 pm	6:00 pm
Friday	School Year		
	Summer		
Saturday	School Year	11:00 am	1:00 pm
	Summer	11:00 am	1:00 pm
Sunday	School Year		
	Summer		

Table 2

Location(s):			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer		
Tuesday	School Year		
	Summer		
Wednesday	School Year		
	Summer		
Thursday	School Year		
	Summer		
Friday	School Year		
	Summer		
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

If applicable, please list the third location and any subsequent locations. Include the specific program schedule(s) differences as compared to the programs included in the tables above.

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

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location #1: Bayview Community Center					
School Year	3x per week	2	30 weeks	1:12	10
Summer	3 x per week	2	10 weeks	1:12	10
Location #2 (if applicable):					
School Year					
Summer					

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

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

If applicable, please list any other locations and note any differences in the program structure as compared to programs included in the table above.

4. ENGAGEMENT, COORDINATION AND COLLABORATION

- A. Family Engagement: Describe how your program will engage parents/guardians and families in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

Bayview’s model makes family engagement both natural as well as a truly integral part of the program. The community center’s comprehensive programming provides support to whole families in such a way that the support systems for youth are seamlessly integrated with the support systems for their siblings, parents, and caregivers. As resident voice is prioritized at Bayview, this core organizational value plays out in how families are engaged deeply through both formal and informal processes.

Formally, Bayview’s staff engage parents and caregivers with direct coaching and education around childhood mental health in order to reduce stigma and identify resources for their child. This creates unique opportunities for staff to understand the intimate needs of family members of youth in the program. Dedicated family engagement programs such as Family Fun Nights and upcoming Parent Support Groups enhance these efforts. These programs facilitate more seamless and comfortable communication between everyone at Bayview in order to more effectively support youth and their caregivers. Staff conduct an annual survey of youth and parents to better understand their strengths, what they enjoy, and how they would like to grow. Some information that has been recently garnered from is that both parents and youth of all ages value being successful at school, connecting to a sense of community, and preparing for the future. In seeing this, Bayview staff established a weekly practice

of “Lunch Clubs” at Franklin, Randall, Hamilton, and West in order to help foster that sense of community within the school day.

Informally, Bayview staff develop deep and trusting relationships with families through a variety of touchpoints. This includes advocating with parents for youth at school throughout the year. This sometimes looks like helping parents coordinate meetings with school counselors or teachers, sitting in on meetings to help take notes or make MMSD staff’s language more accessible, or even helping initiate the IEP assessment process. Should challenging behaviors with youth arise during Bayview programming, youth programs staff will frequently communicate what they are observing to parents. Through these conversations, staff and families collaborate to create action plans to address harmful behaviors through a restorative justice approach.

B. Neighborhood/Community Engagement: Describe how your program will engage neighborhood residents or other relevant community stakeholders in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

The success of Bayview is built on relationships and trust. Bayview staff generally know the names of every Bayview resident. Programs and services are accessed by community members of all ages, so one-to-one relationships form naturally and staff come to know about the specifics of each person and family. Engaging community members in decision making, policy development, and program design is at the core of what Bayview does. Staff hold the perspective that all program and service areas are interrelated and must be considered when evaluating a program’s impact and effectiveness. Because of these interwoven and organic relationships, Bayview is receiving and incorporating feedback informally on a daily basis across all areas of the organization.

In terms of formal feedback and input, Bayview conducts regular needs assessments, including one-to-one surveys -- by language -- that have the residents evaluate satisfaction related to: housing, resource access, food access, youth programming, early childhood, adult and senior programming, health and wellness, financial and digital literacy, and art and culture. Housing staff meet in person with each household on an annual basis at minimum to review household make-up, finances and current needs. Ongoing assessment is part of each Bayview program, and we conduct surveys to evaluate them annually. Goals and outcomes are built into each program, and results are measured against them.

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Dane Arts	Funding partner and resource regarding public art installation	Mark Fraire	No
Madison Arts Commission (MAC)	Funding partner and resource regarding public art installation	Karin Wolf	No
ArtWorking	Artists with developmental disabilities in Dane County	Lance Owens	No
The Bubbler, Madison Public Library	Artists currently working in the library system	Trent Miller	No
MMOCA	Museum of contemporary art; tours, field trips, and exhibitions	Bob Sylvester	No
Chazen Museum of Art	Art Museum at UW Madison - tours, field trips and exhibitions	Gionfer Fields	No

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

Art Lit Lab: Contemporary arts space, link to artists, field trips, Ceara Yahn

Communication: Contemporary arts space, link to artists, field trips, Jennifer Bastian

MMSD Art Teachers: Collaborative relationship with creative arts teachers at Franklin, Randal, Hamilton and West

How do these partnerships enhance this proposal?

Bayview already has ongoing and longstanding relationships and partnerships with the organizations listed above. Most partnerships go back 10-12 years, as the arts and culture have been embedded in Bayview's mission and educational work for decades. These partnerships provide staff training, collaboration, field trips, and links to local artists and, importantly, a way to connect with the contemporary arts conversations. The cultural groups listed above will provide resources and support to enhance and strengthen the proposed Artist Residency Program. Some of the partners, including Dane Arts and Madison Arts Commission, will provide funding as well as links to local artists. The Artist Residency Program at Bayview will be the only in-depth artist residency program taking place at a neighborhood center in Madison, thus many local arts organizations will be interested in partnering with the program.

What are the decision-making agreements with each partner?

Bayview's staff provide space, travel, and support our partners in any way to be successful in providing holistic experiences for participants. Prior to new partnerships being established, Bayview's Program Manager and Program Coordinators meet with potential partners to determine if their core values and pedagogical approach align with Bayview's values and philosophies. Additionally, the primary staff(s) who will be facilitating programming come to the program to build rapport with participants. This happens before the program partnership is established in order for partners to get to know participants and their interests, and allows them to be more intentional about how they plan and implement programming at Bayview. In addition, participants are more likely to engage and participate in these programs due to their familiarity with the facilitator, which leads to greater impact. Program staff always look over lesson plans and discuss any modification needed to better fit Bayview. This is always done side by side with our partners through dialogue and co-designing. Our partnerships are based on mutual initiative and passion for BIPOC participant's advancement.

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

Given that Bayview is a neighborhood center, our charter is to provide wraparound services and support to children and their families. Bayview takes great pride in being a community space where children and families can easily get information about an array of community services and referrals. Because Housing staff meet in person with each household on an annual basis at minimum to review household make-up, finances and current needs, Bayview has a deep understanding of the challenges and needs of every resident. As a result of these meetings, Bayview Bilingual Resident Specialists support residents through preventative work, case management, and crisis intervention. This includes, but is not limited to, support around apartment hygiene and housekeeping, benefits counseling, food access, financial assistance, and social isolation.

Within the Artist Residency Program, children and families will be directly connected to local artists working in the community and sharing their art and creative talents with the broader public. Children and families will see firsthand that the arts can result in viable and important career opportunities. Children and families will connect with local arts and cultural organizations in Madison and Dane County, expanding their definitions of art, culture and production.

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

- A. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements are addressed by your proposed program design. How will you monitor the program

during implementation to assess continued alignment with the [MOST Effective Practices](#)? Are there any other program quality standards, tools or measurements that you use with this program? If yes, please list and describe.

1) Intentional Program Design

The Artist Residency Program is designed to meet the needs of low income BIPOC community members by providing them with relevant and inclusive arts education and creating programming in their community - in their neighborhood. The program will expose participants to in-depth arts programming, teaching essential skills in a supportive and culturally inclusive space.

2) Supportive Relationships with Youth

Developing and promoting healthy relationships and positive behavior are an indispensable piece of successful programming at Bayview. Children have the opportunity to form relationships with at least three consistent and dedicated Bayview staff and other adult volunteers. Staff carefully model respect and kindness and provide redirection to children when necessary. The Artist Residency program is specifically designed to foster deep and connected relationships among artists and children and teens in the community.

3) Youth Voice and Leadership

The Artist Residency Program is built on youth voice and agency. The arts are a perfect avenue to explore, enhance and amplify youth voice and leadership. In the program, youth will specifically understand and explore the great responsibility artists have when they make something that is original and is intended to share their personal experiences, perspectives and views with others.

4) Racial and Cultural Inclusion

BIPOC artists will be hired within the residency program. They will be paid prevailing wages and have free studio space to use for their personal artmaking and craft. As part of their residency, they will lead educational artmaking sessions with youth. The artists and youth will explore themes of identity, race, culture and inclusion in their work together, as these topics are inseparable from the program.

5) Community and Family Engagement

The artist residency program will naturally engage the larger community as well as family members. Programs may result in the creation of a new public artwork (temporary or permanent) for Bayview's campus. Families will be invited to performances, exhibitions and other public activities to learn, celebrate and honor the creativity within their children and teens.

6) Organizational Management and Staff Support

The Community Arts Coordinator, a new position at Bayview, will oversee this initiative. They will recruit participants, hire artists, coordinate sessions and evaluate the programming. The Coordinator and the Artist Residency artists will be supported by Bayview's Program Manager and will also work closely with the Elementary and Teen Program Coordinators. All staff are expected to participate in Bayview's antiracism work that includes all staff training, affinity meetings and personal development plans.

7) Environment and Safety

Bayview's programming strives to promote and/or improve the safety, health, and nutrition of all children. Bayview staff receive training on how to handle different situations, how to properly supervise children, and how to identify and solve potential risk factors in the program spaces. Additionally, Bayview is constantly reassessing program spaces so that the multi-purpose rooms are accessible, safe, inclusive, comfortable and aesthetically pleasing.

In conclusion, in order to ensure quality improvement Bayview staff work to continually align with MOST's effective practices. When writing quarterly service reports, the Program Coordinator will comment on areas in which Bayview excels in aligning with MOST's Effective Practices and will identify practices where there is the most room for improvement and where program time will be focused in the next quarter. The part-time staff will evaluate Bayview's alignment with MOST's Effective Practices on a quarterly basis. They will identify which area(s) Bayview excels in and which areas have the most potential for growth. They will also be asked to share their ideas on how Bayview can align more closely with the best practices.

B. Program Outputs - Unduplicated School-Age Children or Youth and Program Hours

Total Annual Unduplicated Children or Youth participating in proposed program: 20

Total program hours annually: 240

C. Program Outcomes

Please describe the data and the data source used to choose your outcome objectives?

Data collected from years of research by well known agencies such as the National Endowment for the Arts, Americans for the Arts and the Wallace Foundation demonstrate the positive impacts of the creative arts and arts education on youth development in the areas of social and emotional skills development, self esteem and community connectedness. In the National Endowment for the Arts Report #55: The Arts and Achievement in At Risk Youth, the following outcomes were researched:

Students with high arts participation and low socioeconomic status have a 4 percent dropout rate—five times lower than their low socioeconomic status peers.

Students who take four years of arts and music classes score an average of over 150 points higher on the SAT than students who take only one-half year or less.

Low-income students are highly engaged in the arts are twice as likely to graduate college as their peers with no arts education

Additionally, a recently completed study from the University of Chicago (2022), focused on how the arts contribute to the building blocks of long term pro social skill development and behavior changes. The study found that the arts improve emotional self-regulation, responsibility and awareness of peers’ emotional states, and confidence in expressing complex ideas stemming from personal thoughts and feelings.

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

Outcome Objective #1: Increased social and emotional competence and enhanced life skills				
Performance Standard	Targeted Percent	80%	Targeted Number	8
Measurement Tool(s) and Comments: Pre and post evaluation led by Arts Program Coordinator				

Outcome Objective #2: Increased sense of belonging and connection to a community				
Performance Standard	Targeted Percent	80%	Targeted Number	*
Measurement Tool(s) and Comments: Pre and post evaluation led by Arts Program Coordinator				

Outcome Objective #3:				
Performance Standard	Targeted Percent		Targeted Number	
Measurement Tool(s) and Comments:				

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

- D. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses?

Bayview staff, including the Arts Coordinator, will be charged with collecting relevant data to evaluate the program. Demographic information will be collected through the registration process and program activities will be documented by the artists and the arts coordinator. The outcome measures will be assessed by all stakeholders including the Coordinator, artists and the participants. The data regarding social and emotional competence and increases in life skills will be evaluated through simple pre and post program surveys. As well, changes in attitude, behaviors and skills will be assessed and recorded on a regular basis. Children and teens will evaluate changes in their sense of belonging and connectedness to a community. Attendance will be taken daily.

6. PROGRAM LOCATION

- A. Address(es) of the site where programs will occur:

Bayview Foundation
601 Bay View
Madison, WI 53715

7. PROGRAM STAFFING AND RESOURCES:

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

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Community Arts Coordinator	Art education degree or experience, Fine arts degree or experience; community arts experience	Bayview Community Center	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.5	
Artist in Residence	Working artist with some educational experience/passion	Bayview Community Center	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.25	
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		

Please complete the total FTE for the applicable time period	School Year:		
	Year-Round	0.75	
	Summer		

*Use one line per individual employee

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

N/A

B. Other program Resources/Inputs (such as program space, transportation or other resources necessary for the success of your program):

Bayview has two 15-passenger vans for field trips and other excursions. In January of 2024, Bayview will open the doors of its new 11,500 square foot community center, featuring over 3,000 square feet of classroom spaces, including upper and lower elementary, middle, high school, early childhood/family education and multipurpose classrooms, and a teaching kitchen. Arts and cultural programming will flourish with a Maker Space/STEAM hub, Art Classroom, and an Artist Residency Studio. The new center is designed to flexibly accommodate many different uses and to grow with the organization. The redesigned Bayview will also have a basketball court, playground, community green and other gathering spaces that could be used for programming. In the summer, outdoor program space is augmented by a sturdy 20x10 foot program tent.

8. BUDGET

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

The budget template can be found on the [CDD Funding Opportunities website](#).

9. IF APPLICABLE, PLEASE COMPLETE THE FOLLOWING:

- A. Disclosure of Conflict of Interest
 Disclose any potential conflict of interest due to any other clients, contracts, or property interests, e.g. direct connections to other funders, City funders, or potentially funded organizations, or with the City of Madison.
- B. Disclosure of Contract Failures, Litigations
 Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation.

APPLICATION FOR 2023 SCHOOL-AGE CHILD AND YOUTH PROGRAMS

1. ORGANIZATION CONTACT INFORMATION

Legal Name of Organization	Bayview Foundation, Inc.		
Mailing Address	601 Bay View		
Telephone	608-256-7808		
FAX	608-256-2386		
Director	Alexis London		
Email Address	alexislondon@bayviewfoundation.org		
Additional Contact	Nate Schorr		
Email Address	nateschorr@bayviewfoundation.org		
Legal Status	Private: Non-Profit		
Federal EIN:	39-6092644		

2. PROPOSED PROGRAMS

Program Name:	2024		If currently City funded
	Letter	Amount Requested	2023 Allocation
Elementary Program	A	\$60,608	\$23,000
Contact: Nate Schorr			
Middle School Program	B	\$20,419	\$11,500
Contact: Nate Schorr			
High School Program	C	\$20,641	\$11,623
Contact: Nate Schorr			
YAAS Program	D	\$21,043	N/A
Contact: Nate Schorr			
Artist Residency Program	E	\$25,215	N/A
Contact: Nate Schorr			
Summer Study	D	\$8,360	N/A
Contact: Nate Schorr			
Teen Evenings and Weekends	D	\$11,309	N/A
Contact: Nate Schorr			
TOTAL REQUEST		\$167,595	

DEFINITION OF ACCOUNT CATEGORIES:

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

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

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

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

3. SIGNATURE PAGE

AFFIRMATIVE ACTION

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

CITY OF MADISON CONTRACTS

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

INSURANCE

If funded, applicant agrees to secure insurance coverage in the following areas to the extent required by the City Office of Risk Management: Commercial General Liability, Automobile Liability, Worker's Compensation, and Professional Liability. The cost of this coverage can be considered in the request for funding.

4. SIGNATURE

Enter name:

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

DATE

INITIALS:

6. BOARD-STAFF DEMOGRAPHICS

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

DESCRIPTOR	BOARD		STAFF		MADISON*		
	Number	Percent	Number	Percent	GENERAL Percent	POVERTY Percent	R/POV** Percent
	TOTAL	12	100%	21	100%		
GENDER							
MAN	5	42%	6	29%			
WOMAN	7	58%	13	62%			
NON-BINARY/GENDERQUEER	0	0%	2	10%			
PREFER NOT TO SAY	0	0%	0	0%			
TOTAL GENDER	12	100%	21	100%			
AGE							
LESS THAN 18 YRS	0	0%	0	0%			
18-59 YRS	8	67%	21	100%			
60 AND OLDER	4	33%	0	0%			
TOTAL AGE	12	100%	21	100%			
RACE							
WHITE/CAUCASIAN	8	67%	12	57%	80%	67%	16%
BLACK/AFRICAN AMERICAN	2	17%	5	24%	7%	15%	39%
ASIAN	2	17%	4	19%	8%	11%	28%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	0	0%	<1%	<1%	32%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%	0%	0%	0%
MULTI-RACIAL	0	0%	0	0%	3%	4%	26%
BALANCE/OTHER	0	0%	0	0%	1%	2%	28%
TOTAL RACE	12	100%	21	100%			
ETHNICITY							
HISPANIC OR LATINO	1	8%	3	14%	7%	9%	26%
NOT HISPANIC OR LATINO	11	92%	18	86%	93%	81%	74%
TOTAL ETHNICITY	12	100%	21	100%			
PERSONS WITH DISABILITIES	0	0%	0	0%			

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

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

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

7. Does the board composition and staff of your agency represent the racial and cultural diversity of the residents

you serve? If not, what is your plan to address this? (to start a new paragraph, hit ALT+ENTER)

Yes. Bayview's staff and board represent the community served. More than 60% of Bayview's staff is BIPOC and more than 50% are bilingual or multilingual. Three of Bayview's 10 member board of directors are residents, as are five of seven members of the Housing Committee, a group that meets bimonthly to discuss housing related policies and issues. As an organization, Bayview is undertaking ongoing professional development and organizational change initiatives centered on equity and racial justice. With support, training and ongoing coaching from nINA Collective, the following efforts are underway: monthly affinity groups facilitated by staff, co-learning sessions for staff and board facilitated by nINA Collective, facilitation training sessions, executive leadership coaching, restorative justice training and personnel and board review and updates.

8. AGENCY GOVERNING BODY

How many Board meetings were held in 2022	9
How many Board meetings has your governing body or Board of Directors scheduled for 2023?	9
How many Board seats are indicated in your agency by-laws?	12

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

Name	Mary Berryman Agard, President				
Home Address	133 S. Brittingham Place, Madison WI 53715				
Occupation	Consultant in arts and cultural planning, non-profit management, and education				
Representing					
Term of Office		From:	01/2022	To:	12/2024
Name	Craig Stanley, Vice President				
Home Address	2631 University Ave. 106, Madison WI 53703				
Occupation	Founding Principal, Broadwing Advisors				
Representing					
Term of Office		From:	01/2022	To:	12/2024
Name	Scott Thornton, Treasurer				
Home Address	1104 Jenifer St. Madison WI 53713				
Occupation	Controller, Wisconsin Department of Transportation				
Representing					
Term of Office		From:	01/2022	To:	12/2024
Name	Assita Diarra, Co-Secretary				
Home Address	116 Bayview, Madison WI 53715				
Occupation	Healthcare				
Representing					
Term of Office		From:	01/2022	To:	12/2024
Name	Jean Berg, Co-Secretary				
Home Address	4817 Onyx Lane, Madison WI 53714				
Occupation	Retired teacher and community volunteer				
Representing					
Term of Office		From:	01/2022	To:	12/2024
Name	Tag Evers				
Home Address	2329 Keyes Ave Madison WI 53711				
Occupation	District 13 Alder Madison Common Council; live music promoter				
Representing	*term coincides with elected office appointment <input type="checkbox"/>				
Term of Office		From:	04/2018	To:	length of elected office
Name	Xong Vang				
Home Address	315 Bayview Madison WI 53715				
Occupation	Housing coordinator, Bayview				
Representing					
Term of Office		From:	01/2022	To:	12/2025
Name	Ken Axe				
Home Address	2190 Colladay Point Dr. Stoughton WI 53589				
Occupation	Retired lawyer				
Representing					
Term of Office		From:	01/2022	To:	12/2025

AGENCY GOVERNING BODY cont.

Name	James Corona			
Home Address	523 Bayview Madison WI 53715			
Occupation	Educator			
Representing				
Term of Office		From:	01/2022	To: 12/2025
Name	Craig Schmidt			
Home Address	108 N. Main St. Verona, WI 53598			
Occupation	Business relationship banker			
Representing				
Term of Office		From:	04/2023	To: 03/2026
Name	Angela Jones			
Home Address	3832 Dolphin Dr. Madison WI 53719			
Occupation	Community Impact Director, United Way Dane County			
Representing				
Term of Office		From:	05/2023	To: 04/2026
Name	Dan Gartzke, Legal Counsel (non voting)			
Home Address	1 S. Pinckney Madiosn WI 53701			
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
Name	Mai Chao Chang, Legal Counsel (non voting)			
Home Address	1 S. Pinckney Madiosn WI 53701			
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy

****Instructions: Complete this workbook in tab order, so the numbers will autofill correctly. Only fill in the yellow cells. Only use whole numbers, if using formulas or amounts with cents, convert to whole number before submitting to CDD.**

Please fill out all expected revenues for the programs you are requesting funding for in this application.
 All programs not requesting funding in this application, should be combined and entered under NON APP PGMS (last column)

REVENUE SOURCE	AGENCY 2024	PROGRAM A	PROGRAM B	PROGRAM C	PROGRAM D	PROGRAM E	PROGRAM F	PROGRAM G	NON APP PGMS
DANE CO HUMAN SVCS	56,951				56,951				
UNITED WAY DANE CO	0								
CITY CDD (This Application)	397,595	60,608	20,419	20,641	21,043	25,215	8,360	11,309	230,000
City CDD (Not this Application)	0								
OTHER GOVT*	0								
FUNDRAISING DONATIONS**	587,220	113,000	40,000	40,000	48,000	35,000	23,000	18,000	270,220
USER FEES	86,484								86,484
TOTAL REVENUE	1,128,250	173,608	60,419	60,641	125,994	60,215	31,360	29,309	586,704

*OTHER GOVERNMENT: Includes all Federal and State funds, as well as funds from other counties, other Dane County Departments, and all other Dane County cities, villages, and townships.

**FUNDRAISING: Includes funds received from foundations, corporations, churches, and individuals, as well as those raised from fundraising events.

Enter all expenses for the programs in this application under the PGM A-E columns. Enter the amount you would like the City to pay for with this funding under the CITY SHARE column next to the PGM column. Enter all other
****Use whole numbers only, please.**

ACCOUNT CATEGORY	AGENCY 2024	TTL CITY REQUEST	PGM A	CITY SHARE	PGM B	CITY SHARE	PGM C	CITY SHARE	PGM D	CITY SHARE	PGM E	CITY SHARE	PGM F	CITY SHARE	PGM G	CITY SHARE	NON APP PGMS
A. PERSONNEL																	
Salary	622,819	138,010	108,511	60,608	26,731	20,419	26,076	20,641	58,312	14,009	27,300	13,650	6,497	1,237	16,755	7,446	352,637
Taxes/Benefits	115,884	4,235	18,849		5,289		5,079		14,914	1,384	2,730	1,365	900	123	1,363	1,363	66,760
Subtotal A.	738,703	142,245	127,360	60,608	32,020	20,419	31,155	20,641	73,226	15,393	30,030	15,015	7,397	1,360	18,118	8,809	419,397
B. OTHER OPERATING																	
Insurance	3,900	0	300		300		300		300		300		300		300		1,800
Professional Fees/Audit	100,424	0	4,648		4,648		4,648		24,648		4,648		4,648		4,648		47,888
Postage/Office & Program	715	0	55		55		55		55		55		55		55		330
Supplies/Printing/Photocopy	77,580	8,000	11,653		6,153		7,653		4,653	2,500	4,000	3,000	1,500	1,000	1,500	1,500	40,468
Equipment/Furnishings/Depr.	5,187	0	399		399		399		399		399		399		399		2,394
Telephone	6,396	0	792		507		507		222		222		222		222		3,702
Training/Conferences	1,443	0	111		111		111		111		111		111		111		666
Food/Household Supplies	2,522	0	194		194		194		194		194		194		194		1,164
Travel	949	0	73		73		73		73		73		73		73		438
Vehicle Costs/Depreciation	9,802	0	754		754		754		754		754		754		754		4,524
Other	0	0															
Subtotal B.	208,918	8,000	18,979	0	13,194	0	14,694	0	31,409	2,500	10,756	3,000	8,256	1,000	8,256	1,500	103,374
C. SPACE																	
Rent/Utilities/Maintenance	61,100	0	4,700		4,700		4,700		4,700		4,700		4,700		4,700		28,200
Mortgage Principal/Interest	0	0															0
Depreciation/Taxes	2,288	0	176		176		176		176		176		176		176		1,056
Subtotal C.	63,388	0	4,876	0	4,876	0	4,876	0	4,876	0	4,876	0	4,876	0	4,876	0	29,256
D. SPECIAL COSTS																	
Assistance to Individuals	0	0															0
Contractors/Subcontractors	112,350	17,350	21,950		8,250		8,250		15,750	3,150	14,400	7,200	10,000	6,000	1,000	1,000	32,750
Pymt to Affiliate Orgs	0	0															0
Other	0	0															0
Subtotal D.	112,350	17,350	21,950	0	8,250	0	8,250	0	15,750	3,150	14,400	7,200	10,000	6,000	1,000	1,000	32,750
TOTAL (A-D.)	1,123,359	167,595	173,165	60,608	58,340	20,419	58,975	20,641	125,281	21,043	60,062	25,215	30,529	8,360	32,250	11,309	584,777

****List all staff positions related to programs requesting funding in this application, and the amount of time they will spend in each program.**

Title of Staff Position*	2024	2024	2024	2024	2024	2024	2024	2024	2024	2024	2024	2024	2024
	Program A FTE**	Program B FTE**	Program C FTE**	Program D FTE**	Program E FTE**	Program F FTE**	Program G FTE**	Total FTE	Annualized Salary	Payroll Taxes and Fringe Benefits	Total Amount	Hourly Wage***	Amount Requested from the City of Madison
Program Manager	0.16	0.08	0.07	0.15	0.05	0.05	0.05	0.61	64,896	20,978	85,874	31.20	10,193
Elementary Program Coord.	0.90					0.10		1.00	48,109	12,839	60,948	23.13	37,133
Teen Program Coord.		0.40	0.40	0.10			0.10	1.00	49,018	7,622	56,640	23.57	37,133
YAAS Program Coord.				0.80				0.80	37,289	12,051	49,340	21.09	11,063
Elementary Program Leader	0.53							0.53	19,843	3,632	23,475	18.00	11,738
Elementary Program Leader	0.53							0.53	19,843	3,632	23,475	18.00	11,738
Evening & Weekend Prg. Leader							0.13	0.13	3,456	500	3,956	27.00	3,956
Evening & Weekend Prg. Leader					0.05		0.13	0.18	3,456	500	3,956	27.00	3,956
Community Arts Coordinator					0.50			0.50	20,800	2,000	22,800	20.00	13,650
Front Desk Receptionist	0.05	0.05	0.05	0.05	0.05	0.05	0.10	0.40	23,439	3,748	27,187	17.68	1,685
YAAS Specialist				0.13				0.13	6,500	700	7,200	25.00	0
YAAS Specialist				0.13				0.13	6,500	700	7,200	25.00	0
								0.00			0	0.00	0
								0.00			0	0.00	0
								0.00			0	0.00	0
								0.00			0	0.00	0
								0.00			0	0.00	0
								0.00			0	0.00	0
								0.00			0	0.00	0
								0.00			0	0.00	0
								0.00			0	0.00	0
								0.00			0	0.00	0
SUBTOTAL/TOTAL:	2.17	0.53	0.52	1.36	0.65	0.20	0.51	5.94	303149.00	68902.00	372051.00	276.67	142245.00

CONTINUE BELOW IF YOU NEED MORE ROOM FOR STAFF POSITIONS

*List each staff position separately. Indicate number of weeks to be employed if less than full year in parentheses after their title.

**Full Time Equivalent (1.00, .75, .60, .25, etc.) 2,080 hours = 1.00 FTE

****List all staff positions related to programs requesting funding in this application, and the amount of time they will spend in each program.**

	2024	2024	2024	2024	2024	2024	2024	2024	2024	2024	2024	2024	2024
Title of Staff Position*	Program A FTE**	Program B FTE**	Program C FTE**	Program D FTE**	Program E FTE**	Program F FTE**	Program G FTE**	Total FTE	Annualized Salary	Payroll Taxes and Fringe Benefits	Total Amount	Hourly Wage***	Amount Requested from the City of Madison
								0.00			0	0.00	0
								0.00			0	0.00	0
								0.00			0	0.00	0
								0.00			0	0.00	0
								0.00			0	0.00	0
								0.00			0	0.00	0
								0.00			0	0.00	0
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								0.00			0	0.00	0
								0.00			0	0.00	0
								0.00			0	0.00	0
								0.00			0	0.00	0
								0.00			0	0.00	0
TOTAL:	2.17	0.53	0.52	1.36	0.65	0.20	0.51	5.94	303149.00	68902.00	372051.00	276.67	142245.00

*List each staff position separately. Indicate number of weeks to be employed if less than full year in parentheses after their title.

**Full Time Equivalent (1.00, .75, .60, .25, etc.) 2,080 hours = 1.00 FTE

Program Summary

This tab should be completely filled in by your previous answers.

Pgm Letter	Program Name	Program Expenses	2024 City Request
A	Elementary Program	PERSONNEL	60,608
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	60,608
B	Middle School Program	PERSONNEL	20,419
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	20,419
C	High School Program	PERSONNEL	20,641
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	20,641
D	YAAS Program	PERSONNEL	15,393
		OTHER OPERATING	2,500
		SPACE	0
		SPECIAL COSTS	3,150
		TOTAL	21,043
E	Artist Residency Program	PERSONNEL	15,015
		OTHER OPERATING	3,000
		SPACE	0
		SPECIAL COSTS	7,200
		TOTAL	25,215
F	Summer Study	PERSONNEL	1,360
		OTHER OPERATING	1,000
		SPACE	0
		SPECIAL COSTS	6,000
		TOTAL	8,360
G	Teen Evenings and Weekends	PERSONNEL	8,809
		OTHER OPERATING	1,500
		SPACE	0
		SPECIAL COSTS	1,000
		TOTAL	11,309
TOTAL FOR ALL PROGRAMS			167,595