



# School-Age Child and Youth Development Services PART 1 – ORGANIZATION NARRATIVE FORM

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

**Deadline: 4:30 pm CDT, 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*

The intent of this application and subsequent contract is for all organizations to present a set of opportunities within the umbrella of one contracted program for each age group, i.e. elementary, middle and high school. Only programs that involve different participants for that age group, separate staff, a different schedule and are not an activity occurring during or as part of another program should be considered a stand-alone program with a separate application.

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](mailto:yshelton-morris@cityofmadison.com) or Mary O'Donnell, Community Development Specialist [modonnell@cityofmadison.com](mailto: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](mailto:jstoiber@cityofmadison.com)

Legal Name of Organization:	Vear Court Neighborhood Center	Total Amount Requested:	\$ 235,000
Program(s) included in this application:	Program Name: Elementary Program	Amount Requested: \$ 125,000	
	Program Type: Elementary Year Round Multi-Focus		
	Program Name: Middle School Program	Amount Requested: \$ 95,000	
	Program Type: Middle School Year Round Multi-Focus		
	Program Name: High School Program	Amount Requested: \$ 15,000	
	Program Type: High School Year Round Multi-Focus		
	Program Name:	Amount Requested: \$	
	Program Type: Choose an item.		
	➤ <i>If you are applying for more than four programs please contact Jennifer Stoiber at <a href="mailto:jstoiber@cityofmadison.com">jstoiber@cityofmadison.com</a></i>		
Contact Person:	Richard Jones Jr.	Email: richardj@veracourt.org	
Organization Address:	614 Vera Ct. Madison, WI 53704	Telephone:	608-246-8372
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

Since 1994, the mission of Vera Court Neighborhood Center, Inc. (VCNC) has been to support its community in addressing the needs identified by its residents. The agency started on the northside of Madison with a building in the heart of the neighborhood it was named after, Vera Court. offers growth and enrichment opportunities to community residents that reflect the changing needs, strengths, and diversity of the community. Our goal has been to identify community needs and provide high quality programming to children, youth, and adults, in the areas of education, recreation, health, and nutrition. The VCNC neighborhood is composed of low-income families from diverse backgrounds, with a high ratio of Black and Latinx families who are socioeconomically disadvantaged and often unemployed or underemployed.

To appreciate the significance and development in the last 23 years it is important to understand the history of the agency. In October 1999, the VCNC Board of Directors fired its Executive Director, laid-off all program staff, terminated programming and closed the center, and, in February 2000, hired a new Executive Director. The new leadership relied on extensive involvement of community members to assess community needs resulting in the development of increased services and high quality programs.

Our organization mission and the design of our programs thoroughly align with the CDD goal of "providing quality, affordable elementary school-age care and programs that support positive youth development for middle and high school aged youth during out-of-school time that is available for low-income children and youth, especially those of color." All of our youth programs are free, and a vast majority of participants live in the immediate Vera Court neighborhood. All of our youth programs complement in-school learning through Milestones, our academic program, and support positive youth development by focusing on academics, enrichment, nutrition, and social emotional learning.

### 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.

VCNC has offered youth programming for over 23 years. Youth programming began under the new leadership in the summer of 2000 with the implementation of the Elementary Program, Rise program, and Girl Neighborhood Power program. The Elementary Program has grown to serve over 110 unduplicated students a year and provides a holistic and comprehensive program that supports positive youth development and fosters positive attitudes towards learning, healthy lifestyles, and community engagement. The Rise program has grown to serve over 50 unduplicated students and provides hands-on, individualized academic support for middle school students. Girl Neighborhood Power provides programming for students grades 3-8 in youth programs that focuses on character development, the growth of healthy identity, and building confidence to take ownership over educational and personal goals. In 2001, a grant was written to start the Leadership program and was fully funded in 2002. The Leadership program created a space for middle school students to engage in the areas of life skills, community leadership, civic engagement, youth voice, and being college and career ready. Life as a Boy was officially established as a program in 2004 after a group of boys brought to our attention a need and desire to also have a safe space to focus on character development, the growth of healthy identity, and building confidence to take ownership over educational and personal goals. In 2014, our High School program began when high schoolers brought a need for programming to our attention. This program has grown to serve over 15 unduplicated students and focuses on academic support, career and college readiness, and life skills. 2017 marked the beginning of our academic program, Milestones, that brought one-on-one tutoring, academic case management, and educational activities to all youth programs.

### 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".

The Vera Court Neighborhood Center has gone through changes since 2019. Our previous Executive Director, Development Director and majority of our youth staff members have transitioned from the agency. We have a new Executive Director, Development Director, Grants & Marketing Manager, Program Director, Elementary Program Manager, Middle & High School Program Manager, Academic Program Manager and more. We are also in a major board transition.

Though we have had a decent amount of staff and board transitioning, Vera Court has not suffered much from it. Our Director of Operations has been with Vera Court for twenty years and has served as staple during it all. Vera Court Neighborhood Center is stable and confident during this time. People in current roles are well qualified for jobs, and we are excited about how our new staff can further our current and future programming.

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.

Vera Court Neighborhood Center, Inc. recruits and hires capable staff who are committed to using their skills and passion to support the neighborhoods we serve. Many of the agency's staff members have relevant training, degrees, and experience. Our Executive Director has years of direct program experience. At VCNC, the Program Director and the Academic Coordinator come from experience within Madison and Wisconsin schools and know how to navigate the system. The Director of Operations has a history of case management through juvenile justice systems and transitional housing and a degree in child development and psychology. Program Managers have years of after school program experience. One of our tutors has personal experience supporting and advocating for students with IEPs.

We also have a strong commitment to ongoing professional development. All staff participate in culturally relevant programming training. These include restorative justice, trauma informed care, implicit bias training, and more. All staff in the agency meet monthly for relationship building and professional development.

Agency leadership collaborate to create professional development pathways for all staff, including agency-wide core competency training, department specific training and tier specific training. This process will consist of ongoing dialogue with individual staff members and evaluation. We are in the process of developing asynchronous professional development training that staff can take at their own pace and choose training based on their own intrinsic motivations. Staff are also encouraged to attend conferences with focuses relevant to their positions.

Each year, program staff go through professional development before the summer program, before the school year starts, during the winter break, and during spring break. This training combines internal and external expertise for well-rounded development.



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

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

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

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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.

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Legal Name of Organization:	Vera Court Neighborhood Center	Total Amount Requested for this Program:	\$ 125,000
Program Name:	Children's Program	Total Program Budget:	\$ 260,720
Program Contact:	Tom Qualls	Email: tomq@veracourt.org	Phone: 608-246-8372

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.

### Academic Support

In the Madison Metropolitan School District (MMSD), there is a significant education gap between students of color and their white peers. In the 2021-2022 school year, 91% of Black students and 84% of Latinx students tested below grade level in reading compared to only 36% of white students. Similarly, 93% of Black students and 87% of Latinx students tested below grade level in mathematics compared to 41% of white students. There are also high percentages of students testing below grade level who are English language learners (85% below grade level in reading and mathematics) and students who are economically disadvantaged (86% below grade level in reading and 88% in mathematics). The Children's Program at Vera Court Neighborhood Center (VCNC) currently meets this need and will continue to do so by providing an academic program, Milestones, that improves math and literacy scores by offering one-on-one and small group tutoring, academic case management, and educational activities. From 2020-2022, regularly attending program participants have demonstrated increased academic achievement (82% of participants in 2022, 74% in 2021, and 91% in 2020).

### Social Emotional Learning

According to a recent update from MMSD's board of education regarding behavior management, stark disparities still exist between races. Black students received 52% of out of school suspensions (OSS) even though they make up only 19% of the student population. In contrast, white students make up 41% of the student body but only 13% of OSS. Additionally, 74% of suspensions were handed down to economically disadvantaged students, who make up only 41% of the student population. The Children's Program currently meets this need and will continue to meet this need by intentionally implementing standards-based SEL curricula from Move This World, DESSA/Apture Education, and Mind Up. Additionally, VCNC partners with other community organizations and individuals who promote SEL outside of traditional curricula. Children in our program are exposed to yoga, mindfulness, art therapy, emotional regulation through movement, and more. Through this current work, 85% of our children are maintaining or improving their social-emotional competencies in the areas of self-management, optimistic thinking, and social awareness according to their DESSA composite scores.

### Sense of Belonging

In MMSD, and particularly in the school(s) our Children's Program serves, chronic absenteeism is a major concern. The data, again, point to a significant disparity between children of color, children from economically disadvantaged backgrounds, and English language learners when compared to their white peers. At Mendota elementary, where about 99% of our children attend school, approximately 33% of Black or African American students, over 50% of mixed-race students, and 33% of economically disadvantaged students are considered chronically absent. Over the pandemic, the percentage of our most marginalized youth considered chronically absent has increased significantly. The Children's Program has seen a similar decrease in regular attendance throughout the pandemic.

VCNC's Children's Program currently addresses this need by intentionally creating safe, welcoming spaces where children feel heard and valued. Through conversations and surveys with our families and youth, their sense of belonging is what draws them to VCNC Children's Program. Through similar conversations, our children have expressed a desire for more physical fitness programming. Starting in 2024, the Children's Program will utilize the BOKS and SPARK curricula to intentionally implement physical fitness and wellness programming with the ultimate goals of caring for the whole child and increasing their sense of belonging to the community and our center.

- 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 Children's Program at Vera Court Neighborhood Center (VCNC) provides year-round comprehensive programming for elementary school-age students that: (1) improves student literacy levels, math proficiency, and rates of homework completion, (2) fosters positive attitudes toward education and learning, (3) develops skills and behaviors that promote academic success, (4) exposes children to a diverse array of enrichment activities that nurture lifelong learning and promotes learning outside of the classroom, and (5) increases children's understanding of healthy communication practices and conflict resolution skills. It will be a holistic program that supports positive youth development through a variety of pathways. VCNC's multi-activity afterschool and

summer programs will emphasize physical and mental health, social emotional learning, cognitive development, and the development of strong relationships between family and community.

C. Program Summary (3-5 sentences):

The VCNC Children's Program is a year-round, multi-focus program that has a heavy emphasis on academics, enrichment, nutrition, and social emotional learning. Our holistic and comprehensive Children's Program supports positive youth development and fosters positive attitudes towards learning, healthy lifestyles, and community engagement. Children that regularly attend our program will improve math and literacy scores, their social emotional skills, their sense of belonging and work toward developing a healthy lifestyle.

**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.

VCNC's Children's Program serves grades K-5 primarily in the Vera Court neighborhood on the Northside of Madison, though we are open to any families living in the City of Madison. Currently, all of our enrolled participants qualify as low-income and a majority identify as students of color: 63% of program participants are Black, 14% are Hispanic/Latinx, 20% are white and 15% are multi-racial. Approximately 34% of Children's Program participants reside in households in which English is not the adult caregiver's first language.

When a student wants to enroll, their adult caregiver must fill out an enrollment packet that provides emergency contact, demographic, health, and photo release information. Once all the information is received, the student is enrolled in the Children's Program. Once they have started the program, new students take a reading and math level assessment, which is led by the Academic Coordinator. Participants' reading and math levels are regularly assessed thereafter by trained tutors and our Academic Coordinator during each tutoring session. In addition, the Children's Program utilizes the DESSA assessment in order to best support social and emotional development among youth. DESSA allows us to screen social-emotional competence of children upon intake, as well as assess each child's social-emotional growth at the end of the year.

VCNC staff regularly communicate with parents and families of after-school participants in-person and via phone to determine their child's needs, as well as what is working well at home in terms of academic and social-emotional support. Staff have formal, scheduled check-ins with families and school teachers at least two times per year to gather feedback on each participant's progress. Once per semester, elementary-age participants complete a survey to help them communicate their attitudes toward the after-school program. We use this data to make improvements to our program, whether that is changing the name of homework time from business time to scholar hour, using their club ideas, or creating a student leadership council.

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	21	20%
Black/African American	66	63%
Asian	1	1%
American Indian/Alaskan Native	0	0%
Native Hawaiian/Other Pacific Islander	0	0%
Multi-Racial	16	15%
Balance/Other	0	0%
Total:	104	
Ethnicity		
Hispanic or Latino	15	14%
Not Hispanic or Latino	89	86%
Total:	104	
Gender		
Boy/Man	55	53%
Girl/Woman	49	47%

Non-binary/GenderQueer	0	0%
Prefer Not to Say	0	0%
Total:	104	

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.

Linguistically-responsive practices are essential in supporting our students, as approximately 34% of Children's Program participants reside in households in which English is not the adult caregiver's first language. Many of the families who participate in our program are from countries in Western Africa and Central America. Specific practices include the utilization of extra-linguistic supports, such as pictures and maps, practicing vowel sounds, and spending time understanding each child's individual needs and academic experience. VCNC has a variety of books in Spanish and French, as well as other materials. In addition, we have staff members who speak Spanish and French and are able to answer questions of non-English speaking youth and families, and we have enrollment papers, along with other materials, in Spanish.

VCNC ensures that programming is culturally relevant through a variety of enrichment activities that are based on our participants' interests and cultural backgrounds. These include cooking clubs where students share and make favorite foods from their cultures, language clubs where kids learn languages that some of our students speak at home, and various activities such as hip-hop dance and spoken word units.

Lastly, the Children's Program strives to recruit staff and volunteers whose backgrounds reflect those of program participants, ensuring that participants feel welcome and supported in a culturally competent manner. VCNC is dedicated to recruiting former participants, immediate community members, bilingual individuals, and individuals of color.

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.

VCNC recruits participants through regular communication with nearby elementary schools, communicating with neighborhood residents, and advertising our programming in the Northside News.

The Children's Program engages program participants and families in a multitude of ways: (1) We encourage input from all elementary-age participants, as it is their ideas that keep our program exciting, relevant, and aligned with participants' interests and needs; (2) Feedback and concerns are requested of families to ensure we are responding to the needs of the community. For example, many of our parents notified VCNC that they are unable to attend parent-teacher conferences at school due to working two to three jobs during the times that conferences are held. As a result, VCNC hosts additional days of parent-teacher conferences on-site to accommodate these families; (3) A variety of cultures and languages are celebrated at VCNC. For instance, enrichment programming is based on our students' interests and cultural backgrounds, and we utilize extra-linguistic supports, including pictures and maps, practicing vowel sounds, and spending time understanding each child's individual needs and academic experience.

VCNC addresses major barriers of economic and geographic isolation that the Vera Court community faces. Programming is offered at no charge, it is within walking distance for a majority of families, and Spanish translation is available. Additionally, we can connect program participants, their families and new community members to our Family Resource Center. This internal connection can allow for increased recruitment and demonstrate efforts to care for the whole family.

The intake procedure for each Children's Program participant includes a reading and math level assessment, which is led by the Academic Coordinator. Participants' reading and math levels are regularly assessed thereafter by trained tutors and our Academic Coordinator during each tutoring session. In addition, the Children's Program utilizes the DESSA assessment in order to best support social and

emotional development among youth. DESSA allows us to screen social-emotional competence of children upon intake, as well as assess each child's social-emotional growth at the end of the year.

### 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.

The Children's Program is a 38-week after-school and 8-week summer program that focuses on dynamic learning experiences through the following activities: one-on-one and small group tutoring, enrichment clubs (Girl Neighborhood Power, Life As A Boy, Art, Science, Cooking, Gardening, etc.), fitness, enriching partnerships, and field trips. Each day of the Children's Program is dynamic and includes Scholar Hour, in-house or partnership clubs, and open recreation, as well as structured and unstructured time. Three days per week, program participants eat dinner made by our Kid's Café Coordinator. Additionally, intentionally planned social-emotional learning activities, sports games, and physical fitness are incorporated at least three times a week. Social emotional learning activities will come from the Move This World platform, Mind Up Curriculum, and partnerships with mindfulness instructors and mental health practitioners. The physical fitness component will utilize two nationally recognized curricula: SPARK and BOKS. Both platforms focus on structured and unstructured physical fitness activities, teamwork activities, social emotional learning through activity, and promote healthy lifestyles.

Summer Camp focuses on exposing youth to a wide array of new experiences and learning opportunities through youth-driven clubs, fitness activities, team-building activities, swimming lessons, weekly field trips, and more. Summer programming is holistic and engaging with an emphasis on personal growth and recreation. Summer programming also includes tutoring, academic activities and clubs, and social-emotional learning to prevent the summer slide.

The Children's Program is deliberate in sharing the achievements and expertise of people from different racial or ethnic groups in all areas of our programming. We include multiple perspectives when talking about current or historical events (especially from traditionally marginalized groups). We encourage our participants to draw on their cultural experiences and knowledge to make connections to whatever we are doing. As much as possible, we try to make learning relevant to what's happening in our participants' lives outside of school and our walls. VCNC also makes a conscious effort to expose our children to people in the community who represent them, their identities and their cultures. This allows students to see greater value in academic content if it applies to their reality.

Since 2017, our Milestones Program has enabled VCNC to employ a full-time academic coordinator and team of paid tutors to provide increased hands-on individualized academic support. Milestones is a year-round academic program and thus helps to prevent summer learning loss. This program has a significant impact on improving student reading levels, math proficiency, rates of homework completion, school attendance, and GPA through academic case management, in-school, after-school, and weekend tutoring, and instilling confidence in our students that they are capable of achieving their goals. Milestones tutors and the Academic Coordinator also implement social-emotional learning in individual and small group activities. This aspect of our programming dramatically strengthens the Children's Program both on an academic and social-emotional level; students who engage in tutoring demonstrate increased confidence and motivation to succeed, improved literacy and math proficiencies, and higher homework completion rates. This, in combination with enrichment programming and participant-driven clubs and activities, foster positive attitudes toward education and learning overall. From 2020-2022, regularly attending program participants have demonstrated increased academic achievement (82% of participants in 2022, 74% in 2021, and 91% in 2020) as well maintaining or improving social-emotional competency in self-management, self-awareness and optimistic thinking (82% in 2022, 75% in 2021, and 82% in 2020).

Girl Neighborhood Power and Life as a Boy build leadership and life skills, while exposing youth to a diverse array of enrichment activities that cultivate lifelong learning. Girl Neighborhood Power and Life as a Boy are year-round elementary girls and boys empowerment clubs that focus on character development, the growth of healthy identity, and building confidence to take ownership over educational



and personal goals. Activities include discussions on difficult topics, such as bullying and discrimination, mindfulness, goal setting, community service, field trips to the University of Wisconsin to learn about careers and college, and more.

In addition, the Children’s Program focuses on student engagement, which research demonstrates increases student attention, focus, and critical thinking skills, while promoting meaningful learning experiences.

Other evidence-based/promising practices that support and strengthen our programming include the following:

- Baseline reading levels (using Fountas and Pinnell’s Text Reading Levels) of each student are obtained from the Madison Metropolitan School District (MMSD) and assessed by VCNC tutors on-site. Literacy tutoring curriculum includes phonemic awareness, phonics, reading fluency, and reading comprehension through hands-on learning games and guided reading in the Reading A-Z program. Baseline math assessments cover Common Core Standards for each grade. Math tutoring curriculum is based on Bridges, the math curriculum at MMSD.

- VCNC staff maintain contact with our participants’ classroom teachers to ensure that academic support is aligned with teaching practices.

- Our curriculum that is more enrichment-based is built upon a variety of resources and organizations that have expertise in specialized areas. For example, youth participate at minimum twice weekly in active options based on the Fit Youth Initiative and BOKS, an evidence-based, non-competitive physical education curriculum that encourages active play, and our nutrition education is based on UW-Extension and Second Harvest teaching and learning materials.

- Social-emotional learning curriculum include nationally recognized, strengths-based platforms such as Move This World, Aperture Education/DESSA, and the Mind Up Curriculum. Future partnerships with BeWell Madison and little om/BIG OM will only serve to strengthen our social-emotional programming.

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): 614 Vera Ct. Madison, WI 53704			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year	12:55 PM	5:30 PM
	Summer	9:00 AM	4:00 PM
Tuesday	School Year	2:15 PM	5:30 PM
	Summer	9:00 AM	4:00 PM
Wednesday	School Year	2:15 PM	5:30 PM
	Summer	9:00 AM	4:00 PM
Thursday	School Year	2:15 PM	5:30 PM
	Summer	9:00 AM	4:00 PM
Friday	School Year	2:15 PM	5:00 PM
	Summer	9:00 AM	4:00 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
<b>Location #1: 614 Vera Ct. Madison, WI 53704</b>					
School Year	5 days per week	2.5-6.5 hours	38 weeks	1:12 Children 1:8 GNP 1:10 LAAB 1:1-1:4 Milestones	45
Summer	5 days per week	8 hours	8 weeks	1:9 Children 1:8 GNP 1:10 LAAB 1:1-1:4 Milestones	45
<b>Location #2 (if applicable):</b>					
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.

Program staff continually encourage input from all participants' caregivers through both formal (surveys, focus groups, interviews, etc.) and informal contact (phone calls, conversations at program pick up, etc.). The Children's Program also gathers feedback through partnerships with Joining Forces for Families, Mendota, Lindbergh, and Gompers Elementary Schools, and ongoing discussions directly with community members. Program activities and goals reflect the identified community needs, concerns, and interests. VCNC also hosts family workshops on topics that bring learning into the household and topics that equip parents to better advocate for their children in school. These workshops may include "Understanding the Bridges Math Curriculum," "Supporting Reading at Home", and "Preparing for Middle School".

Additionally, VCNC surveys or interviews families at minimum four times each year to gather new program ideas, program improvements, and other feedback around our Children's program. Families will also complete a yearly survey designed to assess and evaluate our program from multiple stakeholders. This feedback is used to shape new programs and improve existing programs.

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.

As a result of community feedback gathered through partnerships with the Road Home, Joining Forces for Families, local schools, and ongoing discussions directly with community members, the Children's Program develops activities and goals that are reflective of community needs, concerns, and interests. We address racial equity and social justice by engaging in regular conversations with our community.

For example, VCNC responds to concerns expressed by families in our community and nearby schools regarding very low reading and math proficiencies for students of color at Mendota, Lindbergh, and Gompers Elementary Schools. The Children's Program provides participants with below-grade reading levels and/or math scores with one-on-one and small-group tutoring sessions every week. VCNC also hosts family workshops on topics that bring learning into the household, such as Bridges, the new math curriculum, which involves children and families in learning outside of school and the Children's Program.

In addition, we encourage input from all our elementary-age participants, as it is their ideas that keep our program exciting, relevant, and aligned with our students' interests and needs.

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 Schools	Sharing academic progress with staff, collaboration around family and community engagement events	Mendota: Ebony McKinley, Alex Clay, Vicky Hamilton Gompers: Cathy Prozanski	Yes, Mendota
Second Harvest Foodbank of WI	Nutrition Resource, fresh fruits, vegetables, items for snacks and meals	Joanne Marquez	Yes
Goodman FYI	Phy ed/enrichment curriculum, active lifestyle resources, funds	Trevor Moores	No

Tri4Schools	Provide coaches and curriculum to prepare children for a triathlon	Melissa Lindeman	No
Madison Public Library	Literacy support, professional development resource, programming	Madeleine Kain	No
Rooted/Troy Gardens	Enrichment activities, nutrition and gardening curriculum	Bronte Adamson	No

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

Audubon Society: Enrichment activities, curriculum, outdoor education. Contact Mickenzee Okon. No signed MOU

WID: Enrichment activities, STEM education and programming. Contact Jerrod Buckner. No signed MOU.

Wheels for Winners: Provide bikes and training. Contact Alan Crossley. No signed MOU

How do these partnerships enhance this proposal?

These partnerships strengthen the Children’s Program in numerous ways. First, our relationship with MMSD ensures that academic support at VCNC is aligned with teaching practices and school learning priorities. MMSD also leads trainings for staff and families, such as how to advocate for your child in school and the Bridges curriculum in Math. Second, our relationship with Second Harvest helps provide reliable, healthy snacks and meals for our children. Third, the Fit Youth Initiative (FYI) helps provide physical education curriculum, enrichment activities, and active lifestyle resources. Fourth, Tri4Schools empowers kids to be healthy and happy by providing coaches and curriculum to prepare for a triathlon, as well as exercise tips on how to keep your body physically healthy. Fifth, the Madison Public Library provides literacy support and professional development to VCNC staff as well as literacy enrichment activities to program participants. Sixth, Troy Gardens and Audubon provide outdoor enrichment activities and nutrition education for youth. Seventh, Wisconsin Institutes for Discovery (WID) provides science education and enrichment activities for our children. Lastly, Wheels for Winners provides our children who do not have a bike with a bike and training on how to ride in exchange for community service. Together, these partnerships broaden the academic and recreational activities that VCNC has to offer. Youth are provided unique learning opportunities, positive role models, and increased academic support.

Existing partners such as Audubon are utilized on a weekly basis, whereas others such as Tri4Schools are seasonal. As part of our ongoing feedback with families, community, staff, and participants, we are always researching and exploring new partnerships with other agencies in the community.

What are the decision-making agreements with each partner?

Vera Court has an MOU or contract with the organizations indicated above. These contracts are reviewed with the partner on an annual basis . For partners who do not have a formal MOU, the Program Director and Program Coordinator are in regular communication with partner leaders to ensure provided services and programs meet the identified need.

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?

VCNC emphasizes the importance of safety, support, and wellbeing for children and families by making connections with resources and support in the following ways:

- VCNC connects individuals to social workers, Joining Forces for Families, and the Road Home in order to address any basic human needs, such as food, housing, mental health, and AODA services.

- The Family Resource Center at VCNC assists individuals and families with translation services, legal support, referrals to other agencies, food pantry, adult programming, help finding housing or obtaining medical services, and more.

•VCNC connects individuals with consistent and reliable access to healthy food through food pantries, community meals, and daily snacks and meals for children in programming.

•VCNC connects individuals to bilingual employment training programs and job placement through the Latino Academy of Workforce Development.

## 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: VCNC has designed the Children's Program with the community's needs and interests in mind. All components of our Children's Program are connected to needs identified by the community, such as the need for an academic program. We connect our activities to the program's goals of academic achievement, positive attitudes and behaviors, exposure to enriching activities, and healthy communication practices. Instead of only focusing on academics or enrichment, we incorporate both aspects of programming into our day-to-day curriculum because together, they support positive youth development better than they would alone. Our clubs and activities build upon one another, and we incorporate new activities and interactive field trips into our program based on participant interest areas. Opportunities for children to take initiative, explore and be creative are provided daily through unstructured activities and clubs, the way our space is designed, and intentionally providing children with many choices and access points for all activities.

2. Supportive Relationships with Youth: One of the greatest aspects of our Children's Program is that it is like a home away from home for our participants. A major reason for this is due to the authentic, strong relationships between staff and youth. Our staff get to know each child's strengths and needs through one-on-one and small group tutoring, breaking into clubs and activities based on youth interests, and regularly talking with participants about their dreams and goals. In addition, the Program Director, Elementary Program Coordinator, and youth workers work together to determine appropriate expectations for consistent behavior management. This ensures that participants and staff understand their roles and boundaries.

3. Youth Voice and Leadership: Girl Neighborhood Power and Life as a Boy are clubs that focus on building leadership skills and empowering youth to take an active role in positively impacting their community. Youth take ownership over these clubs, after-school programming, and summer camp by sharing their ideas for activities and having discussions during daily meeting time. For example, youth have expressed a need to discuss bullying and learn about stress-relief. As a result, our staff have incorporated discussions and book clubs on the topic of bullying, as well as yoga and mindfulness clubs to minimize stress.

4. Racial & Cultural Inclusion: VCNC celebrates our community's diversity and supports racial and cultural inclusion through enrichment activities reflective of participants' cultural backgrounds (e.g. hip-hop dance and spoken word units), the VCNC library (a different culture is highlighted every month), linguistically-responsive practices to support children whose first language is not English, regular cultural celebrations for program participants and their families (e.g. Black History Month and African Night), and staff and volunteers whose backgrounds reflect those of program participants. VCNC makes it a priority to employ staff from diverse racial and ethnic populations as a method of promoting cultural competency within the Children's Program. VCNC prides itself on a culture of high expectations for everyone. Expectations are clearly set, we focus on fostering positive relationships, building upon strengths, providing a culturally response education, addressing implicit biases by offering ongoing cultural competence and anti-bias education, prioritizing family and community engagement and providing equitable access to resources.

5. Community & Family Engagement: The Children's Program serves as a bridge between school and home to create a cohesive learning experience for our participants by partnering with the families. VCNC hosts events and workshops, including a parent workshop for Bridges Math in Madison, and additional days of parent-teacher conferences for parents who are unable to attend during regular hours due to working multiple jobs. Family workshops frequently see 15+ parents/caregivers in attendance, and parent/caregiver contact is made frequently both in-person and via phone. These types of interactions

provide opportunities for families to give feedback, allow staff to develop meaningful relationships with families, and strengthen the connection between school and home. Furthermore, our Family Resource Specialist supports us in this area by engaging the broader community and our families in soliciting feedback about our center and our programs. This strengthens VCNC's ability to develop programming that is responsive to the culture of the families in our community.

6. Organizational Management & Staff Support: VCNC staff understand that the mission of our center is to support the community in addressing the needs identified by its residents. In turn, our staff are focused on creating a program that responds to the feedback provided by our participants. VCNC uses an internal process for evaluation of programs in addition to using SAYO-Y for youth voice. Data is kept electronically on Google Drive. VCNC is dedicated to recruiting former participants, immediate community members, bilingual individuals, and individuals of color. Highly competent staff are developed through approximately five professional development trainings per year (e.g. How to Engage Students in Reading through the Madison Public Library, Behavior Management Trainings, Cultural Humility, and Cultural Competency trainings). To celebrate the values of individual staff identities and culture, all program staff voluntarily participate in identity exploration activities during staff meetings to provide opportunities to share important factors that make up their cultures and identities. Appropriate supervision and support are provided through weekly meetings in which supervisors meet one-on-one with supervisees, weekly program staff meetings, and monthly all-staff meetings. The Program Director and Elementary Program Coordinator ensure that we have sufficient materials to support activities and learning opportunities. To ensure VCNC remains fiscally sound, the agency undergoes an annual audit, administrative staff have monthly meetings with an account, and staff implement multiple layers of accountability when it comes to budgeting, purchasing, and personnel costs.

7. Environment & Safety: VCNC recognizes the importance of safety, support, and wellbeing for Vera Court children and families and that all of these are necessary to create a community-centered environment. The Children's Program provides consistent, reliable access to nutritious food. Specifically, we offer a healthy snack every day, meals three days per week during the school year, and meals every weekday during the 8-week summer program. The program also emphasizes physical activity through the Fit Youth Initiative and emotional well-being through mindfulness, yoga, and supportive staff who are always ready to listen to our participants' struggles and concerns. VCNC follows all childcare standards and regulations set by the City of Madison. For example, all staff and children are required to follow health and safety policies, such as table sanitization and hand washing prior to eating, strategic program space design (e.g. children engage in activities away from doors), etc. Consistent behavior management is enforced, and all families are aware of our policies when their child is enrolled in programming. To address any physical health concerns that arise, VCNC program staff keep a basic first aid kit and take a CPR certification training course every summer. For larger physical health concerns and injuries, program managers and the program director collaborate to determine the best course of action. When children are enrolled in programs, families let us know of any known health concerns. For students who must take any medication during program hours, these medications are only handled by the Elementary Program Manager or Program Director. We eliminate any severe allergies or dietary restrictions from meals being served such as any nut or fish allergies. There is a large number of students who cannot eat pork, so we have become a pork free facility. For lesser dietary restrictions such as lactose intolerance and vegetarianism, alternative meals and snacks are provided to those children.

VCNC will monitor the Children's Program in order to ensure alignment with the MOST Effective Practices in the following ways:

- Continued supervisor-supervisee meetings, program staff meetings, and all-staff meetings in which concerns, questions, ideas, and successes in implementation are shared. Staff recognize that a high-quality program is not simply an end goal; it is a process that requires continual maintenance and upkeep.
- Regular planning of strategies and activities to meet program goals, information collection during implementation, reflection and data interpretation to determine what is and is not working (e.g. during staff meetings), and the identification of realistic adjustments to improve the program, ensuring that it aligns with MOST Effective Practices

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

Total Annual Unduplicated Children or Youth participating in proposed program: 110

Total program hours annually: 1167

C. Program Outcomes

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

VCNC utilizes surveys and interviews from program participants and their families. We also engage our community, school staff, and our local leaders. Additionally, we look at Race to Equity reports, school report cards, and the City of Madison’s policy papers.

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.

<b>Outcome Objective #1:</b> Regularly attending program participants will maintain or improve their social-emotional competency in the areas of self-management, social awareness, and optimistic thinking.				
<b>Performance Standard</b>	<b>Targeted Percent</b>	75%	<b>Targeted Number</b>	34
<b>Measurement Tool(s) and Comments:</b> VCNC staff will utilize a strength-based, nationally standardized tool used to monitor progress of social emotional competence. The assessment will be given at least two times per year. VCNC will focus on measuring social-emotional competence in three key areas: <ul style="list-style-type: none"> <li>●Self-management, as demonstrated by ability to control behavior and emotions especially during challenging activities</li> <li>●Social awareness, as demonstrated by respect toward others' ideas and values, and understanding of ones' impact on another</li> <li>●Optimistic thinking, as demonstrated by attitude of confidence, hopefulness, and positive thinking regarding life experiences in the past, present situation, and future outlook</li> </ul>				

<b>Outcome Objective #2:</b> Regularly attending program participants that test below grade level will demonstrate improved academic performance.				
<b>Performance Standard</b>	<b>Targeted Percent</b>	75%	<b>Targeted Number</b>	34
<b>Measurement Tool(s) and Comments:</b> Elementary school-age participants with below-grade reading levels and/or below-grade baseline math assessment scores receive one 30-45 minute one-on-one tutoring session and one 30-45 minute small-group tutoring session weekly. During tutoring sessions, participants practice guided reading, learn and review math concepts, and receive homework support. Baseline reading levels (using Fountas and Pinnell’s TRLs) are obtained from the schools as well as assessed by tutors on-site (using Reading A-Z levels for 1st-4th graders and Qualitative Reading Inventory (QRI) for 5th grade and up). Baseline math assessments are administered to all participants at the beginning of the school year. The baseline assessment is taken from the Bridges in Math curriculum, which is used in the Madison Metropolitan School District.				

<b>Outcome Objective #3:</b> Regularly attending program participants will demonstrate an increased sense of belonging, connection and attachment to the community.				
<b>Performance Standard</b>	<b>Targeted Percent</b>	75%	<b>Targeted Number</b>	34
<b>Measurement Tool(s) and Comments:</b> Regularly attending program participants will complete the Sense of Belonging Scale, a research-based assessment, at least two times a 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? All participants' families fill out an information form during program registration that includes demographic information. The program is intentionally structured and designed to incorporate a diverse array of activities that help us reach our program goals. Participants who attend program are recorded each day, homework surveys are completed once per quarter, and reading and math assessments are conducted regularly (at least twice per year) by our tutors and Academic Coordinator. Participant information will not be released to the general public, and names will be omitted from any surveys that are conducted. Program expenses are tracked every month and reviewed by our accountant.

**6. PROGRAM LOCATION**

A. Address(es) of the site where programs will occur:  
 614 Vera Court  
 Madison, WI 53704

**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
			<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"/>		
			<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			
		Summer			

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

All Children's Program volunteers fill out an application, complete a background check, and complete an orientation with and are supervised by the Children's Program Coordinator or Academic Coordinator depending on the volunteer position. Orientation includes a review of the schedule, program components, and shadowing. Volunteers do not run programs on their own and are viewed as additional assets to the program, providing mentorship, tutoring, and positive role modeling. VCNC is very fortunate to have dedicated volunteers, some of whom are a Reading Buddy every summer to prevent learning loss, others who help with homework every week during the school year, and others who enhance our enrichment programming or serve as mentors to our children.

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



VCNC currently has two, 15 passenger vans to transport youth for any off-site activities. For large group field trips, VCNC uses Lamers school buses.

## **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](mailto: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](mailto:yshelton-morris@cityofmadison.com) or Mary O'Donnell, Community Development Specialist [modonnell@cityofmadison.com](mailto: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](mailto:jstoiber@cityofmadison.com)

Legal Name of Organization:	Vera Court Neighborhood Center	Total Amount Requested for this Program:	\$ 95,000
Program Name:	Middle School Program	Total Program Budget:	\$ 286,112
Program Contact:	Tom Qualls	Email:	tomq@veracourt.org
		Phone:	608-246-8372

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.

In the Madison Metropolitan School District (MMSD), there is a significant education gap between students of color and their white peers. In the 2021-2022 school year, 91% of Black students and 84% of Latinx students tested below grade level in reading compared to only 36% of white students. Similarly, 93% of Black students and 87% of Latinx students tested below grade level in mathematics compared to 41% of White students. There are also high percentages of students testing below grade level who are English language learners (85% below grade level in reading and mathematics) and students who are economically disadvantaged (86% below grade level in reading and 88% in mathematics). The Middle School Program at Vera Court Neighborhood Center (VCNC) currently meets this need and will continue to do so by providing an academic program that improves math and literacy scores by offering one-on-one and small group tutoring, academic case management, and educational activities. From 2020-2022, regularly attending program participants have demonstrated increased academic achievement by maintaining or improving a GPA above 2.8 (85% of participants in 2022, 100% in 2021, and 67% in 2020).

According to a recent update from MMSD's board of education, stark disparities still exist between races. Black students received 52% of out of school suspensions (OSS) even though they make up only 19% of the student population. In contrast, white students make up 41% of the student body but only 13% of OSS. Additionally, 74% of suspensions were handed down to economically disadvantaged students, who make up only 41% of the student population. The Middle School Program currently meets this need and will continue to meet that need by intentionally implementing standards-based SEL curricula from Move This World, DESSA/Apterture Education, and Mind Up. Additionally, VCNC partners with other community organizations and individuals who promote SEL outside of traditional curricula. Children in our program are exposed to yoga, mindfulness, art therapy, emotional regulation through movement, and more. Through this current work, about 89% of our youth are maintaining or improving their social-emotional competencies in the areas of self-management, optimistic thinking, and social awareness according to DESSA composite scores.

In MMSD, and particularly in the school(s) our Middle School program serves, chronic absenteeism is a major concern. The data, again, point to a significant disparity between children of color, children from economically disadvantaged backgrounds, and English language learners when compared to their white peers. At Black Hawk Middle School, where almost 100% of our youth attend school, approximately 50% of Black or African American students, about 50% of mixed-race students, and 50% of economically disadvantaged students are considered chronically absent. Comparatively, approximately 20% of white students are considered chronically absent. Over the pandemic, the percentage of our most marginalized youth considered chronically absent has increased significantly. The Middle School program has seen a similar decrease in regular attendance throughout the pandemic.

VCNC's Middle School programs currently address this need by intentionally creating safe, welcoming spaces where children feel heard and valued. Through conversations and surveys with our families and youth, their sense of belonging is what draws them to VCNC's Middle School Program. Through similar conversations, our children have expressed a desire for more physical fitness programming. Starting in 2024, VCNC's Middle School Program will utilize the BOKS and SPARK curricula to intentionally implement physical fitness and wellness programming with the ultimate goals of caring for the whole child and increasing their sense of belonging to the community and our center.

- 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 Middle School Program at Vera Court Neighborhood Center (VCNC) provides year-round comprehensive programming for middle school students that: (1) improves student reading levels, math proficiency, rates of homework completion, school attendance, and GPA (2) fosters positive attitudes toward college and a belief that a future in college is realistic and attainable, (3) develops skills and behaviors that promote academic success in middle school, high school, and beyond, and (4) increases students' responsibility and ownership over their own learning and studying. These goals align with the scope of work described in the RFP guidelines, as our Middle School Program focuses on holistic programming that supports positive youth development through a variety of facets. VCNC's multi-activity afterschool and summer programs emphasize individualized academic support, physical and mental health, social emotional learning, cognitive development, and the development of strong relationships between family and community.

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

The VCNC Middle School Program is a year-round, multi-focus program that has a heavy emphasis on academics, enrichment, nutrition, and social emotional learning. Our holistic and comprehensive

Middle School Program supports positive youth development and fosters positive attitudes towards learning, healthy lifestyles, and community engagement. Our Middle School Program also provides individualized academic support. Middle School Program participants that regularly attend our programs will improve their GPA, academic performance, social emotional skills, ownership over their own learning, and sense of belonging to our center and the larger community.

## 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.

The intended service population is middle school-aged youth in sixth through eighth grade. According to the Neighborhood Indicators Project, the demographics of the area served are as follows: 21% Black, 9% Latinx, and 6% Multiracial. Most participants live within a half mile of the neighborhood center. Participants' racial/ethnic identity includes approximately 75% Black, 5% Latinx, 10% Multiracial, and 10% white. Approximately 94% of the participants live in low-income households and 15% are English language learners.

When a student wants to enroll, their adult caregiver must fill out an enrollment packet that provides emergency contact, demographic, health, and photo release information. Once all the information is received, the student is enrolled in the Middle School Program. Once they have started the program, new students take a reading and math level assessment, which is led by the Academic Coordinator. Participants' reading and math levels are regularly assessed thereafter by trained tutors and our Academic Coordinator during each tutoring session. In addition, the Middle School Program utilizes the DESSA assessment in order to best support social and emotional development among youth. DESSA allows us to screen social-emotional competence of youth upon intake, as well as assess each child's social-emotional growth at the end of the year.

VCNC staff regularly communicate with parents and families of after-school participants in-person and via phone to determine their child's needs, as well as what is working well at home in terms of academic and social-emotional support. Staff have scheduled check-ins with families and school teachers at least twice per year to gather feedback on each participant's progress. Once per semester, middle school participants complete a survey to help them communicate their attitudes toward the after-school program. We use this data to make improvements to our program, whether that is changing the name of homework time from business time to scholar hour, using their club ideas, or creating a student leadership council.

- B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	9	17%
Black/African American	37	70%
Asian	1	2%
American Indian/Alaskan Native	0	0%
Native Hawaiian/Other Pacific Islander	0	0%
Multi-Racial	6	11%
Balance/Other	0	0%
Total:	53	
Ethnicity		
Hispanic or Latino	5	9%
Not Hispanic or Latino	48	91%
Total:	53	
Gender		
Boy/Man	25	47%
Girl/Woman	27	51%
Non-binary/GenderQueer	1	2%
Prefer Not to Say	0	0%
Total:	53	

- 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.

Linguistically responsive practices are essential in supporting our students, as approximately 73% of participants reside in households in which English is not the adult caregiver's first language. In response, the Middle School Program not only helps students complete the homework that their parents may not be able to help them with due to language barriers, but also provides translation services and offers workshops to families to bring learning into the household. Additionally, our book club emphasizes reading comprehension rather than the fluency of our readers. We also have staff members who speak Spanish and French and are able to answer questions of non-English speaking youth and families.

VCNC ensures that programming is culturally relevant through a variety of enrichment activities that are based on our participants' interests and cultural backgrounds. These include cooking clubs where students share and make favorite foods from their cultures, language clubs where kids learn languages that some of our students speak at home, and various activities such as hip-hop dance and spoken word units.

Lastly, the Middle School Program strives to recruit staff and volunteers whose backgrounds reflect those of program participants, ensuring that participants feel welcome and supported in a culturally competent manner. VCNC is dedicated to recruiting former participants, immediate community members, bilingual individuals, and individuals of color.

- 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.

VCNC recruits participants through regular communication with nearby middle schools, communicating with neighborhood residents, advertising our programming in the Northside News, and graduation of our Children's Program participants from elementary school.

The Middle School Program engages program participants and families in a multitude of ways. First, we seek input and expect our middle school students to take part in shaping our programming, as it is their ideas that keep our program exciting, relevant, and aligned with participants' interests and needs. In addition, feedback and concerns are requested of families to ensure we are listening and partnering to meet the needs of the community. For example, many of our parents notified VCNC that they are unable to attend parent-teacher conferences at school due to working two to three jobs during the times that conferences are held. As a result, VCNC hosts additional days of parent-teacher conferences on-site to accommodate these families.

VCNC addresses major barriers of economic and geographic isolation that the Vera Court community faces. Programming is offered at no charge, it is within walking distance for a majority of families, and Spanish translation is available. Additionally, we can connect program participants, their families and new community members to our Family Resource Center. This internal connection can allow for increased recruitment and demonstrate efforts to care for the whole family.

The intake procedure for each Middle School Program participant includes a baseline academic assessment, which is led by the Academic Coordinator. Participants' reading and math levels are regularly assessed thereafter by trained tutors, AmeriCorps members, and our Academic Coordinator during each tutoring session. In addition, the Middle School Program utilizes the DESSA mini SEL assessment in order to best support social and emotional development among youth. This pilot allows us to screen social-emotional competence of youth upon intake, as well as assess each student's social-emotional growth at the end of the year.

### **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.

The Middle School Program is comprised of the following five main components:

- Rise is a 38-week after-school program that focuses on hands-on, individualized academic support. Rise creates a space of empowerment for future first-generation college students that includes personal support for each student, ACT exam preparation, life skills training, and guest speakers on a range of topics, including careers and college. Program participants also participate in educational field trips and out-of-classroom learning experiences, and engage in youth-led goal setting and case management. All students meet with a Rise staff member weekly to set SMART goals and discuss any academic or social emotional concerns. These meetings foster the development of skills and behaviors that promote academic success, while increasing student ownership over their own learning.

- Since 2017, our Milestones Program has enabled VCNC to employ a full-time academic coordinator and team of paid tutors to provide increased hands-on individualized academic support. The Milestones team provides over 40 hours per week of direct tutoring to program participants. Milestones is a year-round academic program that focuses on one-on-one and small group tutoring with our highly trained Academic Coordinator and team of tutors. Since Milestones is a year-round program, it helps to prevent summer learning loss. Milestones tutors and the Academic Coordinator also implement social-emotional learning in individual and small group activities. This aspect of our program has a significant impact on improving student reading levels, math proficiency, rates of homework completion, school attendance, and GPA through academic case management, in-school, after-school, and weekend tutoring, and instilling confidence in our students that they are capable of achieving their goals. From 2020-2022, regularly attending program participants have either improved or maintained their GPA above a 2.8 (85% in 2022, 100% in 2021, and 67% in 2020) as well maintaining or improving social-emotional competency in self-management, self-awareness and optimistic thinking (83% in 2022, 88% in 2021, and 91% in 2020).

- Summer Camp focuses on exposing youth to a wide array of new experiences and learning opportunities through youth-driven clubs, fitness activities, team-building activities, weekly field trips, and more. Summer programming is holistic and engaging with an emphasis on personal growth and recreation. Summer programming also includes tutoring, academic activities and clubs, and social-emotional learning to prevent the summer slide.

- Girl Neighborhood Power and Life as a Boy are year-round middle school girls and boys empowerment clubs that focus on character development, the growth of healthy identity, and building confidence to take ownership over educational and personal goals. Activities include discussions on difficult topics such as bullying and discrimination, mindfulness, goal setting, community service, field trips to the University of Wisconsin to learn about careers and college, and more.

- Youth Leadership is a school-year program that focuses on engaging youth in the areas of life skills, community leadership, civic engagement, youth voice, and being college and career ready. Activities include discussions on difficult topics such as mental health and violence reduction, monthly food pantry community service nights, goal setting, cooking classes, and exploring Madison through a wide variety of fields trips. Youth Leadership is a VCNC program with very high expectations of participants, and our youth continuously demonstrate responsibility and a leadership role during planning of activities and engaging in community service. This program is a prime example of youth developing skills and behaviors that promote future success and increasing students' ownership over their own learning and growth.

The Middle School Program is deliberate in sharing the achievements and expertise of people from different racial or ethnic groups in all areas of our programming. We include multiple perspectives when talking about current or historical events (especially from traditionally marginalized groups). We encourage our participants to draw on their cultural experiences and knowledge to make connections to whatever we are doing. As much as possible, we try to make learning relevant to what's happening in our participants' lives outside of school and our walls. VCNC also makes a conscious effort to expose our children to people in the community who represent them, their identities, and their cultures. This allows students to see greater value in academic content if it applies to their reality.

Various evidence-based/promising practices that support and strengthen our programming include the following:

- One-on-one and small group tutoring dramatically strengthen the quality of the Middle School Program both on an academic and social-emotional level; students who engage in tutoring demonstrate

increased confidence and motivation to succeed, improved literacy and math proficiencies, higher GPAs and test scores, and higher homework completion rates.

- Tutoring practices and methods are continually improved through training offered by AmeriCorps, the National College Access Network, and other partnering organizations. Specifically, AmeriCorps staff members participate in weekly training to become highly qualified in areas of literacy, math, tutoring, and student goal-setting. Our VCNC tutors also receive training on subject areas and how to best support youth.

- The Rise Program Coordinator attends tutoring training sessions and works with the Madison Metropolitan School District (MMSD) to gain a better understanding of how VCNC can build upon the curriculum taught at school and provide consistent instruction.

- VCNC utilizes the DESSA Mini assessment to better support the social and emotional skills of youth. .

- MMSD teachers provide feedback on Middle School participants' development, social workers collaborate with staff to remove barriers to academic development for individual students, and school staff assist in the recruitment of potential Middle School participants. Collaboration between teachers and tutors specifically increases the impact of tutoring, as all adults working with students use complementary approaches, avoiding confusion for youth.

- Youth goal setting and accountability is in line with current best practices in youth work. Middle school students meet with their tutors and the Rise Coordinator at the beginning of the academic year to set goals for attendance, behavior, and grade point average. All students also meet with an AmeriCorps member weekly to set SMART goals and discuss any academic or social-emotional issues at school. This increases participant accountability and ownership over their own education.

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): 614 Vera Ct. Madison, WI 3704			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year	2:00 PM	8:00 PM
	Summer		
Tuesday	School Year	3:00 PM	8:00 PM
	Summer	10:00 AM	5:00 PM
Wednesday	School Year	3:00 PM	8:00 PM
	Summer	12:00 PM	5:00 PM
Thursday	School Year	3:00 PM	5:30 PM
	Summer	12:00 PM	5:00 PM
Friday	School Year	3:00 PM	9:00 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
<b>Location #1: 614 Vera Ct. Madison, WI 53704</b>					
School Year	5 days per week	2.5-6 hours	38 weeks	1:4 - 1:10	15
Summer	4 days per week	5-7 hours	8 weeks	1:6	24
<b>Location #2 (if applicable):</b>					
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 the 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.

Program staff continually encourage input from all participants' caregivers through both formal (surveys, focus groups, interviews, etc.) and informal contact (phone calls, conversations at program pick up, etc.). The Middle School Program also gathers feedback through partnerships with Joining Forces for Families, Black Hawk and Sherman Middle Schools, and ongoing discussions directly with family members. Program activities and goals reflect the identified community needs, concerns, and interests. VCNC also hosts family workshops on topics that bring learning into the household and topics that equip parents to better advocate for their children in school. These workshops may include



“Understanding the Bridges Math Curriculum, “Supporting Reading at Home”, and “Preparing for High School”.

Additionally, VCNC surveys or interviews families at a minimum of four times each year to gather new program ideas, program improvements, and other feedback around our Middle School Program. Families also complete a yearly survey designed to assess and evaluate our program from multiple stakeholders. This feedback is used to shape new programs and improve existing programs. VCNC also hosts monthly community and family engagement events that are themed around identified needs and/or community building.

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.

As a result of community feedback gathered through partnerships with the Road Home, Joining Forces for Families, local schools, and ongoing discussions directly with community members, the Middle School Program develops activities and goals that are reflective of community needs, concerns, and interests. We address racial equity and social justice by engaging in regular conversations with our community.

For example, Rise engages in extensive contact with participants' schools and families, ensuring all stakeholders in each student's education are in communication. This collaboration has led to VCNC staff tutoring Rise participants in class during the school day and continuing that process after school at the center. Additionally, VCNC hosts family workshops led by sixth grade teachers from Black Hawk Middle School on helpful topics, such as how to best support students transitioning from fifth to sixth grade.

Above all, the interests and needs of our Middle School Program participants guide our programming. For example, we provide weekend ACT exam preparation, life skills trainings where students learn how to balance a checkbook and apply for jobs, and bring in guest speakers on a range of topics like college and careers, as these are the areas that students have expressed are important and valuable to 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)?
PASS AmeriCorps	Academic support, in-school and after-school tutoring, social emotional learning skills, youth service activities	Bonnie Erickson	Yes
MMSD (Blackhawk and Sherman)	Tutor coordination of VCNC staff in schools, feedback from teachers, aligning curriculum, workshops	Joey Rosas (Blackhawk) Shojonae Jones (Sherman)	No
Second Harvest Foodbank of Southern WI	Nutrition Resource, fresh fruits and vegetables and pantry items for snacks and meals	Joanne Marquez	Yes
CEOs of Tomorrow	Provide curriculum on literacy, financial responsibility, and entrepreneurship	Emily Fisher	No
Goodman FYI	Physical fitness enrichment curriculum	Trevor Moores	No
Lake View Lutheran	Community Service Opportunities	Darin Wiebe	No

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

Madison Public Library provides literacy support, enrichment activities and professional development. Contact is Carra Davies. There is no MOU.

River Food Pantry provides community service opportunities. The contact is Helen Osborn-Senatus. There is no signed MOU.

The Rape Crisis Center provides Chimera classes for our Girl Neighborhood Power Group. The contact is Natalie DeMaioribus. There is no signed MOU.

DAIS provides our Life as a Boy group with discussion facilitation. There is no signed MOU.

Audubon provides enrichment activities, curriculum, outdoor education. Contact is Mickenzee Okon. There is no signed MOU.

Tri4Schools provide coaches and curriculum to prepare children for a triathlon. Contact is Melissa Lindeman. There is no signed MOU.

How do these partnerships enhance this proposal?

These partnerships strengthen the Middle School Program in numerous ways. First, our partnership with AmeriCorps provides middle school students with one-on-one intensive tutoring, case management, and social emotional support through weekly check-ins to discuss any concerns. Next, our relationship with MMSD ensures that academic support at VCNC is aligned with teaching practices and school learning priorities and allows our middle school participants to receive in-school tutoring. Our relationship with Second Harvest helps provide reliable, healthy snacks and meals for our children. The Madison Public Library provides literacy support and professional development to VCNC staff. Audubon provide outdoor enrichment activities where students learn more about the environment. Tri4Schools empower kids to be healthy and happy by providing coaches and curriculum to prepare for a triathlon, as well as exercise tips on how to keep your body physically healthy. The River Food Pantry and Lake View Church provide community service opportunities for our Youth Leadership participants, developing responsibility and leadership skills. The Goodman Fit Youth Initiative helps improve the nutrition and overall health of our youth through fitness programs and nutrition education. We are partnering with CEOs of Tomorrow to teach literacy, financial responsibility, and entrepreneurship. Lastly, DAIS and the Rape Crisis Center provide a safe space for middle school boys and girls to discuss difficult topics and learn from one another. Together, these partnerships broaden the academic and recreational activities that VCNC has to offer. Youth are provided unique learning opportunities, positive role models, increased academic support, and exposure to topics valuable to their future in a career and college.

Existing partners such as Audubon are utilized on a weekly basis, whereas others such as Tri4Schools are seasonal. As part of our ongoing feedback with families, community, staff and participants we are always researching and exploring new partnerships with other agencies in the community.

What are the decision-making agreements with each partner?

VCNC has MOUs for the key partner organizations indicated above, and they are reviewed with the partnering organization on an annual basis. For collaboration partners who do not have a formal MOU, the Program Director and Program Coordinator are in regular communication with partner leaders to ensure provided services and programs meet the identified need.

- 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?

VCNC emphasizes the importance of safety, support, and wellbeing for Vera Court children and families. In order for our children to learn and grow, we recognize that it is essential to connect our families with resources and support in the following ways:

- VCNC connects individuals to social workers, Joining Forces for Families, and the Road Home in order to address any basic human needs, such as food, housing, mental health, or AODA services.
- The Family Resource Center at VCNC assists individuals and families with translation services, legal support, help finding housing or obtaining medical services, and more.

- VCNC will connect individuals with consistent and reliable access to healthy food through food pantries, community meals, and daily snacks and meals for children in programming.
- VCNC connects individuals to bilingual employment training programs and job placement through the Latino Academy of Workforce Development, Madison Mallards, and Powerful Teen Leaders.

## 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: VCNC has designed the Middle School Program with the community's needs and interests in mind. We connect our activities to the program's goals of academic achievement, positive attitudes toward college, positive skills and behaviors, and ownership over learning. Instead of only focusing on academics or enrichment, we incorporate both aspects of programming into our day-to-day curriculum because together, they support positive youth development better than they would alone. Our clubs and activities build upon one another, and we incorporate new activities and interactive field trips into our program based on participant interest areas. Opportunities for children to take initiative, explore and be creative are provided daily through unstructured activities and clubs, the way our space is designed, and intentionally providing children with many choices and access points for all activities.

2. Supportive Relationships with Youth: One of the greatest aspects of the Middle School Program is that it is like a home away from home for our participants. A major reason for this is due to the authentic, strong relationships between staff and youth. Our staff get to know each student's strengths and needs through one-on-one and small group tutoring, breaking into clubs and activities based on youth interests, and regularly talking with participants about their dreams and goals. In addition, the Program Director, Program Coordinator, and AmeriCorps work together to determine appropriate expectations for consistent behavior management. This ensures that participants and staff understand their roles and boundaries.

3. Youth Voice and Leadership: Girl Neighborhood Power, Life As A Boy, and Youth Leadership are clubs that focus on building leadership skills and empowering youth to take an active role in positively impacting their community. Youth take ownership over these clubs, after-school programming, and summer camp by sharing their ideas for activities and discussions. For example, in response to our middle schoolers' overwhelming interest in incorporating life skills into Breakout Sessions, Rise piloted a Life Skills Curriculum. The Life Skills Curriculum includes resume building, financial literacy, time management, mock job interviews, organizational skills, and other applicable real-world topics. These activities build upon math and reading skills in a way that students value and are excited about. This type of meaningful engagement empowers our students to develop their voice and leadership skills.

4. Racial & Cultural Inclusion: VCNC celebrates our community's diversity and supports racial and cultural inclusion through enrichment activities reflective of participants' cultural backgrounds (e.g. hip-hop dance and spoken word units), the VCNC library (books with characters that represent a variety of backgrounds and cultures), linguistically-responsive practices to support children whose first language is not English, regular cultural celebrations for program participants and their families (e.g. Black History Month and African Night), and staff and volunteers whose backgrounds reflect those of program participants. VCNC makes it a priority to employ staff from diverse racial and ethnic populations as a method of promoting cultural competency within the Middle School Program.

VCNC prides itself on a culture of high expectations for everyone. Expectations are clearly set, we focus on fostering positive relationships, building upon strengths, providing a culturally responsive education, addressing implicit biases by offering ongoing cultural competence and anti-bias education, prioritizing family and community engagement and providing equitable access to resources.

5. Community & Family Engagement: The Middle School Program serves as a bridge between school and home to create a cohesive learning experience for our participants by partnering with the families. VCNC hosts events and workshops, including additional days of parent-teacher conferences for parents who are unable to attend during times that are held at school often due to working more than one job. Family workshops frequently see 15+ parents/caregivers in attendance, and parent/caregiver contact is made frequently both in-person and via phone. These types of interactions provide opportunities for families to give feedback, allow staff to develop meaningful relationships with families, and strengthen the

connection between school and home. Furthermore, our Family Resource Specialist supports us in this area by engaging the broader community and our families in soliciting feedback about our center and our programs. This strengthens VCNC's ability to develop programming that is responsive to the culture of the families in our community.

6. Organizational Management & Staff Support: VCNC staff understand that the mission of our center is to support the community in addressing the needs identified by its residents. In turn, our staff are focused on creating a program that responds to the feedback provided by our participants. VCNC uses an internal process for evaluation of programs in addition to using SAYO-Y for youth voice. Data is kept electronically on Google Drive. VCNC is dedicated to recruiting former participants, immediate community members, bilingual individuals, and individuals of color. Highly competent staff are developed through approximately five professional development trainings per year (e.g. How to Engage Students in Reading through the Madison Public Library, Behavior Management Trainings, Cultural Humility and Cultural Competency trainings). To celebrate the values of individual staff identities and culture, all program staff voluntarily participate in identity exploration activities during staff meetings to provide opportunities to share important factors that make up their cultures and identities. Appropriate supervision and support are provided through weekly meetings in which supervisors meet one-on-one with supervisees, weekly program staff meetings, and monthly all-staff meetings. The Program Director and Elementary Program Coordinator ensure that we have sufficient materials to support activities and learning opportunities. To ensure VCNC remains fiscally sound, the agency undergoes an annual audit, administrative staff have monthly meetings with an account, and staff implement multiple layers of accountability when it comes to budgeting, purchasing, and personnel costs.

7. Environment & Safety: Environment & Safety: VCNC recognizes the importance of safety, support, and wellbeing for Vera Court children and families and that all of these are necessary to create a community-centered environment. The Children's Program provides consistent, reliable access to nutritious food. Specifically, we offer a healthy snack every day, meals three days per week during the school year, and meals every weekday during the 8-week summer program. The program also emphasizes physical activity through the Fit Youth Initiative and emotional well-being through mindfulness, yoga, and supportive staff who are always ready to listen to our participants' struggles and concerns. VCNC follows all childcare standards and regulations set by the City of Madison. For example, all staff and children are required to follow health and safety policies, such as table sanitization and hand washing prior to eating, strategic program space design (e.g. children engage in activities away from doors), etc. Consistent behavior management is enforced, and all families are aware of our policies when their child is enrolled in programming. To address any physical health concerns that arise, VCNC program staff keep a basic first aid kit and take a CPR certification training course every summer. For larger physical health concerns and injuries, program managers and the program director collaborate to determine the best course of action. When children are enrolled in programs, families let us know of any known health concerns. For students who must take any medication during program hours, these medications are only handled by the program manager or program director. We eliminate any severe allergies or dietary restrictions from meals being served such as any nut or fish allergies. There is a large number of students who cannot eat pork, so we have become a pork free facility. For lesser dietary restrictions such as lactose intolerance and vegetarianism, alternative meals and snacks are provided to those youth.

VCNC monitors the Middle School Program in order to ensure alignment with the MOST Effective Practices in the following ways:

- Continued supervisor-supervisee meetings, program staff meetings, and all-staff meetings in which concerns, questions, ideas, and successes in implementation are shared. Staff recognize that a high-quality program is not simply an end goal; it is a process that requires continual maintenance and upkeep.

- Regular planning of strategies and activities to meet program goals, information collection during implementation, reflection and data interpretation to determine what is and is not working (e.g. during staff meetings), and the identification of realistic adjustments to improve the program, ensuring that it aligns with MOST Effective Practices.

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

Total Annual Unduplicated Children or Youth participating in proposed program: 50

Total program hours annually: 1122

C. Program Outcomes

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

VCNC utilizes surveys and interviews from program participants and their families. We also engage our community, school staff, and our local leaders. Additionally, we look at Race to Equity reports, school report cards, and the City of Madison’s policy papers

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.

<b>Outcome Objective #1:</b> Regularly attending participants will improve or maintain a GPA above a 2.8.				
<b>Performance Standard</b>	<b>Targeted Percent</b>	70%	<b>Targeted Number</b>	18
<b>Measurement Tool(s) and Comments:</b> Vera Court staff have access to student grade reports through its strong relationship with area middle schools. Reports are collected regularly and are tracked, evaluated, and summarized by staff throughout the academic year.				

<b>Outcome Objective #2:</b> Regularly attending program participants will maintain or improve their social-emotional competency in the areas of self-management, social awareness, and optimistic thinking.				
<b>Performance Standard</b>	<b>Targeted Percent</b>	75%	<b>Targeted Number</b>	19
<b>Measurement Tool(s) and Comments:</b> VCNC staff will utilize a strength-based, nationally standardized tool used to monitor progress of social emotional competence. VCNC will focus on measuring social-emotional competence in three key areas: - Self-management, as demonstrated by ability to control behavior and emotions especially during challenging activities - Social awareness, as demonstrated by respect toward others' ideas and values, and understanding of ones' impact on another - Optimistic thinking, as demonstrated by attitude of confidence, hopefulness, and positive thinking regarding life experiences in the past, present situation, and future outlook				

<b>Outcome Objective #3:</b> Regularly attending program participants will demonstrate an increased sense of belonging, connection and attachment to the community.				
<b>Performance Standard</b>	<b>Targeted Percent</b>	75%	<b>Targeted Number</b>	19
<b>Measurement Tool(s) and Comments:</b> Regularly attending program participants will complete the Sense of Belonging Scale at least two times a 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?

All participants’ families fill out an information form during program registration that includes demographic information. The program is intentionally structured and designed to incorporate a diverse array of activities that help us reach our program goals. Participants who attend program are recorded each day, homework surveys are completed once per quarter, and reading and math assessments are conducted regularly (at least twice per year) by our tutors and Academic Coordinator. Participant information will not be released to the general public, and names will be

omitted from any surveys that are conducted. Program expenses are tracked every month and reviewed by our accountant.

**6. PROGRAM LOCATION**

- A. Address(es) of the site where programs will occur:  
 614 Vera Court  
 Madison, WI 53704

**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
Center Program Director	Bachelor’s Degree in related field or equivalent in education and related experience as well as 4 years’ experience with program management, staff supervision, budget management and advanced administrative skills	614 Vera Court	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.35	
MS/HS Prg Manager	At least 2 years’ experience overseeing school age programming, supervising staff and working with families.	614 Vera Court	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.8	
AmeriCorps Members	Experience working as mentor or tutor with school age youth as well as a desire to serve the larger community.	614 Vera Court	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	2.1	

Academic Program Manager	Bachelor's Degree in related field or equivalent in education and related experience as well as demonstrated knowledge of academic teaching methods that is culturally competent.	614 Vera Court	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.27	
Tutors	Knowledgeable in all areas of academics including but not limited to mathematics, science, and literacy.	614 Vera Court	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.2	
GNP Coordinator	At least 2 years' experience working with youth in the areas of mentoring and group facilitation	614 Vera Court	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.25	
LAAB Coordinator	At least 2 years' experience working with youth in the areas of mentoring and group facilitation	614 Vera Court	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.2	
Kid's Café Coordinator	Experience cooking for large groups in a community or education setting, Serve Safe Certified, ability to work with youth and staff.	614 Vera Court	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.25	
<b>Please complete the total FTE for the applicable time period</b>	<b>School Year:</b>				
	<b>Year-Round</b>			4.42	

	<b>Summer</b>			
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\*Use one line per individual employee

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

All Middle School Program volunteers fill out an application, complete a background check, and complete an orientation with and are supervised by the Rise Program Coordinator or Academic Coordinator depending on the volunteer position. Orientation includes a review of the schedule, program components, and shadowing. Volunteers do not run programs on their own and are viewed as additional assets to the program, providing mentorship, tutoring, and positive role modeling. VCNC is very fortunate to have dedicated volunteers, some of whom help with homework every week during the school year and others who enhance our enrichment programming or serve as mentors to our youth.

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

VCNC currently has two, 15 passenger vans to transport youth for any off-site activities. For large group field trips, VCNC uses Lamers school buses.

**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](mailto: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](mailto:yshelton-morris@cityofmadison.com) or Mary O'Donnell, Community Development Specialist [modonnell@cityofmadison.com](mailto: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](mailto:jstoiber@cityofmadison.com)

Legal Name of Organization:	Vera Court Neighborhood Center	Total Amount Requested for this Program:	\$ 15,000
Program Name:	Vera Court High School Program	Total Program Budget:	\$ 42,055
Program Contact:	Tom Qualls	Email:	tomq@veracour.org
		Phone:	246-8372

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.

Academic Support: In the Madison Metropolitan School District (MMSD), there is a significant education gap between students of color and their white peers. In the 2021-2022 school year, 91% of Black students and 84% of Latinx students tested below grade level in reading compared to only 36% of white students. Similarly, 93% of Black students and 87% of Latinx students tested below grade level in mathematics compared to 41% of white students. There are also high percentages of students testing below grade level who are English language learners (85% below grade level in reading and mathematics) and students who are economically disadvantaged (86% below grade level in reading and 88% in mathematics). The High School Program at Vera Court Neighborhood Center (VCNC) currently meets this need and will continue to do so by providing an academic program that improves math and literacy scores by offering one-on-one and small group tutoring, academic case management, and educational activities. From 2020-2022, regularly attending program participants have demonstrated increased academic achievement by maintaining or improving a GPA above 2.8 (91% of participants in 2022, 100% in 2021, and 73% in 2020).

Social Emotional Learning/Sense of Belonging: According to a recent update from MMSD's board of education regarding behavior management, stark disparities still exist between races. Black students received 52% of out of school suspensions (OSS) even though they make up only 19% of the student population. In contrast, white students make up 41% of the student body but only 13% of OSS. Additionally, 74% of suspensions were handed down to economically disadvantaged students, who make up only 41% of the student population. At East High School, where the majority of students attend high school, almost 60% of Black or African American youth were considered chronically absent compared to 22% of white students. At VCNC, we are fortunate to have a growing high school program despite some of these challenges.

The High School Program currently meets some of these needs by providing programming the community and high schoolers have asked for. In previous years, VCNC's High School Program has solely focused on college readiness by providing 1:1 tutoring, homework support, ACT/SAT test prep, and college application support. In recent years, our high school participants have been asking for more opportunities to learn outside of VCNC and their school's walls. For example, we have started providing them with more opportunities to enjoy cultural activities in the community, spend more time in leadership roles at the center, offering resume and job training support, and more. VCNC's High School Program plans to continue intensive academic support and to grow the enrichment programming available to high school students so that we can continue to see increased enrollment and increased attendance.

- 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 High School Program at Vera Court Neighborhood Center (VCNC) aims to provide high school students with academic support, social emotional activities, and mentoring. The goal is that our programming for high school students: (1) improves student reading levels, math proficiency, rates of homework completion, school attendance, and GPA and (2) builds social emotional skills and knowledge. These goals align with the scope of work described in the RFP guidelines, as the High School Program focuses on holistic programming that supports positive youth development through a variety of facets. VCNC's multi-activity High School Program emphasizes individualized academic support, social emotional learning, cognitive development, and the development of strong relationships between family and community.

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

The VCNC High School Program is a year-round, multi-focus program that provides individualized academic support, career and college readiness, and life skills. The program also provides high school youth with cultural enrichment, leadership and civic engagement opportunities. Youth

attending our program receive a well-rounded curriculum that prepares them for college, career, and community.

## 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.

VCNC's High School Program serves grades 9<sup>th</sup>-12<sup>th</sup> primarily in the Vera Court neighborhood on the Northside of Madison, though we are open to any families living in the City of Madison. Currently, all of our enrolled participants qualify as low-income and a majority identify as students of color: 83% of program participants are Black, 6% are Hispanic/Latinx, 10% are white and 0% are multi-racial. Currently, the English language proficiency of high school participants is approximately 100%.

When a student wants to enroll, their adult caregiver must fill out an enrollment packet that provides emergency contact, demographic, health, and photo release information. Once all the information is received, the student is enrolled in the High School Program. Once they have started the program, new students take a reading and math level assessment, which is led by the Academic Coordinator. Participants' reading and math levels are regularly assessed thereafter by trained tutors and our Academic Coordinator during each tutoring session.

VCNC staff regularly communicate with parents and families of high school participants in-person and via phone to determine their student's needs, as well as what is working well at home in terms of academic and social-emotional support. Staff have formal, scheduled check-ins with families and school teachers at least two times per year to gather feedback on each participant's progress. Once per semester, high school participants complete a survey to help them communicate their attitudes toward the program. We use this data to make improvements to our program, whether that is using their club ideas or creating a student leadership council.

- B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	3	17
Black/African American	15	83
Asian	0	0
American Indian/Alaskan Native	0	0
Native Hawaiian/Other Pacific Islander	0	0
Multi-Racial	0	0
Balance/Other	0	0
Total:	18	
Ethnicity		
Hispanic or Latino	1	6
Not Hispanic or Latino	17	94
Total:	18	
Gender		
Boy/Man	9	50
Girl/Woman	8	44
Non-binary/GenderQueer	1	6
Prefer Not to Say	0	0
Total:	18	

- 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.

Linguistically-responsive practices are essential in supporting our students, as approximately many of our participants reside in households in which English is not the adult caregiver's first language. In response, the High School Program not only helps students complete the homework that their parents may not be able to help them with due to language barriers, but also provides translation services and offers workshops to families to bring learning into the household. Additionally, our book club emphasizes reading

comprehension rather than the fluency of our readers. We also have staff members who speak Spanish and French and are able to answer questions of non-English speaking youth and families.

VCNC ensures that programming is culturally relevant through a variety of enrichment activities that are based on our participants' interests and cultural backgrounds. These include cooking clubs where students share and make favorite foods from their cultures, language clubs where kids learn languages that some of our students speak at home, and various activities such as hip-hop dance and spoken word units.

Lastly, the High School Program strives to recruit staff and volunteers whose backgrounds reflect those of program participants, ensuring that participants feel welcome and supported in a culturally competent manner. VCNC is dedicated to recruiting former participants, immediate community members, bilingual individuals, and individuals of color.

- 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.

VCNC recruits participants through regular communication with East High School, communicating with neighborhood residents, advertising our programming in the Northside News, and graduation of our Middle School Program participants.

This program engages participants and families in a multitude of ways. First, we encourage input from all high school participants, as it is their ideas that keep our program exciting, relevant, and aligned with participants' interests and needs. In addition, feedback and concerns are requested of families to ensure we are responding to the needs of the community. For example, many of our parents notified VCNC that they are unable to attend parent-teacher conferences at school due to working two to three jobs during the times that conferences are held. As a result, VCNC hosts additional days of parent-teacher conferences on-site to accommodate these families.

VCNC addresses major barriers of economic and geographic isolation that the Vera Court community faces. Programming is offered at no charge, it is within walking distance for a majority of families, and Spanish translation is available. Additionally, we can connect program participants, their families and new community members to our Family Resource Center. This internal connection can allow for increased recruitment and demonstrate efforts to care for the whole family.

The intake procedure for each High School Program participant includes a baseline academic assessment, which is led by the Academic Coordinator. Participants' reading and math levels are regularly assessed thereafter by trained tutors, AmeriCorps members, and our Academic Coordinator during each tutoring session.

### **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.

During the school year, the High School Program will provide youth with academic support, ACT prep, social emotional learning activities, case management, healthy meals, a sense of safety and belonging, role models, and recreational field trips that expose youth to a variety of enrichment opportunities and experiences. VCNC addresses major barriers of economic and geographic isolation that the Vera Court community faces. Programming is offered at no charge, it is within walking distance for a majority of families, transportation is provided for off-site activities, and meals are provided during program. Staff communicate regularly with school and families to provide wraparound support and meet with each student individually on a monthly basis to provide case management where students set long-term goals, create benchmarks, discuss job readiness skills, potential careers, or post-secondary education. The High School Program connects youth with employment, internship, apprenticeship, and volunteer opportunities both within our own organization and with opportunities in the community. High school youth engage in social emotional learning and leadership activities, such as discussions and workshops on bullying, racism,

LGBTQ, developing one's identity, drugs and alcohol, college and career planning, gangs and gun violence, financial skills, and much more.

During the summer, the High School Program also provides employment services. Staff provide job readiness training, including resume creation and mock interviews. In addition, VCNC staff serve as a liaison between the students and employers by finding Northside locations that employ teens, ensuring our students meet employment requirements, and communicating regularly with both the students and employers to ensure there are no issues. If problems do arise, we attempt to mediate the issue. At the end of the summer, our staff take the teens on a trip to celebrate their hard work and encourage team building before the school year.

The High School Program is deliberate in sharing the achievements and expertise of people from different racial or ethnic groups in all areas of our programming. We include multiple perspectives when talking about current or historical events (especially from traditionally marginalized groups). We encourage our participants to draw on their cultural experiences and knowledge to make connections to whatever we are doing. As much as possible, we try to make learning relevant to what's happening in our participants' lives outside of school and our walls. VCNC also makes a conscious effort to expose our youth to people in the community who represent them, their identities, and their cultures. This allows students to see greater value in academic content if it applies to their reality. Staff also strive to connect students with mentors who represent them in the field of study they are most interested in.

Additional evidence-based/promising practices that support and strengthen our programming include the following:

- One-on-one and small group tutoring dramatically strengthens the quality of the High School Program both on an academic and social-emotional level; students who engage in tutoring demonstrate increased confidence and motivation to succeed, improved literacy and math proficiencies, higher GPAs and test scores, and higher homework completion rates.
- Tutoring practices and methods are continually improved through training offered by AmeriCorps, the National College Access Network, and other partnering organizations. Specifically, AmeriCorps staff members participate in weekly trainings to become highly qualified in areas of literacy, math, tutoring, and student goal-setting. Our VCNC tutors also receive training on subject areas and how to best support youth.
- VCNC staff will screen all high school participants at least 2 times a year utilizing a strength-based, nationally standardized tool used to monitor progress of social emotional competence

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): 614 Vera Court			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer	12:00pm	5:00pm
Tuesday	School Year		
	Summer		
Wednesday	School Year		
	Summer	11:00am	1:00pm
Thursday	School Year	6:00pm	8:00pm
	Summer		
Friday	School Year		
	Summer		
Saturday	School Year	11:00am	4:00pm
	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
<b>Location #1: Vera Court Neighborhood Center</b>					
School Year	2 days per week	2-5 hours	38	1:5	10
Summer	2 days per week	2-5 hours	8	1:5	10
<b>Location #2 (if applicable):</b>					
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.

Program staff continually encourage input from all participants' caregivers through both formal (surveys, focus groups, interviews, etc.) and informal contact (phone calls, conversations at program pick up, etc.). The High School Program also gathers feedback through partnerships with Joining Forces for Families, East High School, and ongoing discussions directly with community members. Program activities and goals reflect the identified community needs, concerns, and interests. VCNC also hosts family workshops on topics that bring learning into the household and topics that equip parents to better advocate for their children in school. These workshops may include "Understanding the Bridges Math Curriculum", "Supporting Reading at Home", and "Preparing for Middle School".

VCNC responds to concerns expressed by families in our community and nearby schools regarding very low reading scores, math proficiencies and graduation rates for students of color at our local high schools. The High School Program provides one-on-one and small-group tutoring sessions every week, ACT and college prep, and homework help to meet these needs.

Additionally, VCNC surveys or interviews families at minimum four times each year to gather new program ideas, program improvements, and other feedback around our High School Program. Families will also complete a yearly survey designed to assess and evaluate our program from multiple stakeholders. This feedback is used to shape new programs and improve existing programs. Staff also encourage input from all of our participants, as it is their ideas that keep our program exciting, relevant, and aligned with our students' interests and needs. For example, students expressed a desire to learn how to cook and manage their finances, so staff implemented a life skills class within the High School Program.

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.

As a result of community feedback gathered through partnerships with the Road Home, Joining Forces for Families, local schools, and ongoing discussions directly with community members, the High School Program develops activities and goals that are reflective of community needs, concerns, and interests. We address racial equity and social justice by engaging in regular conversations with our community.

For example, the High School Program was developed in direct response to needs identified by our program participants. Many of our students have attended VCNC programming all through elementary and middle school. Even though VCNC did not have a formal high school program, students continued to visit to volunteer, work, or meet with staff for case management. Through this ad hoc high school program, we learned that our students were interested in an official and comprehensive high school program that includes tutoring, ACT preparation, social emotional activities, and mentorship, and so the High School Program was created.

Additionally, this program engages in extensive contact with participants' schools and families, ensuring all stakeholders in each student's education are in communication. This collaboration allows VCNC staff to tutor high school students in class during the school day and continue that process after school at the Center.

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)?
PASS AmeriCorps	Academic support, in-school and after-school tutoring, social emotional learning skills, youth service activities	Bonnie Erickson	Yes

MMSD - East High	Curriculum alignment, case management	Tyler Kastner	No
Second Harvest	Nutrition resource, fresh fruits and vegetables and pantry items for snacks and meals	Joanne Marquez	Yes
Madison College	Exposure to post-secondary education opportunities	Brittany Knuteson	No
UW-Madison	Exposure to post-secondary opportunities	Jerrod Buckner	No
Madison Public Library	Literacy support, professional development	Carra Davies	No

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

How do these partnerships enhance this proposal?

These partnerships strengthen the High School Program in numerous ways. First, our partnership with local high schools link us with students who can benefit from our high school programming. AmeriCorps and our academic team provide high school students with one-on-one intensive tutoring, case management, and social emotional support through weekly check-ins to discuss any concerns. Our relationship with MMSD ensures that academic support at VCNC is aligned with teaching practices and school learning priorities and allows our high school participants to receive in-school tutoring. Our relationship with Second Harvest helps provide reliable, healthy snacks and meals for our youth. Both UW-Madison and Madison College provide enrichment activities and college tours to our youth to help make college seem more attainable. Together, these partnerships broaden the academic and recreational activities that VCNC has to offer, while assisting our community's youth in ultimately achieving their dreams and goals. Youth are provided unique learning opportunities, positive role models, one-on-one support and case management, and exposure to topics valuable to their future in a career and/or college.

What are the decision-making agreements with each partner?

VCNC has MOUs for the organizations indicated above, and they are reviewed with the partnering organization on an annual basis. For partners who do not have a formal MOU, the Program Director and Program Coordinator are in regular communication with partner leaders to ensure provided services and programs meet the identified need.

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?

VCNC emphasizes the importance of safety, support, and wellbeing for children and families. In order for our children to learn and grow, we recognize that it is essential to connect our families with resources and support in the following ways:

- VCNC connects individuals to social workers, Joining Forces for Families, and the Road Home in order to address any basic human needs, such as food, housing, mental health, or AODA services.
- The Family Resource Center at VCNC assists individuals and families with translation services, legal support, help finding housing or obtaining medical services, and more.
- VCNC will connect individuals with consistent and reliable access to healthy food through food pantries, community meals, and daily snacks and meals for children in programming.
- VCNC connects individuals to bilingual employment training programs and job placement through the Latino Academy of Workforce Development, WRTP/Big Step and The Powerful Teen Leaders program.

## 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**: VCNC has designed the High School Program with the community's needs and interests in mind. We connect our activities to the program's goals. Instead of only focusing on academics or enrichment, we incorporate both aspects of programming into our day-to-day curriculum because together, they support positive youth development better than they would alone. Our clubs and activities build upon one another, and we incorporate new activities and interactive field trips into our program based on participant interest areas. Opportunities for youth to take initiative, explore and be creative are provided daily through unstructured activities and clubs, the way our space is designed, and intentionally providing them with many choices and access points for all activities.

2. **Supportive Relationships with Youth**: One of the greatest aspects of the High School Program is that it is like a home away from home for our participants. A major reason for this is due to the authentic, strong relationships between staff and youth. Our staff get to know each student's strengths and needs through one-on-one and small group tutoring, breaking into clubs and activities based on youth interests, and regularly talking with participants about their dreams and goals. In addition, the Program Director, Program Coordinator, Academic Coordinator, tutors, and AmeriCorps work together to determine appropriate expectations for consistent behavior management. This ensures that participants and staff understand their roles and boundaries.

3. **Youth Voice and Leadership**: The High School Program was developed in direct response to our former elementary and middle school students advocating for themselves and expressing a need for a comprehensive high school program. Even though VCNC did not have a formal high school program previously, students continued to visit to volunteer, work, or meet with staff for case management. This program highlights our students' ability to take on a leadership role in improving their grades, setting long-term goals for themselves, and establishing connections with positive role models in the community. Furthermore, our students have demonstrated an overwhelming interest in incorporating life skills, ACT preparation, and job readiness training into programming. The High School Program is a program that encourages student ideas and empowers our teens to develop their voice and leadership skills.

4. **Racial & Cultural Inclusion**: VCNC celebrates our community's diversity and supports racial and cultural inclusion through enrichment activities reflective of participants' cultural backgrounds, the VCNC library (books with characters that represent a variety of backgrounds and cultures), linguistically-responsive practices to support students whose first language is not English, regular cultural celebrations for program participants and their families (e.g. Black History Month and African Night), and staff and volunteers whose backgrounds reflect those of program participants. VCNC makes it a priority to employ staff from diverse racial and ethnic populations as a method of promoting cultural competency within the High School Program. VCNC prides itself on a culture of high expectations for everyone. Expectations are clearly set, we focus on fostering positive relationships, building upon strengths, providing a culturally response education, addressing implicit biases by offering ongoing cultural competence and anti-bias education, prioritizing family and community engagement and providing equitable access to resources

5. **Community & Family Engagement**: The High School Program serves as a bridge between school and home to create a cohesive learning experience for our participants by partnering with the families. VCNC hosts events and workshops, including additional days of parent-teacher conferences for parents who are unable to attend during times that they are held at school often due to working more than one job. Family workshops frequently see 15+ parents/caregivers in attendance, and parent/caregiver contact is made frequently both in-person and via phone. These types of interactions provide opportunities for families to give feedback, allow staff to develop meaningful relationships with families, and strengthen the connection between school and home. Furthermore, our Family Resource Specialist supports us in this area by engaging the broader community and our families in soliciting feedback about our center and our programs. This strengthens VCNC's ability to develop programming that is responsive to the culture of the families in our community.

6. **Organizational Management & Staff Support**: VCNC staff understand that the mission of our center is to support the community in addressing the needs identified by its residents. In turn, our staff are focused on creating a program that responds to the feedback provided by our participants. VCNC uses an internal process for evaluation of programs in addition to using SAYO-Y for youth voice. Data is kept electronically on Google Drive. VCNC is dedicated to recruiting former participants, immediate community

members, bilingual individuals, and individuals of color. Highly competent staff are developed through approximately five professional development trainings per year (e.g. How to Engage Students in Reading through the Madison Public Library, Behavior Management Trainings, Cultural Humility and Cultural Competency trainings). To celebrate the values of individual staff identities and culture, all program staff voluntarily participate in identity exploration activities during staff meetings to provide opportunities to share important factors that make up their cultures and identities. Appropriate supervision and support are provided through weekly meetings in which supervisors meet one-on-one with supervisees, weekly program staff meetings, and monthly all-staff meetings. The Program Director and High School Program Coordinator ensure that we have sufficient materials to support activities and learning opportunities. To ensure VCNC remains fiscally sound, the agency undergoes an annual audit, administrative staff have monthly meetings with an account, and staff implement multiple layers of accountability when it comes to budgeting, purchasing, and personnel costs.

7. Environment & Safety: VCNC recognizes the importance of safety, support, and wellbeing for Vera Court children and families and that all of these are necessary to create a community-centered environment. The High School Program provides consistent, reliable access to nutritious food. The program also emphasizes supportive staff who are always ready to listen to our participants' struggles and concerns. VCNC follows all youth care standards and regulations set by the City of Madison. For example, all staff and youth are required to follow health and safety policies, such as table sanitization and hand washing prior to eating, strategic program space design (e.g. students engage in activities away from doors), etc. Consistent behavior management is enforced, and all families are aware of our policies when their student is enrolled in programming. To address any physical health concerns that arise, VCNC program staff keep a basic first aid kit and take a CPR certification training course every summer. For larger physical health concerns and injuries, program managers and the program director collaborate to determine the best course of action. When students are enrolled in programs, families let us know of any known health concerns. For students who must take any medication during program hours, these medications are only handled by the program manager or program director. We eliminate any severe allergies or dietary restrictions from meals being served such as any nut or fish allergies. There is a large number of students who cannot eat pork, so we have become a pork free facility. For lesser dietary restrictions such as lactose intolerance and vegetarianism, alternative meals and snacks are provided to those youth.

VCNC monitors the High School Program in order to ensure alignment with the MOST Effective Practices in the following ways:

- Continued supervisor-supervisee meetings, program staff meetings, and all-staff meetings in which concerns, questions, ideas, and successes in implementation are shared. Staff recognize that a high-quality program is not simply an end goal; it is a process that requires continual maintenance and upkeep.
- Regular planning of strategies and activities to meet program goals, information collection during implementation, reflection and data interpretation to determine what is and is not working (e.g. during staff meetings), and the identification of realistic adjustments to improve the program, ensuring that it aligns with MOST Effective Practices.

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

Total Annual Unduplicated Children or Youth participating in proposed program: 15

Total program hours annually: 308

#### C. Program Outcomes

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

VCNC utilizes surveys and interviews from program participants and their families. We also engage our community, school staff, and our local leaders. Additionally, we look at Race to Equity reports, school report cards, and the City of Madison's policy papers.

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.

<b>Outcome Objective #1:</b> Regularly attending participants will improve or maintain a GPA above a 2.8.				
<b>Performance Standard</b>	<b>Targeted Percent</b>	70%	<b>Targeted Number</b>	7
<b>Measurement Tool(s) and Comments:</b> Vera Court staff have access to student grade reports through its strong relationship with area high schools. Reports are collected regularly and are tracked, evaluated, and summarized by staff throughout the academic year.				

<b>Outcome Objective #2:</b> Regularly attending program participants will maintain or improve their social-emotional competency in the areas of self-management, social awareness, and optimistic thinking.				
<b>Performance Standard</b>	<b>Targeted Percent</b>	75%	<b>Targeted Number</b>	8
<b>Measurement Tool(s) and Comments:</b> High school students will complete a survey once per semester and once per summer. VCNC staff will screen all regularly attending high school participants at least two times a year utilizing a strength-based, nationally standardized tool used to monitor progress of social emotional competence.				

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

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?  
All participants' families fill out an information form during program registration that includes demographic information. The program is intentionally structured and designed to incorporate a diverse array of activities that help us reach our program goals. Participants who attend program are recorded each day, homework surveys are completed once per quarter, and reading and math assessments are conducted regularly (at least twice per year) by our tutors and Academic Coordinator. Participant information will not be released to the general public, and names will be omitted from any surveys that are conducted. Program expenses are tracked every month and reviewed by our accountant.

## 6. PROGRAM LOCATION

- A. Address(es) of the site where programs will occur:  
614 Vera Court  
Madison, WI 53704

## 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
Center Program Director	Bachelor's Degree in related field or equivalent in education and related experience. 4 years' experience with program management, staff supervision, budget management and advanced administrative skills	VCNC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.22	
MS/HS Prg Manager	At least 2 years' experience overseeing school age programming, supervising staff and working with families.	VCNC	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.20	
AmeriCorps Member	Experience working as mentor or tutor with school age youth as well as a desire to serve the larger community.		<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.9	
Academic Program Manager	Bachelor's Degree in related field or equivalent education and related experience as well as demonstrated knowledge of academic teaching methods that is		<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	.13	

	culturally competent.				
Tutors	Knowledgeable in all areas of academics including but not limited to mathematics, science, and literacy.		<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.10	
			<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"/>		
<b>Please complete the total FTE for the applicable time period</b>	<b>School Year:</b>				
	<b>Year-Round</b>				
	<b>Summer</b>				

\*Use one line per individual employee

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

All High School Program volunteers fill out an application, complete a background check, and complete an orientation with and are supervised by the Middle & High School Program Manager or Academic Coordinator depending on the volunteer position. Orientation includes a review of the schedule, program components, and shadowing. Volunteers do not run programs on their own and are viewed as additional assets to the program, providing mentorship, tutoring, and positive role modeling. VCNC is very fortunate to have dedicated volunteers, some of whom are a Reading Buddy every summer to prevent learning loss, others who help with homework every week during the school year, and others who enhance our enrichment programming or serve as mentors to our youth.

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

VCNC currently has two, 15 passenger vans to transport youth for any off-site activities. For large group field trips, VCNC uses Lamers school buses.

**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	Vera Court Neighborhood Center, Inc
Mailing Address	614 Vera Ct, Madison, WI, 53704
Telephone	(608)246-8372
FAX	
Director	Richard Jones, Jr.
Email Address	richardj@veracourt.org
Additional Contact	Hope Jones
Email Address	hopej@veracourt.org
Legal Status	Private: Non-Profit
Federal EIN:	391945609

2. PROPOSED PROGRAMS

Program Name:	2024		If currently City funded
	Letter	Amount Requested	2023 Allocation
Elementary Program	A	\$125,000	\$116,179
Contact:			
Middle School Program	B	\$95,000	\$90,377
Contact:			
High School Program	C	\$15,000	\$12,548
Contact:			
	D		
Contact:			
	E		
Contact:			
<b>TOTAL REQUEST</b>		\$235,000	

**DEFINITION OF ACCOUNT CATEGORIES:**

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

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

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

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

## 3. SIGNATURE PAGE

## AFFIRMATIVE ACTION

If funded, applicant hereby agrees to comply with City of Madison Ordinance 39.02 and file either an exemption or an affirmative action plan with the Department of Civil Rights. A Model Affirmative Action Plan and instructions are available at [cityofmadison.com/civil-rights/contract-compliance](http://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
	<b>TOTAL</b>		<b>100%</b>		<b>100%</b>		
<b>GENDER</b>							
MAN	1	25%	6	35%			
WOMAN	3	75%	10	59%			
NON-BINARY/GENDERQUEER		0%	1	6%			
PREFER NOT TO SAY		0%		0%			
TOTAL GENDER	4	100%	17	100%			
<b>AGE</b>							
LESS THAN 18 YRS	0	0%	1	6%			
18-59 YRS	2	50%	16	94%			
60 AND OLDER	2	50%		0%			
TOTAL AGE	4	100%	17	100%			
<b>RACE</b>							
WHITE/CAUCASIAN	1	25%	9	53%	80%	67%	16%
BLACK/AFRICAN AMERICAN	3	75%	6	35%	7%	15%	39%
ASIAN		0%	1	6%	8%	11%	28%
AMERICAN INDIAN/ALASKAN NATIVE		0%		0%	<1%	<1%	32%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER		0%		0%	0%	0%	0%
MULTI-RACIAL		0%	1	6%	3%	4%	26%
BALANCE/OTHER		0%		0%	1%	2%	28%
TOTAL RACE	4	100%	17	100%			
<b>ETHNICITY</b>							
HISPANIC OR LATINO		0%	1	6%	7%	9%	26%
NOT HISPANIC OR LATINO	4	100%	16	94%	93%	81%	74%
TOTAL ETHNICITY	4	100%	17	100%			
<b>PERSONS WITH DISABILITIES</b>		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)

Our staff at Vera Court currently has more white staff than any other race, which doesn't reflect the population of the area, but our staff is currently diversifying. Within the last 6 months we have hired a Black Executive Director, a Black Development Director, an Asian Academic Coordinator, a multi-racial Middle School Program Leader, and two Black Youth Workers. This is a major improvement from what had been in the recent past.

8. AGENCY GOVERNING BODY

How many Board meetings were held in 2022	11
How many Board meetings has your governing body or Board of Directors scheduled for 2023?	12
How many Board seats are indicated in your agency by-laws?	5

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

<b>Name</b>	<b>Corinda Rainey-Moore</b>			
Home Address	5421 Esther Beach Rd, Madison, WI, 53713			
Occupation	Community Outreach Coordinator at Kids Forward			
Representing	President			
Term of Office		From:	07/2013	To: 12/2023
<b>Name</b>	<b>David Krause</b>			
Home Address	5346 West Rd. #16, Madison, WI, 53704			
Occupation	School Principal/ Retired			
Representing	Treasurer			
Term of Office		From:	05/2013	To: 12/2023
<b>Name</b>	<b>Cora White</b>			
Home Address	2706 Badger Lane			
Occupation	Retired			
Representing				
Term of Office		From:	08/2021	To: 12/2023
<b>Name</b>	<b>Linda Hoskins</b>			
Home Address	2417 Cypress Way, #107, Madison, WI, 53713			
Occupation	Retired			
Representing				
Term of Office		From:	12/2021	To: 12/2023
<b>Name</b>				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
<b>Name</b>				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
<b>Name</b>				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
<b>Name</b>				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy

AGENCY GOVERNING BODY cont.

**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

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**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 2023	PROGRAM A	PROGRAM B	PROGRAM C	PROGRAM D	PROGRAM E	NON APP PGMS
DANE CO HUMAN SVCS	0						
UNITED WAY DANE CO	33,800	23,800	10,000				
CITY CDD (This Application)	235,000	125,000	95,000	15,000			
City CDD (Not this Application)	0						
OTHER GOV <sup>T</sup> *	172,000	86,000	86,000				
FUNDRAISING DONATIONS**	142,887	20,720	95,112	27,055			
USER FEES	0						
TOTAL REVENUE	583,687	255,520	286,112	42,055	0	0	0

\*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

**\*\*Use whole numbers only, please.**

ACCOUNT CATEGORY	AGENCY 2023	TTL CITY REQUEST	PGM A	CITY SHARE	PGM B	CITY SHARE	PGM C	CITY SHARE	PGM D	CITY SHARE	PGM E	CITY SHARE	NON APP PGMS
<b>A. PERSONNEL</b>													
Salary	395,444	168,300	188,025	95,550	182,963	64,750	24,456	8,000					
Taxes/Benefits	83,343	11,000	35,395	5,000	41,349	5,000	6,599	1,000					
<b>Subtotal A.</b>	<b>478,787</b>	<b>179,300</b>	<b>223,420</b>	<b>100,550</b>	<b>224,312</b>	<b>69,750</b>	<b>31,055</b>	<b>9,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>B. OTHER OPERATING</b>													
Insurance	11,200	0	5,600		5,600								
Professional Fees/Audit	8,000	0	4,000		4,000								
Postage/Office & Program	39,500	34,500	14,250	14,250	15,250	15,250	10,000	5,000					
Supplies/Printing/Photocopy	0	0											
Equipment/Furnishings/Depr.	0	0											
Telephone	2,500	0	1,250		1,250								
Training/Conferences	5,000	1,000	1,500		2,500		1,000	1,000					
Food/Household Supplies	10,000	10,000	5,000	5,000	5,000	5,000							
Travel	0	0											
Vehicle Costs/Depreciation	0	0											
Other	0	0											
<b>Subtotal B.</b>	<b>76,200</b>	<b>45,500</b>	<b>31,600</b>	<b>19,250</b>	<b>33,600</b>	<b>20,250</b>	<b>11,000</b>	<b>6,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>C. SPACE</b>													
Rent/Utilities/Maintenance	1,000	0	500		500								
Mortgage Principal/Interest	0	0											
Depreciation/Taxes	0	0											
<b>Subtotal C.</b>	<b>1,000</b>	<b>0</b>	<b>500</b>	<b>0</b>	<b>500</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>D. SPECIAL COSTS</b>													
Assistance to Individuals	0	0											
Contractors/Subcontractors	32,900	10,200	5,200	5,200	27,700	5,000							
Pymt to Affiliate Orgs	0	0											
Other	0	0											
<b>Subtotal D.</b>	<b>32,900</b>	<b>10,200</b>	<b>5,200</b>	<b>5,200</b>	<b>27,700</b>	<b>5,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL (A.-D.)</b>	<b>588,887</b>	<b>235,000</b>	<b>260,720</b>	<b>125,000</b>	<b>286,112</b>	<b>95,000</b>	<b>42,055</b>	<b>15,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**\*\*List all staff positions related to programs requestiong funding in this application, and the amount of time they will spend in each program.**

Title of Staff Position*	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023
	Program A FTE**	Program B FTE**	Program C FTE**	Program D FTE**	Program E FTE**	Total FTE	Annualized Salary	Payroll Taxes and Fringe Benefits	Total Amount	Hourly Wage***	Amount Requested from the City of Madison
Executive Director	0.15	0.10				0.25	105,000	38,650	143,650	0.00	15,000
Operations Director	0.20	0.20				0.40	65,488	17,313	82,801	0.00	8,000
Development Director	0.10	0.10				0.20	65,000	17,250	82,250	0.00	4,000
Grants & Marketing Manager	0.10	0.10				0.20	54,000	15,820	69,820	0.00	4,000
Operations Assistant	0.30	0.30				0.60	44,100	14,533	58,633	0.00	4,000
Program Director	0.45	0.45	0.05			0.95	54,633	7,903	62,536	0.00	12,000
Elementary Program Manager	1.00					1.00	47,000	14,789	61,789	0.00	26,000
Middle & High School Manager		0.80	0.20			1.00	48,410	15,094	63,504	0.00	27,000
Academic Program Manager	0.45	0.45	0.10			1.00	48,410	15,094	63,504	0.00	10,000
Elementary Program Staff (x2)	0.73					0.73	25,840	2,068	27,908	17.00	20,750
Elementary Program Staff (Summer) (x3)	0.44					0.44	15,300	1,225	16,525	17.00	11,000
Middle School Lead Staff		0.37				0.37	13,680	1,094	14,774	18.00	10,000
Middle School Lead Staff (Summer)		0.09				0.09	3,240	259	3,499	18.00	3,250
Kids Cafe Cook	0.22	0.22				0.44	19,228	1,538	20,766	19.00	8,000
High School Aged Staff	0.36					0.36	9,620	770	10,390	14.00	2,000
Tutor (x3)	0.34	0.34	0.09			0.77	28,152	2,252	30,404	18.00	3,000
Girl Neighborhood Power Coordinator	0.14	0.14				0.27	9,936	795	10,731	0.00	3,500
Life As a Boy Coordinator	0.14	0.14				0.27	9,936	795	10,731	0.00	3,500
Family Resource Coordinator			0.10			0.10	43,860	14,502	58,362	0.00	4,300
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
<b>SUBTOTAL/TOTAL:</b>	5.11	3.79	0.54	0.00	0.00	9.44	710833.00	181744.00	892577.00	121.00	179300.00

**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 requestiong funding in this application, and the amount of time they will spend in each program.**

Title of Staff Position*	2023 FTE**	2023 FTE**	2023 FTE**	2023 FTE**	2023 FTE**	2023 Total FTE	2023 Salary	2023 Taxes and	2023 Amount	2023 Wage***	2023 Requested
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### Program Summary

This tab should be completely filled in by your previous answers.

Pgm Letter	Program Name	Program Expenses	2023 City Request
A	Elementary Program	PERSONNEL	100,550
		OTHER OPERATING	19,250
		SPACE	
		SPECIAL COSTS	5,200
		<b>TOTAL</b>	<b>125,000</b>
B	Middle School Program	PERSONNEL	69,750
		OTHER OPERATING	20,250
		SPACE	0
		SPECIAL COSTS	5,000
		<b>TOTAL</b>	<b>95,000</b>
C	High School Program	PERSONNEL	9000
		OTHER OPERATING	6,000
		SPACE	0
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>15,000</b>
D	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>0</b>
E	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>0</b>
<b>TOTAL FOR ALL PROGRAMS</b>			<b>235,000</b>



Position Title	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total
Center Program Director	Bachelor's degree in related field or equivalent in education and experience. At least 4 years' experience with program management, staff supervision, budget management and advanced administrative skills	.16	.03	.24	.43
Elem Program Manager	At least 2 yrs' experience as the lead staff coordinating and facilitating youth programs.	.83	.17	0.00	1.0
Youth Workers	At least 2 years' experience working with youth in an academic or summer camp setting.	1.1	0.00	0.00	1.1
Camp Counselor	At least 2 years' experience working with youth in an academic or summer camp setting.	0.00	.56	0.00	.56
Academic Program Manager	Bachelor's degree in related field or equivalent in education and related experience, as well as demonstrated knowledge of academic teaching methods that is culturally competent.	.50	.10	0.00	.60
Tutors	Knowledgeable in all areas of academics including but not limited to mathematics, science, and literacy.	.37	.07	0.00	.44
GNP Coordinator	At least 2 years' experience working with elementary aged children in the areas of mentoring and group facilitation	.21	.04	0.00	.25
LAAB Coordinator	At least 2 years' experience working with elementary aged children in the areas of mentoring and group facilitation	.17	.03	0.00	.20
Kids Café Cook	Experience cooking for large groups in a community/education setting, Serve Safe Certified, ability to work with youth and staff.	.21	.04	0.00	.25
College Interns	Enrolled in a Human Services, Social Science, Education or Nonprofit Leadership Programs	.40	0.00	0.00	.40



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**Second Harvest Foodbank of Southern  
Wisconsin**

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**Partner Agency, Fiscal Agent & 501(c)(3)**

**SPONSORED PARTNERSHIP  
AGREEMENT**

*July 2021 – June 2023*

SECOND HARVEST FOODBANK OF SOUTHERN WISCONSIN  
2802 Dairy Drive Madison, WI 53718  
608-216-7240  
[www.secondharvestmadison.org](http://www.secondharvestmadison.org)



Dear Partner Agency & Fiscal Agent,

Thank you for choosing to partner with Second Harvest Foodbank of Southern Wisconsin (SHFBSW) in your work to end hunger in your community. Our service area spans 16 counties: Adams, Columbia, Crawford, Dane, Dodge, Grant, Green, Iowa, Jefferson, Juneau, LaFayette, Monroe, Richland, Rock, Sauk, and Vernon. We are a member of Feeding America, the national network of 200 food banks that together serve every county in America. Throughout our service area we provide over 19.6 million pounds of food annually to partner agencies and programs like yours.

The benefits of your partnership with SHFBSW include access to our Distribution Center inventory, training opportunities, networking with other partners, food safety, access to national retail donors, advocacy, nutrition education, and much more. Partnerships with local programs like yours, as well as other community partnerships such as retail and wholesale donors, farmers, nonprofit organizations, volunteer clubs, and more allow us to best serve the diverse communities throughout our 16-county service area. SHFBSW has several different program opportunities for your Partner Agency. Whether you operate a food pantry, a meal site, an after-school program, residential feeding program, or other hunger relief program, we can help you make the biggest impact possible.

**Please note that this agreement combines the Fiscal Agent and Partner Agency into a single partnership agreement. Thorough review of the document and signatures are required from both parties.**

The details of this partnership agreement are outlined in the following pages. Please read this agreement in its entirety, obtain signatures from required parties, and return to your Agency Representative. We ask that you keep at least one complete copy for your own records. This 2-year partnership Agreement and the included linked URLs replace any former contract or agreements signed by your Partner Agency & Fiscal Sponsor and includes updates mandated by Feeding America and Second Harvest Foodbank of Southern Wisconsin.

Sincerely,

A handwritten signature in black ink, appearing to read "Angel Ehmpke". The signature is written in a cursive style.

Angel Ehmpke  
Director of Partnerships and Programs



Second Harvest Foodbank of Southern Wisconsin (SHFBSW) agrees to supply food and other product, as available, to \_\_\_\_\_ Vera Court Neighborhood Center \_\_\_\_\_, (*Partner Agency*), under the fiscal sponsorship of \_\_\_\_\_ Second Harvest Foodbank of Southern Wisconsin \_\_\_\_\_ (*Fiscal Agent*) and legal sponsorship of Second Harvest Foodbank of Southern Wisconsin (*Legal Sponsor - a registered 501(c)(3) or federally tax-exempt religious organization*) providing the Partner Agency and Fiscal Sponsor represent and agree to the following:

## **SECTION A: SECOND HARVESTS' COMMITMENT TO PARTNERSHIP**

Second Harvest Foodbank of Southern Wisconsin (SHFBSW) has the following obligations under this partnership Agreement:

1. Commit to acquire a variety of products and maintain an equitable allocation system.
2. Maintain and devote adequate resources to fulfill SHFBSW's obligations under this contract.
3. Consistently enforce compliance regulations.
4. Comply with all applicable Federal, state and local regulations and statutes relating to the receiving, storing, shipping, processing and handling of products, including the following: Model Food Salvage Code; FDA Food, Drug & Cosmetic Act, PL 75-717; Fair Packaging and Labeling Act, PL 89-755, prohibiting the distribution of any food item (except fresh fruit and vegetables) without a label; and, the Current Good Manufacturing Practices for the Manufacturing, Processing, Packing or Holding of Human Food, emanating from those statutes found in Chapter 21 of the Code of Federal Regulations, Section 110.1 et. Seq.

### **Partner Agency Engagement and Support**

1. Provide consultation and best practice information to Partner Agencies.
2. Provide adequate training to utilize SHFBSW technology including product ordering and reporting.
3. Provide forums and opportunities for networking and best practice sharing among Partner Agencies.
4. Provide excellent customer service to Partner Agencies.
5. Provide access to training, conferences, grant opportunities, research projects, and advocacy campaigns to Partner Agencies.
6. Act in good faith and work collaboratively with Partner Agencies to support their success in reducing food insecurity.
7. Inform Partner Agencies of changes in relevant policy and regulations in a timely manner.
8. Support Partner Agency food safety compliance through training, site visits, and communication on active recalls.
  - a. Inspect and review the Agency site to ensure compliance with food safety regulations. Assist Agencies to successfully address issues of non-compliance.

### **Public Engagement and Support**

1. Conduct timely assessments of public awareness on food insecurity and provide resources to partner agencies.
2. Conduct research on food insecurity and the charitable food assistance system and share this information with partner agencies.
3. Coordinate and conduct public awareness efforts within our 16-county service area.
  - a. When Partner Agencies are asked to participate in awareness campaigns, SHFBSW will provide media toolkits to help facilitate Partner Agencies to take action (e.g. Hunger Action Month).

## SECTION B: FISCAL AGENT PARTNERSHIP

1. The **Partner Agency** must be a non-profit, tax-exempt organization, or **sponsored** by a **Fiscal Agent/Legal Sponsor** that is a non-profit, recognized by the IRS under Section 501(c)(3) of the Internal Revenue Code of 1984, as amended, or be a federally tax-exempt religious organization. **Partner Agency/sponsor** must be incorporated for the purpose of serving the ill, needy, or children.
  - o If the **Partner Agency** has a pending application for a 501(c)(3) through the federal government, they must obtain a temporary **Fiscal Agent** until approval.
2. Under agreement as a **Sponsored Agency**, Second Harvest Foodbank of Southern Wisconsin will provide the 501(c)(3) status to the **Partner Agency & Fiscal Agent**.
3. The **Fiscal Agent** is responsible to enforce all provisions of its agreement with SHFBSW in regard to the sponsored group(s).
  - o SHFBSW strongly recommends a Memorandum of Agreement (MOA) between the **Fiscal Agent** and **Partner Agency** if these groups are not already affiliated.
4. The **Fiscal Agent** must be programmatically, fiscally, and legally responsible for SHFBSW product (including Direct Retail Pickups) handling and distribution activities of the sponsored group(s).
5. **Partner Agency** will comply with the IRS eligibility requirements for receipt, storage, transfer, and use of donated product under section 170(e)(3) with **Fiscal Agent** oversight.
6. SHFBSW recommends **Partner Agencies** adopt a non-discrimination and anti-harassment policy that is reviewed for all associated volunteers and staff, and to provide appropriate non-discrimination and anti-harassment training:
  - o Example Civil Rights training - ([CACFP Civil Rights PowerPoint download](#))

## SECTION C: PARTNER AGENCY PROGRAM REQUIREMENTS

1. A **Partner Agency** is considered active if they meet the following criteria:
  - Must meet all terms and conditions of this document.
  - Must receive product from SHFBSW and/or MealConnect at least once every 6 months.
  - Must display FoodShare outreach materials and help make clients aware of the FoodShare benefit.
2. **Partner Agency** must abide by all SHFBSW Compliance Requirements throughout partnership:
  - Maintain current SHFBSW documentation.
    - a. Signed Partnership Agreement.
    - b. ***Partner Agency** must complete the annual Partner Profile form and submit to their respective SHFBSW Agency Representative with any changes including agency leadership, contact information, program location or hours of operation.*
    - c. ***Fiscal Agent** must complete the annual Fiscal Agent/Parent Profile form and submit to their respective SHFBSW Agency Representative with any changes.*
    - d. *Compliance documents as outlined in this agreement.*
  - Current professional pest control report on file (every 6 months).
    - a. *Must maintain a current contract for professional pest control inspection services **wherever** food is stored.*
    - b. *Professional pest control must be conducted on a semi-annual basis and copy retained by **Partner Agency**.*
    - c. *SHFBSW requires the **Partner Agency** to submit a copy of the pest control report every six months to their assigned Agency Representative.*
  - Site(s) Evaluation performed by the Agency Services Team (every 2 years).
  - Approved Food Safety Certification for at least one current volunteer/staff member.
    - a. ***Partner Agency** must ensure up to date certification for the following:*

7. Partner Agency affirms that the original Donor, SHFBSW, and Feeding America:
  - Are released by the Partner Agency from any liabilities resulting from products received from SHFBSW or its programs. Agency also releases SHFBSW from any liability resulting from the condition of the donated food, except for liability resulting from negligence or intentional misconduct of SHFBSW.
  - Are held harmless from any claims, losses, causes of action, lawsuits, or obligations to the Partner Agency or the donated product.
  - Offers no express warranties in relation to the product.
8. The agency agrees to notify SHFBSW if it receives any claim of liability with respect to donated food/product obtained from SHFBSW. SHFBSW strongly recommends that agencies carry adequate general liability insurance.

## **SECTION C.2: DISTRIBUTION OF FOOD**

1. Agency that acts as an SHFBSW partner agency program or feeding site must provide food at no cost nor request any financial donation from clients. Agency cannot exchange SHFBSW products for money, other property or services, nor require participation in prayer or religious or other services, including volunteer service.
  - a. Donation requests cannot be posted at the site of food distribution.
2. Agency will hold regular, scheduled hours for food distribution at least once per month except in the event of a natural disaster, pandemic or other unforeseen circumstance.
3. Agency may, with the permission of SHFBSW, *periodically* transfer excess SHFBSW product (including MealConnect retail pickups) to another SHFBSW partner agency. Upon transfer to another SHFBSW partner, the agency is responsible for communication should there be any recalls.
  - a. Transfer of product to a non-SHFBSW agency or site **requires prior approval** from SHFBSW Agency Services team. Contact your Agency Representative regarding the approval process.
4. Agency **will not** take SHFBSW product out of the SHFBSW 16-county service area.

## **SECTION C.3: MONITORING & REPORTING**

1. Agency agrees to be evaluated on site by a SHFBSW representative a minimum of once every two years; and Agency agrees to provide data as listed below during site visits or upon request. Agency will work with SHFBSW Representative on any agency requirements or needs.
2. Agency agrees to abide by the policies, procedures, and reporting requirements including submitting accurate and timely monthly reports including, but not limited to, number of participants and the distribution of SHFBSW products, due by the 5<sup>th</sup> of the following month through SHFB online reporting system. SHFBSW also requests participation in periodic surveys about product needs, customer service, and/or other topics to improve our shared work in food security.
3. Agency agrees to keep on-site records for a minimum of 3 years which accurately reflect:
  - Number of participants/meals served. e.g. SHFBSW sign-in sheets, registration forms, or other client databases
  - Applicable ServSafe Certifications
  - Pest Control Management (every 6 months)
  - Active tax-exempt documentation

*Partner Agency and Fiscal Agent acknowledge that Second Harvest Foodbank reserves the right to terminate partnership at any time, for any reason.*

1. *Sites that receive and distribute SHFBSW product must maintain an active approved Food Handler Certification (book and quiz provided by SHFBSW).*
  2. *Sites that use SHFBSW product to prepare meals/snacks must maintain an active ServSafe Manager Certification.*
- Current federal tax-exempt documentation (as outlined in Section A).
  - Timely submission of required statistics including (but not limited to) monthly household/meal reporting, MealConnect (Sample MC Agreement), grant reporting, and other program requirements.
  - Timely payment by **Fiscal Agent/Partner Agency** of all charges within (30) days of monthly statement date.
    - a. *Requested fees include (but not limited to) product fees and delivery service as assessed by SHFBSW.*
    - b. *Monthly statements are sent via direct mail service to the Fiscal Agent mailing address. Fiscal Agent may share monthly statements with Partner Agency.*
    - c. *Payment must be submitted on a business check by either the partner agency or fiscal agent. Personal checks will not be accepted.*
  - As a partner in ending hunger, maintain a positive, public-facing relationship with SHFBSW.
    - a. If any grievances arise, Partner Agency will address them with their assigned Agency Representative for proper escalation and resolution.

*Partner Agencies & Fiscal Agents that fail to meet the above criteria will be suspended and/or blocked until resolution of non-compliance. The Partner Agency can reapply for partnership at a later date. Partnership approval is at the discretion of the Agency Relations Manager of SHFBSW.*

## **SECTION C.1: ORDERS AND RECEIVING**

**Partner Agency acknowledges the following:**

1. Produce and perishable rescued food items (e.g. retail rescue) may have some unusable portions (approximately 20%). Partner agrees to accept this type of product "as is".
2. If picking up orders or in-person shopping at the SHFBSW Distribution Center, Partner Agency must abide by the SHFBSW Agency Pickup and Shopper Policy.
3. To receive a credit for damaged or missing product (e.g. purchased product):
  - Partner Agency must notify SHFBSW Agency Representative within two (2) business days of any order discrepancy upon receipt of product from SHFBSW.
    - i. If the purchased product is of questionable condition or quality, Partner Agency is required to send photos of product along with notification to Agency Rep.
  - or upon receipt of participant complaints or claim of liability from clients regarding product.
  - Partner Agency agrees to immediately destroy or discard product upon notice if it is not acceptable for distribution.
4. Product will be stored at a pre-approved storage location and used only for other SHFB partner(s). Product may **not** be stored at a private residence or any other space where product may be easily accessible for purposes other than the partner agency and its approved programs. (Contact your Agency Representative for a list of partner agencies).
5. Must ensure that all donated product from all sources, including the SHFBSW Direct Retail Pickups (MealConnect) conform to any applicable provisions of the Federal Food, Drug, and Cosmetic Act (as amended), and any regulations that follow.
6. Assume all responsibility for product liability related to any act, or failure to act, by the Partner Agency, associated with transportation, storage, preparation, distribution, or service of the product after the Partner Agency assumes possession.



Signature Page

Legal Sponsorship: Second Harvest Foodbank of Southern Wisconsin

Fiscal Agent: {Parent Agency Name}

Partner Agency: {Partner Agency} {Partner Number}

This agreement covers: July 1, 2021 to June 30, 2023

Your signature below indicates that you have read, understand, and agree to the requirements of partnership with Second Harvest Foodbank of Southern Wisconsin as the Fiscal Agent for the aforementioned Partner Agency.

FISCAL AGENT:

Signature:

.....

Name:

\_\_\_\_\_

Title:

\_\_\_\_\_

Date:

\_\_\_\_\_

PARTNER AGENCY:

Signature:

*Thomas R Solyst*

Name:

*Thomas R Solyst*

Title:

*Executive Director*

Date:

*7/18/22*

SECOND HARVEST FOODBANK OF SOUTHERN WISCONSIN (Legal Sponsor):

Signature:

.....

Name:

\_\_\_\_\_

Title:

\_\_\_\_\_

Date:

\_\_\_\_\_





Kids Cafe Program  
**Vera Court Neighborhood Center**  
**MEMORANDUM OF AGREEMENT**  
**Fiscal Year 2023**

This Memorandum of Agreement provides a summary of fiscal responsibilities agreed to by Second Harvest Foodbank of Southern Wisconsin and Vera Court Neighborhood Center for the Kids Cafe Program for fiscal year 2023, beginning July 1, 2022 and ending June 30, 2023.

Second Harvest Foodbank is allocating \$20,000 to Vera Court Neighborhood Center as part of the Kids Cafe Program to ensure healthy meals and snacks are provided to children after school.

Second Harvest Foodbank understands that Vera Court Neighborhood Center intends to use the funds as follows:

**External Budget: \$17,000**

- \$17,000 - Cook Salary

**Internal Budget: \$3,000**

To be used for purchasing approved food and non-food items at Second Harvest Foodbank.

**Vera Court Neighborhood Center Responsibilities:**

- Refer to the Kids Cafe Program Funding Guidelines located in the Partner Agreement for full details regarding the specific uses of the external and internal budgets.
- For the external budget, submit receipts and invoices with all requests for reimbursement.
- For the external budget, submit requests for reimbursement by the 15<sup>th</sup> of the month, following the month in which expenses were incurred. Any reimbursement requests for June must be submitted by July 5 due to the end of the fiscal year.
- For the external budget, record monthly expenditures and maintain expenses within the allotted budget.
- For the internal budget, record monthly expenditures and maintain expenses within the allotted budget. Notify Second Harvest Foodbank if you require additional funding during the fiscal year.
- Notify Second Harvest Foodbank if there are any program changes that impact the use of Kids Cafe Program funds in any way.



**Second Harvest Foodbank Responsibilities:**

- For the external budget, reimburse partner for all approved expenses within ten business days of the reimbursement request.
- For the internal budget, send monthly statements for items ordered through the Kids Cafe Program account.
- Review external and internal expenditures regularly to ensure consistency with program standards and guidelines.
- Notify Vera Court Neighborhood Center if there are any program changes that impact the availability or use of Kids Cafe Program funding in any way.

*Thomas R. Sulz*

*7/18/22*

Vera Court Neighborhood Center  
Executive Director Signature

Date

Second Harvest Foodbank President/CEO Signature

Date



10/14/2022

Wisconsin Department of Public Instruction  
125 South Webster Street  
Madison WI 53703

Dear Program Officers and Members of the Selection Committee,

I am pleased to lend the support of the *Mendota Elementary Community School* to the efforts of Vera Court Neighborhood Center, Inc. to obtain an ESSER III Out-of-School-Time grant to provide programming to address the academic and social, emotional, and mental health needs of students in the community.

Over the next two years, Vera Court Neighborhood Center, Inc. looks forward to working together with community agencies and organizations to carry out their mission to (a) develop a common, youth and community driven, asset based OST Social Emotional Learning (SEL) framework that will include building and measuring SEL among youth, (b) expand their professional development system to train OST staff while continuing their professional learning community dedicated to building and aligning SEL skills and practices, and (c) run an academic program that provides one-on-one and small group tutoring to students who are scoring below grade level expectations in math and literacy. They aim to leverage national SEL approaches such as the Move This World SEL platform which has collaborated with educators in alignment with the Collaborative for Academic, Social, and Emotional Learning, but they also know that communities know their needs best, and frameworks for SEL should be responsive to local context.

Fortunately, there are organizations throughout Madison that have expertise, wisdom, knowledge and skills to share with our community's youth that will help move Vera Court Neighborhood Center, Inc. toward these goals.

We have had a great partnership with the Vera Court center. We would love to continue the great community building projects that help to provide the SEL aspect for our scholars. The opportunity that the center affords for our scholar to have fun and learn the meaning of togetherness is a huge part of their social growth.

Sincerely,



Vicky Hamilton – Principal Mendota Elementary

# **PARTNERS FOR AFTER SCHOOL SUCCESS AMERICORPS**

AMERICORPS

## **MEMORANDUM OF UNDERSTANDING**

Between

The Dane County Department of Human Services (County) as fiscal agent for the  
2021-2022 Partners for After School Success (PASS) AmeriCorps grant and

**VERA COURT NEIGHBORHOOD CENTER, INC.**

**ADDRESS: 614 VERA COURT, MADISON, WISCONSIN 53704**

This document defines the responsibilities of the County and Host Site with respect to the Partners for After School Success program from September 1, 2021 to August 31, 2022. The obligations of the parties hereto are subject to the Grant Terms and Conditions, Dane County Human Service's contract with the Wisconsin National and Community Service Board (WNCSB), and AmeriCorps Rule and Provisions.

The terms used in this document have the meanings as provided in the following documents: AmeriCorps State and National Grant Provisions and the Wisconsin National and Community Service Board contract with Dane County Human Services. The term "AmeriCorps Rules" refers to all rules as periodically amended and issued by AmeriCorps in their regulations, provisions, guidance, policies, Frequently Asked Questions (FAQs), or any other body of rules that AmeriCorps requires its programs follow. It also includes any current and future WNCSB policies.

### **1. COUNTY RESPONSIBILITIES**

#### **The County will:**

- A. Comply with the provisions of the grant contract between WNCSB and Dane County.
- B. Comply with the AmeriCorps rules and provisions as from time to time amended.
- C. Retain full responsibility for the management and fiscal control of the project described in the grant application and WNCSB contract.
- D. Enforce member requirements outlined in the PASS Member Agreement (Attachment A.)
- E. Employ the PASS Program Director and PASS Coordinator to oversee the project and ensure grant requirements are met in a timely and accurate manner.
- F. Provide management, accounting, payroll, risk management, legal and other administrative support as needed to meet grant oversight requirements.
- G. Meet all financial and program reporting deadlines as required by AMERICORPS and WNCSB.
- H. Maintain financial, program and Member records in compliance with AMERICORPS and WNCSB rules.

- I. Display the AmeriCorps logo on websites, letterhead, recruitment brochures, on-line postings, member materials, signs and banners in accordance with AMERICORPS requirements.
- J. Assist Host Sites in recruiting AmeriCorps Members and developing position descriptions for Host Sites. Screen applicants to ensure they meet AmeriCorps eligibility requirements.
- K. Ensure background checks are completed for all incoming members according to AMERICORPS rules.
- L. Orient new Members and Host Sites to AmeriCorps and PASS as provided in the project narrative section of the grant application.
- M. Provide technical support and guidance on AmeriCorps rules to Members and Host Sites.
- N. Provide Host Sites with technical support and consultation on disciplinary, grievance or other member related performance issues.
- O. Facilitate AmeriCorps Member professional development training activities to ensure successful delivery of PASS academic coaching, extended learning and volunteer engagement activities outlined in the grant narrative. Member orientation training will include information on AmeriCorps, national service and AmeriCorps rules including prohibited activities.
- P. Provide AmeriCorps Members with a living allowance through regular bi-weekly payments and make appropriate withholdings from the payments.
- Q. Make health and dental insurance available to full-time AmeriCorps Members.
- R. Consult with the PASS Host Sites before making decisions about management, personnel or budget of the PASS program (see section 4, Decision Making.)
- S. Provide the opportunity for the PASS Host Site directors, as a group, to meet with the director of Dane County Human Services on a semi-annual basis.
- T. Provide the PASS Host Sites notice of, and an opportunity to send representation to, county meetings in which significant structural changes to the PASS project, its management, budget or personnel will be discussed.
- P. The County will use AmeriCorps grant, Host Site cash match funds, and budgeted General Purpose Revenues to support the PASS program. GPR will not exceed the amount allocated in the budget to support PASS.

**U. PASS HOST SITE RESPONSIBILITIES**

**The Host Site will:**

- a. Comply with AMERICORPS Provisions of the grant between WNCSB and Dane County.
- b. Comply with current and future AmeriCorps Rules.
- c. Enforce the member requirements outlined in the PASS Member Agreement.
- d. Provide to the County a cash match per Member in the amount of \$7,854.55 for each full-time (1700-hour), \$3,927.25 for each half-time (900-hour) and \$1,662.20 for each minimum time (300-hour) Member hosted by the Host Site to meet grant fiscal requirements. Cash match must come from a non-federal source. Cash match is subject to change if the project operates at a surplus or deficit or in the event of a change in AmeriCorps Rules. *Cash match remains owed and payable to the County in the event that the AmeriCorps Member is not retained by the Host Site. The match amount may change per cost sharing rules (Attachment B).*
- e. Provide the County an in-kind match of supervisor time based on position total (salary + benefits). Supervisors responsible for Member oversight will log supervisory hours bi-weekly in the On Corps

hour reporting system. Host sites will comply with OMB Circulars and Guidance rules, subsection 215.23 Cost Sharing or Matching.

- f. Reimburse the County for all costs paid, but disallowed by the OIG audit, WNCSB or AMERICORPS.
- g. Pay for one Member meal and a share of the June member picnic celebration at approximately \$250.00.
- h. Participate in Member recruitment with the goal of filling Sumer slots by May 20, 2022 and full year slots by August 20, 2022 to allow time for citizenship and background checks to be completed. Participate in reduced slot recruitment as needed.
- i. Retain Member(s) for the entire program year. In the event a Member leaves before completing their term of service, the Host Site cannot recruit another person to fill the vacant slot if the exited Member completed more than **30%** of his/her hours and/or received any portion of a prorated education award.
- j. Provide AmeriCorps Members with 1700/900/300 hours of service opportunities and responsibilities that target middle and high school-age youth, and are consistent with PASS outcome areas. Provide Member(s) a comprehensive orientation to the host site and complete a Member Work Plan within 30 days of the term start date including the member's goals, host site responsibilities related to PASS activities and outcomes, and the Member's weekly schedule.
- k. Provide the necessary training in youth work, materials, supplies and workspace for Members to successfully perform their assigned duties within their host site.
- l. Participate in the delivery of the PASS service model and collection of Performance Measure data as outlined in the grant narrative and logic model. Ensure that all PASS attendance, academic coaching and outcome data remains in a secure location at the host site.
- m. Provide day-to-day supervision of AmeriCorps Member activities.
- n. Notify the PASS director in advance of supervisor changes including transition plans and coverage of supervisor functions by other staff in the agency. Supervisor functions may not be assigned to Members.
- o. Monitor Member hours on a bi-weekly basis ensuring Members meet their hour obligation.
- p. Maintain safe work sites. Train members in reporting policies related to child abuse, weapons and student self-harm.
- q. Have written plans available during an emergency such as a tornado, blizzard, electrical blackout or other natural or man-made disaster detailing the steps to be taken before and during an emergency and the roles of Members during an emergency.
- r. Provide transportation or mileage reimbursement for AmeriCorps Members as necessary to meet the requirements of their Host Site assignments.
- s. Conduct at least two written performance reviews per service term for each AmeriCorps Member and submit to the PASS Coordinator by the designated due date.
- t. Release AmeriCorps Members from their Host Site responsibilities during WNCSB and PASS events. This includes but is not limited to opening and closing ceremonies and PASS professional development and training opportunities.
- u. Allow AmeriCorps Members to participate in regional emergency disaster relief efforts (3 day deployments.)
- v. Consult with the PASS Coordinator regarding **any** changes in a member's status including performance issues, exits, offers of employment, arrests, hospitalizations, family leave or absence without notice.
- w. Collect data and complete reports required by the grant as requested by Dane County including audits and audit related information. This provision survives the expiration date of this MOU.

- x. Maintain such records and accounts, and make such reports and investigations, concerning matters involving AmeriCorps Members and the project as described in the Grant Application, AmeriCorps Rules, and WNCSSB Contract or as AMERICORPS or Serve Wisconsin may require. The Host Site agrees to retain such records as AMERICORPS and the County may require for a period of seven years after completion or termination of the project, or longer if required for administrative proceedings and/or litigation purposes, and to provide access to such records to AMERICORPS for the purpose of litigation, audit, or examination. The Host Site will inform AMERICORPS and the County at least 90 days prior to the conversion or destruction of any such records. The Host Site shall maintain the minimum acceptable financial records for the project as is specified in the WNCSSB Agreement with Dane County.
- y. Comply with and allow the AmeriCorps Member to employ the grievance procedure required in the AmeriCorps National Service Provisions and conduct the grievance hearings. The grievance procedure is outlined in this document. If the AmeriCorps Member elects arbitration pursuant to 42 U.S.C. §12636(f) (4), Host Site will assume all costs.
- z. Comply with and allow the AmeriCorps Member to employ the Member Harassment & Discrimination Procedure as required in the AmeriCorps Rules. The harassment and discrimination procedure is outlined in this document.
- aa. Make complete written reports regarding each accident or incident involving a Member resulting in injury to any person, damage to any property or a report to law enforcement, and send a copy of all such reports to the PASS Director as soon as reasonably possible after discovery of the event.
- bb. Notify the PASS Director immediately in the event of a Member injury on service time (on or off site) and complete required DCDHS Workman's Compensation paperwork within 24 hours of receipt. Cooperate with the County in responding to worker's compensation claims of Members.
- cc. Cooperate with the County in the design and implementation of PASS program evaluations.
- dd. Display the AmeriCorps logo on host site grounds and on all program letterhead, publicity materials, web sites and other materials generated by or for PASS. (Versions of the logo may be downloaded from the AmeriCorps web site at [www.nationalservice.gov](http://www.nationalservice.gov))
- ee. Ensure Members are wearing gear at all times they are logging hours of service. Ensure Members identify themselves as AmeriCorps Members during public-speaking opportunities and in any print materials in which they are featured.
- ff. Keep at all times in full force a comprehensive general liability, and auto liability insurance policy if the Host Site will require the AmeriCorps Member to operate a motor vehicle, issued by a company authorized to do business in the State of Wisconsin and licensed by the Wisconsin Insurance Department, with liability coverage provided in the amounts of at least \$1,000,000 combined single limits. Host Site shall furnish the County with a Certificate of Insurance listing the County as an additional insured and, upon request, provide certified copies of the required insurance policies. Coverage afforded shall apply as primary. Host Site shall give the County at least thirty days advance notice of cancellation, reduction of coverage or nonrenewal of the policy. If the AmeriCorps Member will be driving his or her own vehicle for AmeriCorps project events, the Host Site will ensure that the Member has adequate auto liability coverage and a history of safe driving as evidenced by the Member's conviction and accident history.
- gg. Create and enforce protocols and policies related to member transportation of youth using host site insured vehicles. Members should not be required to use their own vehicles for transportation of youth. If members volunteer to use their own vehicle for agency business, host sites will reimburse members for mileage.
- hh. Indemnify, hold harmless and defend the County, its boards, commissions, agencies, officers, employees and representatives against any and all liability, loss, including, but not limited to property damage,



bodily injury and loss of life, damages, costs or expenses with the County, its officers, employees, agencies, boards, commissions and representatives may sustain, incur or be required to pay by reason of the Host Site providing the services required under this agreement. The obligations of the Host Site under this paragraph shall survive the expiration or termination of this agreement.

- ii. Assist the County in preparing progress and financial status reports required by the WNCSB and take such action necessary to assist the County in complying with the National and Community Service Board Agreement with Dane County.
- jj. Pay for education awards that require reimbursement to AMERICORPS or the National Trust.

## **V. JOINT RESPONSIBILITIES**

- a. Parties to this Memorandum of Understanding will:
  - i. Make every reasonable effort to ensure that the health and safety of the AmeriCorps Member is protected during the performance of the assigned duties.
  - ii. Ensure that persons selected as AmeriCorps Members are not directly supervised by a person related by blood or marriage.
  - iii. Comply with OMB Uniform Guidance, 2CFR 200.112 Conflict of Interest
- b. The County and Host Sites shall not hire a Member to provide similar work to PASS during the Member's term of service with another host. This is allowable only if the Grantee obtains permission from AmeriCorps through the Wisconsin National and Community Service Board prior to the Member being retained.

## **W. DECISION MAKING**

The parties agree that decisions about management, personnel or budget for the PASS program shall be made collaboratively by the parties. While final authority to make personnel decisions regarding the PASS Program Director lies with the County, should a majority of PASS Directors decide that such a decision has been taken without input by PASS Host Sites and/or in direct conflict with PASS Host Sites interests or input, Host Sites may choose to terminate this Memorandum of Understanding as described in the Termination section. The following is a non-exclusive list of personnel decisions that would fall under this provision:

- a. Changes to recruitment and hiring processes;
- b. Changes in salary and/or benefits funded by the AmeriCorps grant;
- c. Changes in personnel assigned to perform work funded by the AmeriCorps grant. This includes hiring personnel to perform this work and transferring the work among staff members.

All other significant decisions related to management or budget of the PASS program that affects the fundamental structure of the program shall require PASS Host Site approval. "Approval" by the PASS Host Sites means the affirmative vote of a majority of the PASS Host Site representatives in attendance at the regular or special meeting of the PASS Host Sites at which a vote is held. When the County wishes to make a decision requiring Host Site Approval, the PASS Program Director shall give written notice to the PASS Host Sites. The Host Sites must approve or disapprove the decision within 30 days of the County informing the Host Sites, or the decision will be deemed approved. Written notice may be given by email.

The following is a non-exclusive list of decisions that require PASS Host Site approval.

- A. Changes to PASS program performance measures and grant outcomes;
- B. Changes to policies such as grievance and progressive discipline policies;

- C. Allocation, reallocation or withdrawal of AmeriCorps slots at PASS Host Sites; (see more about this process in attachment B)
- D. Changes to the Memorandum of Understanding or any other expectations of PASS Host Sites;
- E. Changes to (and submission of) the AmeriCorps grant, including the budget;
- F. Changes to AmeriCorps member hiring protocol, professional development procedures and training

The decisions requiring PASS Host Site approval are not limited to the above list. This agreement is not intended to require PASS Host Site approval for ordinary, day-to-day decisions that arise in the normal course of business related to management, personnel, or budget.

This agreement is not intended to require PASS Host Site approval for urgent decisions that must be made immediately. If the County must make a decision more quickly than 30 days and the decision normally requires PASS Host Site approval, it may do so without such approval. After making such a decision without approval, the County shall explain its actions and the reasons for them by having a County representative responsible for or involved with the decision meet with the PASS Host Sites. If the PASS Host Sites are not satisfied with the County's explanation, they may take recourse under section 15 of the Memorandum of Understanding.

#### **X. NON-DISCRIMINATION**

No person with responsibilities in the operation of the PASS Project shall discriminate against any AmeriCorps Member, or member of the staff of, or beneficiary of the project, with respect to any aspect of the project on the basis of race, religion, color, national origin, sex, age, sexual orientation, disability, or political affiliation.

#### **Y. PROHIBITED PROGRAM ACTIVITIES**

While charging time to the AmeriCorps Program, accumulating service/training hours or otherwise engaged in activities associated with the AmeriCorps program or AMERICORPS, Host Site staff and Members may not engage in the following activities:

- A. Efforts to influence legislation.
- B. Organize or participate in protests, petitions, boycotts or strikes.
- C. Assist, promote or deter union organizing.
- D. Impair existing contracts for services or collective bargaining agreements.
- E. Engage in partisan political activities or other activities designed to influence the outcome of an election to any public office.
- F. Participate in, or endorse, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials.
- G. Engage in religious-oriented activity including
  - i. Providing religious instruction;
  - ii. Conducting worship services;
  - iii. Providing instruction as part of a program that includes mandatory religious instruction or worship;
  - iv. Constructing or operating facilities devoted to religious instruction or worship;
  - v. Maintaining facilities primarily or inherently devoted to religious instruction or worship; or
  - vi. Engaging in any form of religious proselytization.
- H. Provide a direct benefit to:
  - i. A business organized for profit;
  - ii. A labor union;
  - iii. A partisan political organization; or
  - iv. A nonprofit organization that fails to comply with the restrictions contained in section 501(c)(3) of the Internal Revenue Code of 1986 related to engaging in political activities or substantial amount

of lobbying except that nothing in these provisions shall be construed to prevent participants from engaging in advocacy activities undertaken at their own initiative; and,

- v. An organization engaged in the religious activities described in G. above unless AMERICORPS assistance is not used to support those religious activities;
- I. Conducting a voter registration drive or using AMERICORPS funds to conduct a voter registration drive.
- J. Providing abortion services or referrals for receipt of such services.
- K. Raising funds for living allowances or for an organizations general (as opposed to project) operating expenses or endowment
- L. Writing a grant application to AmeriCorps or any other Federal Agency
- M. Such other activities as AMERICORPS may prohibit.
- Z. **NON-DUPLICATION AND NON-DISPLACEMENT:** PASS Members cannot be used in any way that violates AMERICORPS Non-duplication and Non-displacement rules as follows:

**Non-duplication:** AmeriCorps assistance may not be used to duplicate an activity that is already available in the locality of a program. And, unless the requirements of paragraph (f) of this section are met, AmeriCorps assistance will not be provided to a private nonprofit entity to conduct activities that are the same or substantially equivalent to activities provided by a State or local government agency in which such entity resides.

**Non-displacement:**

- A) An employer may not displace an employee or position, including partial displacement such as reduction in hours, wages, or employment benefits, as a result of the use by such employer of a participant in a program receiving AmeriCorps assistance, in this case a PASS Member.
- B) An organization may not displace a volunteer by using a PASS Member.
- C) A service opportunity will not be created under this chapter that will infringe in any manner on the promotional opportunity of an employed individual.
- D) PASS Members may not perform any services or duties or engage in activities that would otherwise be performed by an employee as part of the assigned duties of such employee.
- E) PASS Members may not perform any services or duties, or engage in activities, that: i) supplant the hiring of employed workers; or, ii) are services, duties or activities with respect to which an individual has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures.
- F) PASS members may not perform services or duties that have been performed by or were assigned to:
  - i. Presently employed worker;
  - ii. Employee who recently resigned or was discharged;
  - iii. Employee who is subject to a reduction in force or who has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures;
  - iv. Employee who is on leave (terminal, temporary, vacation, emergency or sick); or
  - v. Employee who is on strike or is being locked out.

**AA. FUND RAISING**

AmeriCorps members may raise resources directly in support of PASS service activities provided the activities do not involve significant amounts of the Member's time. Examples of fundraising activities AmeriCorps members may perform include, but are not limited to, the following:

- A) Seeking donations of books from companies for a program that teaches children to read;
- B) Writing a grant proposal to a foundation to secure resources to support the training of volunteers;

- C) Securing supplies and equipment from the community to enable volunteers to help build houses for low-income individuals;
- D) Securing financial resources from the community to assist in launching or expanding a program that provides social services to the members of the community and is delivered, in whole or in part, through the members of a community-based organization;
- E) Seeking donations from alumni of the program for specific service projects being performed by current members.

AmeriCorps members may not:

- A) Raise funds for living allowances, PASS grant match, or for an organization's general (as opposed to project) operating expenses or endowment;
- B) Write a grant application to AmeriCorps or to any other Federal agency.
- C) Providing fundraising assistance to other community organizations that do not provide immediate and direct support to PASS approved direct service activities.

AmeriCorps Members may not engage in the above activities directly or indirectly by recruiting, training, or managing others for the primary purpose of engaging in one of the activities listed above. Individuals may exercise their rights as private citizens and may participate in the above activities on their initiative during non-AmeriCorps time, using non-AMERICORPS funds. Individuals should not wear the AmeriCorps logo while doing so.

**Staff:** Staff time and related expenses may not be charged to AMERICORPS or to the Grantee share of the Grant while engaged in organized fund raising including endowment drives, the general solicitation of gifts and bequests, direct mail or similar activities for which the sole purpose is raising capital or obtaining contributions for the organization. Expenses incurred to raise funds may be paid out of the funds raised. Development officers and fund-raising staff are not allowable expenses. Raising matching funds is incidental to the overall management of the program. Staff can make presentations and educate funders on objectives, goals and accomplishments of PASS. Efforts to involve the community in support of the AmeriCorps program, such as obtaining medical contributions or assistance at a health fair; donations of building supplies for an AmeriCorps construction project; and coordinating community participation in and support of a serve-a-thon and service activities, for example, are allowable.

**BB. DRUG-FREE WORKPLACE.**

- A) Members are expected to act in accordance with the Drug-Free Workplace Act, 41 U.S.C. § 701 *et seq.*, implementing regulations, 45 C.F.R. Part 2542. Members are notified that:
  - i. The unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited in the Host Site's workplace and Program. The term *controlled substance* means a controlled substance in schedules I through V of the Controlled Substances Act (21 U.S.C. 812), and as further defined by regulation at 21 CFR 1308.11 through 1308.15.
    - a. Members must notify the Host Site in writing of any criminal drug arrest, charge, or conviction for a violation occurring in the workplace or during the performance of project activities within five days of the arrest, charge, or conviction.
    - b. The Host Site must notify the County within five days of receiving notice of such arrest, charge, or conviction.
  - ii. Members must report (in writing) all arrests, charges, or convictions of any criminal drug statute occurring during the term of service to the PASS Director within five days of the arrest, charge, or conviction.

- iii. Host sites may provide the Member with additional rules. The Member is expected to abide by these rules as well.
  - iv. The Member's participation is conditioned upon compliance with the notice requirements.
  - v. Certain actions will be taken against Members for violations of such prohibitions up to and including releasing a Member for cause. A program may require a Member to enroll or complete an approved drug rehabilitation program.
  - vi. Host Sites should also reference the drug-related sections of the Code of Conduct as laid out in the Member Agreement. (Attachment B)
- B) Drug-Free awareness Program. The Host Site must establish a drug-free awareness program to inform employees and Members about the dangers of drug abuse in the workplace, the Host Site's policy of maintaining a Drug-Free workplace, any available drug counseling, rehabilitation, and employee assistance and Member support services, and the penalties that may be imposed for drug abuse violations.
  - C) Non-compliance. The Host Site is subject to suspension, termination or debarment proceedings for failure to comply with the Drug-Free Workplace Act.
  - D) Non-discrimination and confidentiality laws. In implementing the Drug-Free Workplace Act, the Grantee must adhere to Federal laws and its Grant assurances related to alcohol and substance abuse non-discrimination and confidentiality.
  - E) Employee Assistance Program. In the event that an Member requests Employee Assistance, Dane County will make available their Employee Assistance Program.

## **10. PROGRESSIVE DISCIPLINE PROCEDURE**

If a Member demonstrates problematic or inappropriate work-place behavior or fails to comply with the Member Code of Conduct, the Host Site staff may initiate the Progressive Discipline Procedure. At all stages, Members have the right to discuss the discipline process with the Host Site staff. The County will offer technical assistance to Host Site to ensure compliance with PASS and AmeriCorps Rules.

- A) Step 1: Member will receive an "Official Disciplinary Notice & Corrective Plan" from the Host Site staff. This Notice includes a statement of the problem and expected behaviors, a statement of responsibility of the Member to correct the problem, and a statement of consequences if the problem is not resolved. The Host Site will schedule a follow-up meeting with the Member within 30 days of the Member receiving the initial Disciplinary Notice. The original Notice will be submitted to Dane County where it will be kept in the Member's file. The Host Site will keep a copy of the Notice signed by the Member. By signing the Notice, the Member acknowledges, in writing, having received the warning. The Member will receive a copy. If the Member wishes, he or she may write an explanation of the behavior on the form.
- B) Step 2: If the behavior/situation recurs or if the Member breaks other rules, the Member will be issued a second "Official Disciplinary Notice & Corrective Plan" from the Host Site. The Host Site will schedule a follow up meeting within 30 days. The corrective plan includes a statement of the problem and expected behaviors, a statement of responsibility of the Member to correct the problem, and a statement of consequences if the issue is not resolved. If the Member wishes, he or she may write an explanation of the behavior on the form.
- C) Step 3: If terms outlined in Member's corrective plan are not fulfilled or, in the case of serious misconduct, the Host Site staff will determine whether to release the Member for cause.

The County and Host Site reserve the right to not follow the prescribed sequence. The seriousness of the occurrence will be considered relevant and offenses of differing rules may be considered as cumulative.

## **11. RELEASE FROM SERVICE**

Members may be released from service for “Compelling Personal Circumstances” or “For Cause.”

- A) The following are reasons for release due to “Compelling Personal Circumstances”:
- i. The Member has a disability or serious illness that makes completing the service impossible.
  - ii. There is a serious injury, illness or death of a family member that makes completing the term unreasonably difficult or impossible for the Member.
  - iii. The Member or Member’s spouse/domestic partner has military service obligations.
  - iv. The Member is in an approved welfare to work program and has accepted an opportunity to make the transition from welfare to work.
  - v. Some other unforeseeable circumstance beyond the Member’s control that makes it impossible or unreasonably difficult for the Member to complete the term of service, such as a natural disaster, a strike, relocation of a spouse, or the un-renewable or premature closing of the program.

Compelling personal circumstances do not include leaving to enroll in school, to obtain a job or because of dissatisfaction with the program. Members exiting for compelling personal reasons will cease to receive the living stipend, the health benefits, and child care benefits but will receive a pro-rated percentage of their education award as long as the Member served at least **15%** of their required hours.

Members must provide documentation supporting their request for release from service for compelling personal circumstances.

- B) The following are reasons for release “For Cause”:
- i. Member leaves the program early to enroll in school, obtain employment, is dissatisfied with the program, or for any other reason that does not qualify as personal compelling.
  - ii. The result of a progressive discipline procedure or for the Member committing a prohibited activity resulting in immediate release.
  - iii. For any other serious breach of duty that undermines the effectiveness of the PASS program.
  - iv. If the Member is convicted of a violet felony or sale or distribution of a controlled substance during a term of service.
  - v. If a Member drops out of the program without obtaining a release for compelling personal circumstances
  - vi. Members exiting the program for cause will cease to receive the living stipend, the health care benefits and the child care benefits and will receive no portion of their education award. Members may be eligible for future AmeriCorps service depending on the reason for release.

### **C) Suspended service**

- i. A program must suspend the service of an individual who faces an official charge of a violent felony (e.g., rape, homicide) or sale or distribution of a controlled substance.

- ii. A program must suspend the service of an individual who is convicted of possession of a controlled substance.
- iii. An individual may not receive a living allowance or other benefits, and may not accrue service hours, during a period of suspension under this provision.

**Reinstatement from Suspension**

- A) A program may reinstate an individual whose service was suspended under paragraph (C)(i) of this section if the individual is found not guilty or if the charge is dismissed.
- B) A program may reinstate an individual whose service was suspended under paragraph (C)(ii) of this section only if the individual demonstrates the following:
  - i. For an individual who has been convicted of a first offense of the possession of a controlled substance, the individual must have enrolled in a drug rehabilitation program;
  - ii. For an individual who has been convicted for more than one offense of the possession of a controlled substance, the individual must have successfully completed a drug rehabilitation program.

The period of suspension does not count toward a Member’s service hours and Members may not receive a living allowance for the suspension period.

**Exit Expectations:** Prior to Members exiting the program for CPC, Cause or successful completion, Host Sites will:

1. Ensure Members have entered all hours served into On Corps
2. Approve all pending timesheets ensuring accuracy of hours served
3. Complete an End of Term Evaluation with the Member(s) that is signed, dated and sent to PASS
4. Ensure that the Member(s) have left all outcome data and Pre/Post SMART Goal surveys at their host site. PASS data is proprietary and must remain in the possession of the host site in a secure location.
5. Collect all keys or property belonging to the Host Site

**12. MEMBER GRIEVANCE PROCEDURE**

The PASS Program will offer the following procedure to resolve Member grievance disputes. Because of the need to maximize program benefits for Members, host sites and those served, the Member agrees to respond in writing to inquiries from Dane County or the Host Sites as to the Member’s intention with regard to the desire to pursue, waive or terminate a pending grievance. If a grievance is filed regarding a proposed placement of a participant, such placement must not be made unless the placement is consistent with the resolution of the grievance.

**Time Limitations:** Except for a grievance that alleges fraud or criminal activity, a grievance must be made no later than one year after the date of the alleged occurrence.

- A) **Step 1: Informal Resolution.** The aggrieved Member agrees to make good faith efforts to resolve issues with his or her immediate supervisor, or with the next person up the chain-of-command at the Host Site through informal resolution as a first step. If the Member believes in good faith that he or she cannot resolve the grievance through informal resolution with the immediate supervisor within 30 days, the aggrieved Member may request informal mediation.
- B) **Step 2: Informal Mediation.** The aggrieved Member may make a written request to the Host Site for informal mediation. Informal mediation must be initiated within 45 calendar days from the date of the alleged occurrence. At the initial session of the informal mediation, the member will be advised

in writing of his or her right to file a grievance and right to arbitration. The Host Site or County will select a mediator, who may work within or outside the agency, but who was not involved, directly or indirectly, with the incident or with a decision that gave rise to the grievance. The mediator will have the authority to mediate the dispute without being subject to undue influence from the member or Host Site. If the matter is resolved, and a written agreement is reached, the party will agree to forego filing a grievance in the matter under consideration. If mediation does not resolve the dispute within 30 days, the aggrieved Member may request formal resolution of the dispute. The neutral party will again inform the aggrieving party of his or her right to file a formal grievance.

- C) Step 3: Grievance Hearing. The aggrieved Member may make a written request for a grievance hearing to the Host Site. A grievance hearing shall be held within 30 days of the request unless the parties agree to a later date. The hearing shall be held before a neutral hearing examiner selected by the Host Site or County, who may work within or outside the agency, but who is not involved, directly or indirectly with the incident or with a decision that gave rise to the grievance. The neutral party involved in the Step 2: Informal Mediation may not participate in the grievance procedure and no proceeding of the Informal Mediation may be referred to or introduced into evidence during the grievance procedures. Any party may choose to be represented by an attorney at his or her own expense. All parties agree to participate in good faith and all parties testifying promise to testify truthfully. The Host Site agrees to produce all witnesses from its staff that the aggrieved Member reasonably requires in order to present his or her case. The hearing examiner's resolution of the grievance will be considered final. A decision must be made no later than 60 days after the grievance is filed. If there is an adverse decision against the party who filed the grievance, or 60 calendar days after the filing of the grievance no decision has been reached, the filing party may submit the grievance to binding arbitration before a qualified arbitrator who is jointly selected and independent of the interested parties.
- D) Step 4: Arbitration. The aggrieved Member must pay one-half the cost of the arbitration proceeding, but may recover the costs of arbitration from the Host Site if he or she prevails in obtaining a favorable arbitration decision. A qualified arbitrator, independent of the parties, may be selected by the parties, or if the parties cannot agree on an arbitrator with 15 days after receiving a request for arbitration, the Chief Executive Officer of the AmeriCorps will appoint an arbitrator. An arbitration hearing will be held within 45 days of the request for arbitration, or if the arbitrator is appointed by the Chief Executive Officer of AmeriCorps, within 30 days after the arbitrator's appointment. A decision must be made by the arbitrator no later than 30 calendar days after the date the arbitrator proceeding begins.

### **13. MEMBER HARASSMENT & DISCRIMINATION POLICY**

All Host Sites of the PASS program and the County are committed to providing an environment that is inclusive and free of discrimination and harassment with respect to race, color, ethnicity, religion, gender, gender identification, age, socio-economic status, sex, sexual orientation, political beliefs, affiliations, disability, or marital or veteran status. This commitment applies to the PASS Host Sites and other work settings where AmeriCorps Members serve.

Every individual has the right to work in an environment that is free of harassment and discrimination. Therefore, anyone who is harassed or discriminated against, or who witnesses harassment or discrimination of others, has the responsibility to report it immediately.

The Host Sites will investigate any reports of discrimination or harassment brought by Members and take appropriate action if discrimination or harassment is found to have occurred. Confidentiality will be



respected as much as possible and in the course of the investigation and afterwards, management and co-workers will not interfere with, coerce, or retaliate against the Member for voicing or filing a complaint.

It is desirable that inappropriate workplace behavior be dealt with at an informal level, but that is not always possible. Therefore, any AmeriCorps Member being harassed or discriminated against has the right and the responsibility to exercise several options.

- A) Step 1: The Member makes it known to the person that the Member finds this person's behavior offensive and that he or she wants it to stop. This does not have to be confrontational. The Member can simply tell the person(s) that the behavior (for example: lewd jokes, conversation with sexual overtones, flirting, shoulder massages, etc.) makes the Member feel uncomfortable, and then request the individual stop this behavior immediately.
- B) Step 2: The Member informs either his or her Host Site Supervisor or Director or PASS's Coordinator or Director if 1) the behavior continues despite the Member's request for it to stop or 2) the Member does not want to ask the person to stop.

AmeriCorps Members will not be discriminated or retaliated against in any way for bringing a questions or complaint or for bypassing the chain of command.

If the Member notifies someone at the Host Site level, the Host Site Staff must inform either the PASS Coordinator or Director. Either Host Site staff or PASS staff will provide the Member with the "Harassment Complaint and Investigation Form."

After the Member completes the "Harassment Complaint and Investigation Form," one of the following two procedures will commence:

- i. ***If the accused individual works at the Host Site***, the appropriate individual at the Host Site will investigate the complaint and then take appropriate action. The PASS will provide technical support, when appropriate. Throughout the process, the Host Site and PASS staff will work with the Member to balance confidentiality and the need to investigate the claim.

The Host Site has 30 days from receiving the "Harassment Complaint and Investigation Form" to investigate the claim and take action, if substantiated. The Host Site must also submit a report to PASS detailing the investigation, results, and action taken. The PASS Coordinator or Director may grant extensions to the 30 days deadline, if warranted.

The County takes harassment and discrimination complaints very seriously. The County also recognizes that harassment and discrimination complaints may involve sensitive and/or confidential information. Further, the County acknowledges the importance of communicating program issues to the PASS partners. The County will therefore inform and work with the PASS partners to the greatest extent possible when a harassment or discrimination complaint is filed against a Host Site.

- ii. ***If the accused individual works at Dane County***, the appropriate individual(s) at the County will investigate the complaint and then take appropriate action. Throughout the process, the County will work with the Member to balance confidentiality and the need to investigate the claim.

The County has 30 days from receiving the “Harassment Complaint and Investigation Form” to investigate the claim and take action. The County will complete a report detailing the investigation, results, and action taken. The County may grant itself an extension, if warranted. In this case, the County would communicate the new timeline to the Member.

The County takes harassment and discrimination complaints very seriously. The County also recognizes that harassment and discrimination complaints may involve sensitive and/or confidential information. Further, the County acknowledges the importance of communicating program issues to the PASS partners. The County will therefore inform and work with the PASS partners to the greatest extent possible when a harassment or discrimination complaint is filed against a PASS-related individual employed at the County.

C) Step 3: Alternate Option

In addition to filing a complaint with local and state agencies that are responsible for resolving discrimination and harassment complaints, the Member may bring a complaint to the attention of the AmeriCorps. Claims of unlawful harassment not brought to the attention of the Office of Civil Rights and Inclusiveness within 45 days of their occurrence may not be accepted in a formal complaint of discrimination.

If the Member believes that he, she, or others have been discriminated against, or if the Member wants more information, contact:

Office of Civil Right and Inclusiveness  
Corporation for National and Community Service  
1201 New York Avenue, NW  
Washington, D.C. 20525  
(202) 606-7503 (voice); (202) 565-2799 (TTY)

**14 MODIFICATIONS**

This Memorandum of Understanding may be amended at any time by an Agreement in writing executed by authorized representatives of the County and the Host Site or unilaterally by the County to comply with AmeriCorps Rules.

**15. DURATION**

This Memorandum of Understanding shall become effective on 9/1/20 and shall terminate 8/31/21, subject, however, to the terms of the grant between AMERICORPS, the County, and Partners for After School Success (PASS). The terms governing payment, record maintenance, audit requirements, and such other similar obligations that necessarily continue past the termination date of this agreement shall continue beyond the MOU.

**16. TERMINATION**

If one party fails to comply with its obligations under this Memorandum of Understanding (“Default”), the other party may give notice in writing to the party in default, describing the Default (“Notice of Default”). The parties shall meet at least once within 30 days of Notice of Default to discuss the Default and try to come to a resolution. If the parties do not arrive at a resolution within 30 days of the Notice of Default, the parties shall meet together with a neutral third-party, who will attempt to mediate a resolution. If no resolution is found within 30 days of the Notice of Default, as a method of last resort the non-defaulting party may terminate this Memorandum of Understanding. The parties may also terminate this Memorandum of Understanding at any time and for any reason as long as both parties agree.

Any termination of the Memorandum of Understanding between the County and the Host Site will result in the termination of all provisions of this Memorandum of Understanding except for terms governing payment, record maintenance, audit requirements, and such other similar obligations that necessarily continue past the termination date of this agreement. In the case of termination of this agreement, the parties shall take all reasonable actions to ensure that PASS AmeriCorps members are able to complete their terms of service at their host sites and that the outcomes of the grant are achieved. These actions may include transferring the grant and all remaining funds minus any liabilities for previously incurred expenses to a new fiscal agent.

**17. AGREEMENT COMPLETE AND NOT ASSIGNABLE**

This Memorandum of Understanding is intended to be an agreement solely between the parties hereto and for their benefit only. No term of this agreement may be assigned or subcontracted. This agreement contains the entire understanding of the parties, superseding all oral agreements and negotiations. The invalidity or un-enforceability of any particular provision shall not affect other provisions herein, and this agreement shall then be construed as though all such invalid or unenforceable provisions were omitted.

**HOST SITE:**

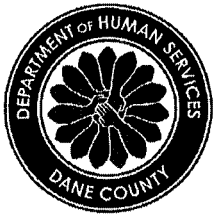
By: Thomas R Solyst  
(Signature)  
Thomas R Solyst  
Executive Director

Date: 9/20/21

**DANE COUNTY**

By: \_\_\_\_\_  
(Signature)  
Shawn Tessman, DCDHS Director

Date: \_\_\_\_\_



**Dane County Department of Human Services  
Division of Children, Youth & Families  
Partners for After School Success (PASS)  
A Community-Based AmeriCorps Program**



**PASS AMERICORPS MEMBER 1700 Hour POSITION DESCRIPTION**

**Position Summary:**

PASS AmeriCorps members are responsible for serving youth at agencies or school sites throughout Dane County. PASS activities include academic coaching and tutoring; engaging youth in community service; and providing extended learning programs including employment skill training. In addition to agency responsibilities, PASS AmeriCorps members engage in professional development activities and participate in national and/or local community service projects and AmeriCorps events.

**AmeriCorps Requirements:** AmeriCorps members must meet the following requirements outlined by the State and Federal AmeriCorps rules, including:

- 1) Serve 1700 hours by August 31
- 2) Be a citizen of the United States, a United States national, or a legal permanent resident of the United States
- 3) Have a high school degree or equivalent (or agrees to obtain a high school diploma or GED)
- 4) Be at least 17 years old
- 5) Pass a criminal background check including National Sex Offender Registry, State(s) registry and FBI
- 6) Have not served more than four fulltime AmeriCorps terms of service or received two fulltime education awards
- 7) Follow all PASS policies and AmeriCorps rules and regulations as outlined in the Member Agreement

**PASS Requirements—Youth Work:** PASS AmeriCorps members spend at least 80% of their time providing services to youth at a host site located in Dane County. PASS service activities include academic coaching, developing and facilitating extended learning programs during or after school, and engaging youth and adult volunteers in community service.

Requirements include:

- 1) Complete a Work Plan that outlines professional goals and a schedule to provide PASS program activities
- 2) Provide academic coaching, develop and facilitate extended learning programs, engage youth in community service
- 3) Understand and actively contribute to PASS meeting its program performance measures
- 4) Complete regular reporting in MOST MIS system related to PASS service activities and performance measures
- 5) Serve as a positive adult role model for youth
- 6) Maintain appropriate boundaries and conduct with youth (a vulnerable population) at all times
- 7) Respect youth cultural differences

**PASS Requirements—Host Site team member**

- 1) Be punctual and follow assigned work schedule
- 2) Learn and follow host site policies and procedures
- 3) Provide own transportation to host site (some sites on bus routes)
- 4) Set regular consultation and reflection times with supervisor (weekly meetings)
- 5) Keep direct supervisor informed about concerns, conflicts or problems
- 6) Complete tasks as assigned in an accurate and timely manner include entry of service hours
- 7) Be a cooperative team member
- 8) Enter service hours in On Corps in an accurate and timely manner

**PASS Requirements—Professional Development/Community Service:** PASS AmeriCorps members spend approximately 20% of their time collaborating with other AmeriCorps members on community service or professional development activities.

Requirements to this end include:

- 1) Participate in Serve Wisconsin AmeriCorps events
- 2) Participate in citizenship training provided by PASS and group service events
- 3) Participate in professional development meetings
- 4) Participate in at least one national day of service (i.e. September 11, MLK Day, Global Youth Service Day)
- 5) Participate in local or regional natural disasters as needed and Alternative Spring Break service week (optional)

## Attachment B

Host site match covers Program Operating (Section I of Budget) and Member (Section II of Budget) expenses for PASS. Match is invoiced by Dane County three times a year in January, May and October.

Full time member match is calculated by taking the total Section I and Section II expenses divided by the program Member Service Year (Total FTE) amount. Half time and Minimum time match costs are calculated by multiplying the Full-time slot rate by AMERICORPS MSY reduced slot ratios (.5 and .21 respectively).

The final invoice reconciles actual expenses. Actual match considers slot transfers, early exits, weeks served and other variables impacting a member service year and subsequent match.

Initial slot allocations are based on the number of slots each site had the previous year. Slots for the 2022-2023 grant year will be allocated, agreed upon, and finalized in a Directors meeting in or around February 2022 for summer slots and in or around March 2022 for full-year slots. Once slots are confirmed at these meetings, slot allocation is considered final. Any site wishing to give up a slot after that point, will undergo the following process:

- I. Offer the slot to other Host Sites. If another Host Site agrees to pick up the slot, that Host Site will be responsible for all corresponding match requirements.
- II. If no other site picks up the slot, then the site wishing to give up a slot will be responsible for the corresponding match requirement.
- III. In the case of extenuating circumstances, a Host Site wishing to give up a slot that is not picked up by another Host Site may ask the Directors group for a vote on match relief. If approved by the group, the cost of the open slot will be split evenly among Host Sites. If approval to give up a slot is not approved, then the Host Site originally assigned the slot will remain responsible for the corresponding match requirement.

In the event a member is transferred or leaves the program early, the following formulas will be used to adjust match:

- I. Operating Match shall not change in the event of member transfer or early exit and will be captured in the first invoice.
- II. Member Match owed shall be recalculated as follows:
  - A. If a Member leaves early and slot cannot be converted the original host site shall retain all of the member match savings.
  - B. If a Member leaves early and the slot can be converted and refilled, the refill host site shall absorb additional member match if refill costs exceeds fulltime member match calculation.

- C. If a Member transfers to another site, the total member match cost shall remain with the original host site.
- D. Other formulas may be applied as agreed upon by a majority of the partners in years that create an undue burden on a partner or other factors that result in an amended process.
- E. If a partner agency is experiencing dire organizational circumstances defined as a change in executive leadership, risk of closure AND temporary discontinuation of secondary age programming, match relief may be *requested*. A recovery period will be set by the partnership allowing the agency time to stabilize. After the recovery period, the partnership will re-visit the request, the agency's ability to pay their match obligation, and the agency's ability to continue being a performing partner in PASS. If match relief is still needed, the partnership will make a decision based on majority vote.