



# 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:	Theresa Terrace Neighborhood Center, operated by Wisconsin Youth Company	Total Amount Requested:	\$ 61,203
Program(s) included in this application:	Program Name: Elementary Program	Amount Requested: \$ 45,399	
	Program Type: Elementary Year Round Multi-Focus		
	Program Name: High School Program - Driver's Education	Amount Requested: \$ \$15,804	
	Program Type: High School Topic, Skill or Population Focus		
	Program Name:	Amount Requested: \$	
	Program Type: Choose an item.		
	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:	Jennifer Weber	Email: <a href="mailto:jweber@wisconsinyouthcompany.org">jweber@wisconsinyouthcompany.org</a>	
Organization Address:	1409 Theresa Terrace, Madison, WI 53711	Telephone:	(608) 492-4169
501 (c) 3 Status:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Fiscal Agent (if no)	N/A

## Organizational Qualifications:

### 1. Organization History and Mission Statement

Wisconsin Youth Company has been running out of school time programs for children and youth for nearly 50 years throughout the Madison area. When the City of Madison built Theresa Terrace Neighborhood Center in 2014, Wisconsin Youth Company applied and was selected to operate programs out of the center. Theresa Terrace Neighborhood Center has been a resource for families living within the Hammersley/Theresa Neighborhood ever since. Over the years, center staff have worked closely with families to provide after-school and summer camp programs where youth have a safe space to grow, learn, and thrive with the guidance of caring adult mentors. It is the mission of Theresa Terrace Neighborhood Center to provide a place that empowers the community through educational, recreational, and support services for its residents.

### 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.

Theresa Terrace Neighborhood Center has been providing high quality after school and summer camp programs since 2015. These programs are year-round offering part-time care for children during the school year and full day care during the summer months. In addition to elementary programming, the center began operating an online driver's education program in 2019. This program has supported high school students in learning safe driving practices with an end goal of obtaining a driver's license.

Theresa Terrace Neighborhood Center is operated by Wisconsin Youth Company, which has been operating high quality out-of-school time programs for almost 50 years. The majority of Wisconsin Youth Company programs are licensed and accredited and all neighborhood center programs, while not formally licensed or accredited, practice the same high-quality standards.

### 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".

When schools closed at the onset of the COVID-19 pandemic, Theresa Terrace Neighborhood Center transitioned from providing after school care to full-day, in-person programs that supported students with virtual learning. Center staff worked with students, families, and teachers to adhere to individual virtual school schedules and assignment due dates. This change was necessary for children who did not have internet access at home or struggled to engage in virtual learning. Providing care for children during the virtual school day gave parents who were essential workers peace of mind that their child would be cared for while they continued to work. Theresa Terrace Neighborhood Center provided virtual learning support for close to two years throughout the duration of schools being closed.

The relationships built by providing dependable care through the pandemic have made the center a reliable resource for families. Families are comfortable approaching center staff for help and center staff have established relationships with community resources, so they are able to connect those in need of support with services quickly and efficiently.

Since the pandemic, Theresa Terrace Neighborhood Center has maintained programs developed during the height of COVID-19; such as family meal support, a school supply drive, and holiday toy drive. When circumstances changed, our organization found creative ways to adapt programs in order to continue serving the community.

In the past year, Wisconsin Youth Company developed a new five-year strategic plan. Theresa Terrace Neighborhood Center and the greater Wisconsin Youth Company organization will focus their work on quality programs, care for staff, and advocacy and awareness.

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.

Theresa Terrace Neighborhood Center values its staff, their goals, and continuous professional development. Staff are paid to attend annual trainings as well as ongoing professional development opportunities throughout the year. Before the summer and school-year terms, Theresa Terrace Neighborhood Center pays for staff to attend a variety of professional development workshops hosted by internal directors, the MOST coalition, and other outside providers. These training sessions take place over the course of a week and focus on various topics including program delivery, activity planning and implementation, active supervision, emergency procedures, behavior management, family engagement and more. In addition, center staff participate in other forms of professional development offered through local partners throughout the year. Recently, center staff participated in trauma informed care training provided by Dane County.

When hiring for program positions, Theresa Terrace Neighborhood Center places an emphasis on individuals with a background working with children and diverse populations. Job postings are made on our website, online job boards, and positions are shared directly with potential applicants by word-of-mouth through our current staff and program partners.

Our organization has established peer lunches where staff are given paid time and a meal stipend to gather with other program staff. During this time, staff gather and share experiences, questions, and build community to better support children in after school and summer camp programs. Staff are also recognized and paid for activity planning within their program. Each staff member is given two hours each week of paid planning time to research, plan, and prepare for activities to implement in the elementary program.

We recognize that our greatest asset as an organization is our staff. Without proper training, compensation, and support for our staff, we would not be able to offer the high-quality, community-centered care and services to children and families they rely on us to provide.



# 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.

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Legal Name of Organization:	Theresa Terrace Neighborhood Center, operated by Wisconsin Youth Company	Total Amount Requested for this Program:	\$ 45,399
Program Name:	Elementary Program	Total Program Budget:	\$ 90,419
Program Contact:	Jennifer Weber	Email:	(608) 492-4169
			<a href="mailto:jweber@wisconsinyouthcompany.org">jweber@wisconsinyouthcompany.org</a>
AGE Group and Program TYPE: Select <u>ONE</u> Program Type under <u>ONE</u> 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.

Theresa Terrace Neighborhood Center has been serving children and families residing in the Hammersley-Theresa neighborhood with high quality, free out-of-school time programs since 2015. Center programs were established to meet the need of families in the community for safe spaces where children would be cared for outside of school hours. Center programs focus on uplifting community by strengthening the neighborhood in partnership with individuals and families living nearby.

According to the Madison Neighborhood Indicators Project, the surrounding area has the highest number of family households living in poverty in the City of Madison and that number has been rising since 2011. Youth serving programs are critical to this area due to the high percentage of young people residing nearby. An estimated 25% of the neighborhood served by Theresa Terrace Neighborhood Center is under 17 years old.

The school where a majority of neighborhood children attend has a significant percentage of students whose math and reading scores fall below their grade level proficiency. Virtual learning impacted outcomes for Black and Hispanic students in particular; pre-pandemic, 56% of Black students and 36% of Hispanic students were below the basic math level. After the pandemic, 76% of Black students and 51% of Hispanic students now fall below basic (Wisconsin DPI School Report Card data). Neighborhood Center afterschool programs incorporate external partnerships to support literacy, give children ample access to books including books on tape to improve reading comfort and comprehension, and support children’s assigned literacy learning activities outside of school hours. In partnership with school educators, center staff have acquired additional math practice sheets to work on with children after school. The center space is equipped with resources to encourage children to work through math problems individually such as number lines displayed on the wall and counting manipulatives to help children visual the equation with hands-on tools. To increase engagement through real-world experiences, center staff lead children in cooking activities which incorporate both reading and math to achieve delicious results.

According to the City of Madison’s Neighborhood Indicator project (2020 edition), 73.3% of youth in the neighborhood served by Theresa Terrace Neighborhood Center are economically disadvantaged. According to this same data, 8.4% of parents in the neighborhood have no high school diploma or GED as compared to 6.7% in the City of Madison as a whole. Neighborhood Center programs support the educational and career goals of both children and their families. While children are cared for in neighborhood center afterschool programs, some parents are actively enrolled in school or training programs to further their education and pursue their careers.

It is vital for Theresa Terrace Neighborhood Center to provide free programs and services to the families in its community. Theresa Terrace Neighborhood Center primarily serves low-income families of color. In 2022, 95% of youth served by the center identified as a person of color and 81% of the families served identified as low-income. Demographic data is collected for each child on program registration forms completed by parents and guardians.

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

The goal of Theresa Terrace Neighborhood Center's elementary program is to provide a safe place for children to be introduced to various areas of education and enrichment where they learn, explore, and thrive. Center staff are intentional with the elementary programs design, creating a clear routine, safe expectations, and providing a variety of activities each day. Center staff work to build strong relationships with youth, their families, as well as school day staff in order to strengthen and support the community overall. Together as a team, they support each child to be their best self as they navigate through childhood.

One key factor to the success of neighborhood center programs is the staff who run them. Neighborhood Center staff both live and work in the community they serve. Staff work to develop relationships rooted in trust and respect in order to ensure that children and families feel comfortable approaching them and asking for help when it is needed.

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

The elementary program at Theresa Terrace Neighborhood Center provides students with a space to learn, thrive, and grow outside of school hours. Center staff plan hands-on learning activities, time for outdoor play, and enrichment to introduce children to new experiences each week. Children receive meals and snacks through after school and summer camp programs to ensure their bodies have fuel to play, grow, and learn. This program is provided within walking distance of the neighborhood school, decreasing barriers to children and families to access essential out-of-school time care.

## 2. POPULATION SERVED

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

Theresa Terrace Neighborhood Center's elementary program primarily serves low-income families of color living in the Hammersley-Theresa neighborhood. In 2022, 81% of students served qualified as low income and 95% of students served identified as a person of color. Families are provided feedback surveys on program registration forms as well as throughout the year. Feedback from families and youth voices continue to shape future programming at Theresa Terrace Neighborhood Center.

- B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	2	5%
Black/African American	23	62%
Asian	0	0%
American Indian/Alaskan Native	0	0%
Native Hawaiian/Other Pacific Islander	0	0%
Multi-Racial	3	8%
Balance/Other	9	24%
Total:	37	
Ethnicity		
Hispanic or Latino	9	24%
Not Hispanic or Latino	28	76%
Total:	37	
Gender		
Boy/Man	18	49%
Girl/Woman	19	51%
Non-binary/GenderQueer	0	0%
Prefer Not to Say	0	0%
Total:	37	

- 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.

Theresa Terrace Neighborhood Center uses a translation service through telephone. This service assists English speaking staff to have in-person or over-the-phone conversations with students and families. Neighborhood center staff also use translation apps for text and in-person conversations. In addition, program registration and parent communication materials are printed or sent via email in English and Spanish. If other languages are needed, Theresa Terrace Neighborhood Center staff will use translation services to ensure all materials are available to all families.

The elementary program at Theresa Terrace Neighborhood Center embraces the diversity within its program and neighborhood in various ways. The programs play materials, decorations, projects, and books teach and staff welcome diversity. In addition, elementary program family nights and other events embrace the cultures of families by celebrating with culturally relevant foods and drinks.

- 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.

This coming year, Theresa Terrace Neighborhood Center's registration process is transitioning to a database where families can register their children on their smart phone, computer, or other electronic device. Registration forms are translated in the database into English and Spanish with the option to add additional languages in the future. If families prefer for staff to assist or do not have internet access, they can use computers at the neighborhood center with staff support. Theresa Terrace Neighborhood Center's elementary program is free to families, eliminating the financial burden of childcare to working families.

Theresa Terrace Neighborhood Center staff communicate regularly with school day staff, Joining Forces for Families social workers, their neighborhood police officer, and other stakeholders to recruit families who need childcare. The elementary program continues to see returning participants as well as new participants in its program.

Families are surveyed during registration as well as through an annual parent survey on their feedback related to the program. This feedback is used to shape program design and delivery in the future.

### **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.

Theresa Terrace Neighborhood Center's elementary program consists of a consistent daily routine that encourages learning through enrichment. Students walk to the neighborhood center from Anana Elementary School which is located a block north of the center. Students have free choice, an afternoon snack, and an activity either planned and implemented by center staff or a community partner. Theresa Terrace Neighborhood Center staff have partnered with Girl Scouts, Madison Public Libraries Dream Bus, Madison Reading Project, and more.

Theresa Terrace Neighborhood Center's elementary program activities are intentional in design. This program follows the Wisconsin Youth Company model of youth programs based on accreditation standards put forth by the City of Madison. These accreditation standards support and promote high-quality childcare and go beyond licensing regulations to protect the health and safety of children. In addition, center staff continue to use MOST Effective Best Practices to shape program plans and implementation. These practices ensure that children and youth have access to high-quality out-of-school time programs that support positive youth development, educational achievement, and community readiness.

Wisconsin Youth Company's Director of Risk Management takes time to visit and review neighborhood center programs seasonally in order to assess program practices. Based on her review, program staff make any necessary adjustments to program activities in order to best serve the youth in their care.

- 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): Theresa Terrace Neighborhood Center			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year	1:00 pm	5:30 pm
	Summer	9:30 am	4:30 pm
Tuesday	School Year	2:30 pm	5:30 pm
	Summer	9:30 am	4:30 pm
Wednesday	School Year	2:30 pm	5:30 pm
	Summer	9:30 am	4:30 pm
Thursday	School Year	2:30 pm	5:30 pm
	Summer	9:30 am	4:30 pm
Friday	School Year	2:30 pm	5:30 pm
	Summer	9:30 am	4:30 pm
Saturday	School Year	N/A	N/A
	Summer	N/A	N/A
Sunday	School Year	N/A	N/A
	Summer	N/A	N/A

Table 2

Location(s): N/A			
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.  
N/A

- 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: Theresa Terrace Neighborhood Center</b>					
School Year	5 x per week	M-4.5 hrs, T-F-3 hrs	9 Months	1:12	16
Summer	5 x per week	7 hrs	9 Weeks	1:12	20
<b>Location #2 (if applicable): N/A</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.

N/A

#### 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.

To gather feedback from families, there is a feedback form included in the registration process where families provide input on center programs, activities, and events. At the end of scheduled school year and summer camp programs, families receive a survey to provide feedback on their and their children's experience. In addition, families gather three times a year for a family night where staff ask for input from families on program planning and design. Informal and formal family feedback is used to shape future elementary program plans.

- 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.

Theresa Terrace Neighborhood Center sends out surveys through a text messaging service to community members who have utilized the center's services. This survey is anonymous and gives the community an opportunity to provide feedback on program activities and design. Surveys are provided in both English and Spanish.

In addition, Theresa Terrace Neighborhood Center staff meet with community partners who have worked with the center. Feedback is gathered on their experience and this feedback is used to shape future partnerships and projects in the elementary program.

- 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)?
Girl Scouts	Empower girls to discover their strengths and rise to meet new challenges	Crystal Hefter	No
Madison Reading Project	Connects community with free books and literacy sources	Natalie Holdahl	No

Madison Public Library	Visits community with a traveling library	Tracy Herold	No
Elver Park Neighborhood Center	Connecting families with local food pantry and social work service	Jennifer Weber	No

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

N/A

How do these partnerships enhance this proposal?

Theresa Terrace Neighborhood Center staff work hard to bring a variety of experiences and resources to the children and families in the elementary program. Partnering with these stakeholders has provided robust program experiences and solid relationships between organizations. Theresa Terrace Neighborhood Center is a committed partner and works alongside other organizations to create strong programming.

What are the decision-making agreements with each partner?

Girl Scouts, Madison Reading Project, and Madison Public Library plan the programming that they bring to the students at the center. Each of these organizations have strong systems and designs and have proven that they can plan and provide a strong programming experience. Elver Park Neighborhood Center is the sister center of Theresa Terrace Neighborhood Center as they are both operated by Wisconsin Youth Company. Center staff work to inform neighbors and the greater community about the food pantry available to families located at Elver Park Neighborhood Center.

- 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?

Through out-of-school time programs, center staff develop close connections centered in trust with children and their families. This allows center staff to advocate and coordinate for families to access additional resources. Center staff plan programming around observed community need. The center offers annual community events to uplift children and their families such as bicycle and helmet giveaways through a partnership with FreeBikes4Kids, school supplies and backpacks, holiday meal baskets, and a holiday toy drive. Theresa Terrace Neighborhood Center's sister center, Elver Park Neighborhood Center operates an in-house food pantry to address food insecurity and support families struggling financially.

By dedicating time to developing close relationships with children and their families, center staff are better able to plan programming that meets the needs of the community and builds neighborhood capacity. By establishing the center as a reliable resource, staff are better able to connect families and participants to partner organizations like Joining Forces for Families in order to access local services beyond the scope of center programs.

## 5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

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

Intentional Program Design – Center staff intentionally plan activities that build upon each other in sequence. With the same children attending most days, it is meaningful for children to see their potential growth over time. Recently, center staff did a life cycle unit where children learned and watched larva transform into butterflies.

Supportive Relationships with Youth – Center staff build strong relationships with each child and understand they each have their own wants and needs. Working together with families, center staff cater to the individualities between youth to create a solid bond. Children enrolled understand the importance of safety and respect and have healthy boundaries with peers and staff.

Youth Voice and Leadership – Students enjoy being teacher helpers and assisting throughout program time. This has created a sense of leadership and ownership within the elementary program and center.

Racial and Cultural Inclusion - Racial and cultural diversity is promoted in the program and with staff. Program decorations, materials, and activities promote a diverse theme of people and places. Staff are provided paid time to participate in a monthly Diversity, Equity, and Inclusion lunch and learn series hosted by Wisconsin Youth Company staff.

Community and Family Engagement – Theresa Terrace Neighborhood Center staff see themselves as a partner to students, families, their schools, and other organizations that serve them. Center staff invite family feedback to shape program design through informal and formal avenues. Through casual conversations at family nights to formal surveys, the voices of families are heard and used to shape the elementary program.

Organizational Management and Staff Support - Staff are provided with annual professional development before the beginning of the school year and summer seasons. In addition, they are provided ongoing support and guidance throughout the term. Wisconsin Youth Company’s strategic plan focuses on the effort to increase wages to recruit and retain talented staff.

Environment and Safety - The elementary program space is designed to keep children safe while they learn and have fun. Our risk manager performs seasonal assessments of the program space, design, and practices and guides staff through any changes that need to be made.

Elementary program staff are trained and guided by their supervisor to ensure best and MOST effective practices are maintained. Staff also participate in professional development offered internally and through other government bodies such as Dane County and MOST.

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

Total Annual Unduplicated Children or Youth participating in proposed program: 48

Total program hours annually: 544.5 for school year program, 320 for summer program

**C. Program Outcomes**

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

Theresa Terrace Neighborhood Center’s elementary program currently receives funding from the City of Madison. These outcome objectives have been created by Theresa Terrace Neighborhood Center and City of Madison staff together.

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> 80% of 20 children will stay fully engaged in academic activities during the educational component of after school or summer camp program				
<b>Performance Standard</b>	<b>Targeted Percent</b>	80%	<b>Targeted Number</b>	16
<b>Measurement Tool(s) and Comments:</b> Attendance records, participant survey and Wisconsin Youth Company’s Survey of Academic and Youth Outcomes (SAYO).				

<b>Outcome Objective #2:</b> 80% of 20 children will demonstrate the ability to resolve their conflicts peacefully using social emotional tools				
<b>Performance Standard</b>	<b>Targeted Percent</b>	80%	<b>Targeted Number</b>	16
<b>Measurement Tool(s) and Comments:</b> Attendance records, participant survey and Wisconsin Youth Company's Survey of Academic and Youth Outcomes (SAYO).				

<b>Outcome Objective #3:</b> N/A				
<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:

Theresa Terrace Neighborhood Center has been using the Survey of Academic Youth Outcomes (SAYO) since it opened to measure youth outcomes related to their program experience. These survey results are compiled and presented to Wisconsin Youth Company's board to demonstrate impact on program goals as well as to shape future program practices and design. The center has also volunteered to participate in a pilot project with the City of Madison which will compare local SAYO data to national data.

- 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?  
Demographics – completed by families when registering for the program and during City Sampling Week

Program Activities and Outcome Measurements – tracked by staff daily in spreadsheets and through the Survey of Academic Youth Outcomes (SAYO) to measure youth outcomes related to their program experience.

Expenses – tracked through Wisconsin Youth Company's administrative team and credit card/billing service.

## 6. PROGRAM LOCATION

- A. Address(es) of the site where programs will occur:  
Theresa Terrace Neighborhood Center  
1409 Theresa Terrace  
Madison, WI 53711

## 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
Site Supervisor	High school diploma or GED, First Aid, CPR	Theresa Terrace Neighborhood Center	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	1.00 - Year Round	N/A

Community Engagement Coordinator	High school diploma or GED, First Aid, CPR	Theresa Terrace Neighborhood Center	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.2 - Year Round	N/A
Summer Program Staff	High school diploma or GED, First Aid, CPR	Theresa Terrace Neighborhood Center	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>	N/A	.25 - Summer
			<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:			N/A	
	Year-Round			1.2	
	Summer				.25

\*Use one line per individual employee

Volunteers: If volunteers will have direct contact with program participants, how are they vetted, trained and supervised?  
Any volunteers must complete a criminal background check to be in program space with students. Volunteers cannot be left alone with students and are trained by elementary program staff on policies and procedures.

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

Wisconsin Youth Company has two company owned vans which assist in transporting the program for field trip opportunities.

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





# 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:	Theresa Terrace Neighborhood Center, operated by Wisconsin Youth Company	Total Amount Requested for this Program:		\$ 15,804	
Program Name:	Driver's Education Program	Total Program Budget:		\$ 22,880	
Program Contact:	Jennifer Weber	Email:	jweber@wisconsinyouthcompany.org	Phone:	(608) 492-4169
AGE Group and Program TYPE: Select <u>ONE</u> Program Type under ONE Age Group for this form.					

**Elementary**

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

**Middle School**

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

**High School**

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

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

**1. PROGRAM OVERVIEW**

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

Theresa Terrace Neighborhood Center established the Teen Driver's Education program in 2019 in response to the high rates of negative police interactions between officers and teens without proper licensure. Without financial support, many teens in the Hammersley-Theresa neighborhood lack the resources to register for a learner's permit, enroll in driver's education courses, or pay the fees to obtain a license to drive. The driver's education program supports teens and families every step of the way, from registering for the program to obtaining their license. This work reduces the risks to the community by empowering teen drivers with the skills to navigate the road.

- 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 driver's education program at Theresa Terrace Neighborhood Center supports positive youth development by supporting students through the journey of driving lawfully. Center staff recognize that low-income students of color are oftentimes not afforded the ability to take driver's education because of the high cost of the course. It is the goal to create racial equity and provide this program to students who have a need to use a vehicle for their own work, family responsibilities such as transporting younger siblings, or to attend school. Center staff support each student through the completion of the course, passing the driver's license test, and becoming a skilled driver.

This program was originally established to support teen drivers with essential skills to navigate the road in order to, in part, reduce negative interactions with police and law enforcement when teens drive without proper training or a license. According to City of Madison public records, since 2019, there have been over 850 crashes in Madison with a driver who was under the age of 18, and of those crashes, over 600 citations were issued. Through the driver's education program at Theresa Terrace Neighborhood Center, teens receive support from center staff to learn to drive safely and obtain proper licensing.

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

The driver's education program at Theresa Terrace Neighborhood Center provides teenage youth support and guidance as they navigate through the process of obtaining a driver's license. Center staff work alongside student's as they work through online modules, secure a driver's permit, practice



behind-the-wheel, and test for their driver’s license. Youth are incentivized throughout the process for their commitment, time, and effort.

## 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.

Theresa Terrace Neighborhood Center’s driver’s education program primarily serves youth of color on Madison’s southwest side. In 2022, 100% of students served identified as a person of color, and over half of them qualified as low income. Students and their families provide feedback on registration forms but are also asked for feedback upon completion of the program. Center staff use this feedback to shape future programming.

- B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	0	0%
Black/African American	8	67%
Asian	2	17%
American Indian/Alaskan Native	0	0%
Native Hawaiian/Other Pacific Islander	0	0%
Multi-Racial	1	8%
Balance/Other	1	8%
Total:	12	
Ethnicity		
Hispanic or Latino	1	8%
Not Hispanic or Latino	11	92%
Total:	12	
Gender		
Boy/Man	2	17%
Girl/Woman	10	83%
Non-binary/GenderQueer	0	0%
Prefer Not to Say	0	0%
Total:	12	

- 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.

Theresa Terrace Neighborhood Center uses a translation service through telephone. This service assists English speaking staff to have in-person or over-the-phone conversations with students and families. Neighborhood center staff also use translation apps for text and in-person conversations. In addition, program registration and parent communication materials are printed or sent via email in English and Spanish. If other languages are needed, Theresa Terrace Neighborhood Center staff will use translation services to ensure all materials are available to all families.

Transportation and the ability to drive is a highly personal need for each teen and their family. Some teens enroll in the program to be able to drive themselves to school, work, or other activities, some families rely on older children to transport their siblings, and some teens are simply looking for greater freedom with the ability to drive. The curriculum for driver’s education is standard, but center staff’s interactions with students and families promote racial and cultural inclusion and equity by being sensitive to each teen’s reasoning for enrolling in the course and providing resources and incentives to ensure each student completes the program successfully.

- 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.

Theresa Terrace Neighborhood Center’s driver’s education registration is a simple set of documents that include gathering participant information, demographics, and parental feedback. A center staff meets with the student and their parent or guardian to sign-up and discuss the content of the driver’s education course and expectations to complete the program.

Theresa Terrace Neighborhood Center staff communicate regularly with school day staff, Joining Forces for Families social workers, their neighborhood police officer, and other stakeholders to recruit teenagers into the program. Due to the expense and time commitment, staff choose students to participate who express genuine interest and have strong support from their families or mentors to complete the course. Since cost is one of the primary barriers for teens to enroll in a driver’s education course outside of the Neighborhood Center, this program covers all expenses related to obtaining a driver’s license, including course materials.

### 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 driver’s education program at Theresa Terrace Neighborhood Center partners with Mad-Area Driving School who holds a Department of Transportation licensed online driver-training course. According to Mad-Area Driving School, statistics show that teenagers are the leading group of drivers most prone to crashes due to their inexperience behind the wheel. Students who learn and follow defensive driving techniques can mitigate some of their inexperience through knowledge.

Center staff work alongside the students and their families, paying for the registration of the program and providing ongoing support along the way. Center staff check in with students weekly, assist in answering questions, and offer incentives as they navigate through the program. This has helped maintain high engagement throughout the duration of the course. Once the online modules are complete, center staff go to the Department of Motor Vehicles with the family and pay for the cost of the driving permit. Then, center staff coordinate with the student and driving school to help plan the behind-the-wheel requirement. Once the hours of behind-the-wheel are achieved, and students are 16 years of age or older, they can test for their driver's license at the Department of Motor Vehicles.

Students often choose to complete the online modules at school or home. If a student does not have internet access or would like to work with the support of a center staff member, they are welcome to do so at Theresa Terrace Neighborhood Center.

- 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): Theresa Terrace Neighborhood Center			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer		
Tuesday	School Year	6 pm	8 pm
	Summer	5 pm	7 pm
Wednesday	School Year		
	Summer		
Thursday	School Year	6 pm	8 pm
	Summer	5 pm	7 pm
Friday	School Year		
	Summer		
Saturday	School Year		
	Summer		

Sunday	School Year		
	Summer		

**Table 2**

Location(s): N/A			
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.  
N/A

- 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: Theresa Terrace Neighborhood Center</b>					
School Year	2 x week	2 hrs	2 x 10 week sessions	1:12	6
Summer	2 x week	2 hrs	2 x 10 week sessions	1:12	6
<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.  
N/A

**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.

To gather feedback from families, there is a feedback form included in the registration process where families provide input on center programs, activities, and events. In addition, center staff work with families throughout the process and ask for feedback about their experience throughout the program. The design of the program has been shaped through experience as well as formal and informal parental feedback.

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.

Theresa Terrace Neighborhood Center sends out surveys through a text messaging service to community members who have utilized the center's services. This survey is anonymous and gives the community an opportunity to provide feedback on program activities and design. Surveys are provided in both English and Spanish.

In addition, Theresa Terrace Neighborhood Center staff meet with community partners who have worked with the center. Feedback is gathered on their experience referring students to the driver's education program and thoughts about the program process. This feedback is used to shape the process of working with partners and families in the future.

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)?
Mad-Area Driving School	Provide an online driver's education program and behind the wheel testing	Jim Kapinus	No

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

N/A

How do these partnerships enhance this proposal?

Theresa Terrace Neighborhood Center staff work with Mad-Area Driving School to lead students through the Department of Transportation's process of obtaining a driver's license. Mad-Area Driving School is licensed through the Department of Transportation to provide online driver-training courses as well as behind-the-wheel learning hours. The process to obtaining a driver's license has many layers and steps which can be confusing to families. Having center staff assist students and families as they navigate through it helps streamline the process and ensure that teens are able to complete all steps to obtaining their license.

What are the decision-making agreements with each partner?

Mad-Area Driving School operates a program which must follow the Department of Transportation's requirements. Mad-Area Driving School is able to pick up and drop off teens from the neighborhood, which reduces transportation barriers. Center staff work through the process of

enrolling in driver's education courses with families and communicate with the academy on their behalf.

- 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?

Theresa Terrace Neighborhood Center provides families with financial resources to register teens for driver's education courses. Center staff join families at the DMV to pay the cost of teens' learner permits and licenses. Additionally, center staff work to maintain close relationships with teens and their families in order to address other needs and connect families with additional resources. Staff often refer families to a Joining Forces for Families social worker for services associated with financial insecurity, housing support, and more. In addition, center staff refer families to Elver Park Neighborhood Center's food pantry and supply families with annual giveaways such as holiday meal baskets, school supplies, and holiday gifts.

## 5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

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

**Intentional Program Design** – This program is an ongoing series of courses that build upon each other as the student progresses through the program. Center staff provide incentives to ensure that teens remain engaged and focused on course completion.

**Supportive Relationships with Youth** – Center staff recognize that each student who enrolls is their own unique individual and will require their own level of support and guidance through the program. Teens enrolled understand the importance of safety and respect and have healthy boundaries with staff.

**Youth Voice and Leadership** – Center staff recognize the level of contribution that each student gives to the program. Each student commits their time and concentration as they move through the course.

**Racial and Cultural Inclusion** - Center materials and decorations promote a diverse, inclusive environment. Program materials and communications to teens and their families are provided in both English and Spanish. Staff are provided paid time to participate in a monthly Diversity, Equity, and Inclusion lunch and learn series hosted by Wisconsin Youth Company staff.

**Community and Family Engagement** – Center staff work to communicate with students and families through the avenue that works best for them. In addition, center staff work closely with community partners to identify and recruit students for the program.

**Organizational Management and Staff Support** - Staff are provided with annual professional development before the beginning of the school year and summer seasons. In addition, they are provided ongoing support and guidance throughout the term. Wisconsin Youth Company's strategic plan focuses on the effort to increase wages to recruit and retain talented staff.

**Environment and Safety** – The program is designed to teach teens safe driving practices on the road. Educating teen drivers on laws and best practices works to keep them safe as they navigate through learning how to drive and obtaining their driver's license.

Center staff are trained and guided by their supervisor to ensure the best and MOST effective practices are maintained. The staff at Theresa Terrace Neighborhood Center are also provided with training from our internal Risk Manager and participate in seasonal professional development that focuses on concepts such as social/emotional support, behavior management, first aid, and more.

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

Total Annual Unduplicated Children or Youth participating in proposed program: 24

Total program hours annually: 208

C. Program Outcomes

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

Theresa Terrace Neighborhood Center’s teen driver’s education program currently receives funding through the City of Madison. These outcome objectives have been created by Theresa Terrace Neighborhood Center and City of Madison staff together.

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> 80% of youth will complete the driver education program and behind the wheel testing				
<b>Performance Standard</b>	<b>Targeted Percent</b>	80%	<b>Targeted Number</b>	10
<b>Measurement Tool(s) and Comments:</b> Attendance records and participant survey, Drivers Education program testing results				

<b>Outcome Objective #2:</b> 80% of youth will stay fully engaged in online instruction during drivers' education program time				
<b>Performance Standard</b>	<b>Targeted Percent</b>	80%	<b>Targeted Number</b>	10
<b>Measurement Tool(s) and Comments:</b> Attendance records and participant survey, Drivers Education completion in set time allotment.				

<b>Outcome Objective #3:</b> N/A				
<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:

N/A

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?

Demographics – completed by families when registering for the program and during City Sampling Week

Program Activities and Outcome Measurements – tracked by staff daily in spreadsheets

Expenses – tracked through Wisconsin Youth Company’s administrative team and credit card/billing service.

6. **PROGRAM LOCATION**

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

Theresa Terrace Neighborhood Center  
1409 Theresa Terrace

**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
Community Engagement Coordinator	High school diploma or GED, First Aid, CPR	Theresa Terrace Neighborhood Center	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.20 - Year Round	N/A
			<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:			N/A	
	Year-Round			.20	
	Summer				N/A

Volunteers: If volunteers will have direct contact with program participants, how are they vetted, trained and supervised?  
 Any volunteers must complete a criminal background check to be in program space with students. Volunteers cannot be left alone with students and are trained by elementary program staff on policies and procedures.

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

Wisconsin Youth Company has two company owned vans which assist in transporting the students and families to the Department of Motor Vehicle and to the academy for behind the wheel testing, if requested.

**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.

N/A

B. Disclosure of Contract Failures, Litigations

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

N/A



**APPLICATION FOR 2023 SCHOOL-AGE CHILD AND YOUTH PROGRAMS**

**1. ORGANIZATION CONTACT INFORMATION**

Legal Name of Organization	Wisconsin Youth Company, Inc.		
Mailing Address	1201 McKenna Blvd.		
Telephone	608-276-9782		
FAX	262-547-0394		
Director	Jennifer Weber		
Email Address	jweber@wisconsinyouthcompany.org		
Additional Contact	Rebecca Carlin		
Email Address	rcarlin@wisconsinyouthcompany.org		
Legal Status	Private: Non-Profit		
Federal EIN:	23-7401836		

**2. PROPOSED PROGRAMS**

Program Name:	2024		If currently City funded
	Letter	Amount Requested	2023 Allocation
Elementary After School and Summer	A	\$45,399	\$35,748
Contact: Jennifer Weber			
Youth Driver's Education Program	B	\$15,804	\$7,902
Contact: Jennifer Weber			
	C		
Contact:			
	D		
Contact:			
	E		
Contact:			
<b>TOTAL REQUEST</b>		\$61,203	

**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>	10	100%	3	100%		
<b>GENDER</b>							
MAN	3	30%		0%			
WOMAN	7	70%	3	100%			
NON-BINARY/GENDERQUEER		0%		0%			
PREFER NOT TO SAY		0%		0%			
TOTAL GENDER	10	100%	3	100%			
<b>AGE</b>							
LESS THAN 18 YRS	0	0%		0%			
18-59 YRS	9	90%	3	100%			
60 AND OLDER	1	10%		0%			
TOTAL AGE	10	100%	3	100%			
<b>RACE</b>							
WHITE/CAUCASIAN	9	90%		0%	80%	67%	16%
BLACK/AFRICAN AMERICAN	1	10%	1	33%	7%	15%	39%
ASIAN		0%		0%	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	33%	3%	4%	26%
BALANCE/OTHER		0%	1	33%	1%	2%	28%
TOTAL RACE	10	100%	3	100%			
<b>ETHNICITY</b>							
HISPANIC OR LATINO	0	0%	1	33%	7%	9%	26%
NOT HISPANIC OR LATINO	10	100%	2	67%	93%	81%	74%
TOTAL ETHNICITY	10	100%	3	100%			
<b>PERSONS WITH DISABILITIES</b>	1	10%		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)

The data shows 67% of staff and 10% of board members identify as Black/African American or Multi-Racial. In the center programs, 70% of elementary participants and 75% of teens identify as Black/African American or Multi-Racial. The staff and board have no Hispanic/Latino members while 24% of elementary participants and 8% of teens identify as Hispanic/Latino.

Because the population of the neighborhood is diverse, there is variation in those percentages even among programs. The staff and board percentages are not directly aligned with youth populations. However, it is important to note that staff live in the neighborhood served and the children of staff also attend the youth programs.

Wisconsin Youth Company values diversity and understands the importance of children and youth seeing their own race, ethnicity, and cultural values reflected in the adults around them. Over the past two years, the organization has reviewed and made changes to the recruiting, hiring, and training practices in order to create a more diverse workforce.

8. AGENCY GOVERNING BODY

How many Board meetings were held in 2022	10
How many Board meetings has your governing body or Board of Directors scheduled for 2023?	10
How many Board seats are indicated in your agency by-laws?	7

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

<b>Name</b>	<b>Nate Jorgensen</b>			
Home Address	4206 David Rd, Madison, WI 53704			
Occupation	IT Support Specialist			
Representing	Member			
Term of Office	second	From:	11/2021	To: 11/2024
<b>Name</b>	<b>Alexis Bourgeois</b>			
Home Address	3114 Oakridge Ave, Madison, WI 53704			
Occupation	Educational Advisor			
Representing	Member			
Term of Office	second	From:	11/2021	To: 11/2024
<b>Name</b>	<b>Barbara Springer</b>			
Home Address	4140 Pikes Peak Rd, Ridgeway, WI 53582			
Occupation	Retired Corporate Attorney			
Representing	Member			
Term of Office	second	From:	03/2023	To: 03/2026
<b>Name</b>	<b>Jennifer Burken-Brett</b>			
Home Address	1376 Circle Drive, Sun Prairie, WI 53590			
Occupation	Research Scientist			
Representing	Member			
Term of Office	second	From:	03/2023	To: 03/2026
<b>Name</b>	<b>Julianne Lind</b>			
Home Address	420 Dunhill Dr, Verona, WI 53593			
Occupation	Account Executive			
Representing	President			
Term of Office	second	From:	04/2023	To: 04/2026
<b>Name</b>	<b>Erika Freeman</b>			
Home Address	7543 Suffolk Down, Sun Prairie, WI 53590			
Occupation	Communications & Engagement Specialist			
Representing	Vice President/Treasurer			
Term of Office	first	From:	11/2022	To: 11/2025
<b>Name</b>	<b>David Petty</b>			
Home Address	1233 Woodbridge Trl, Waunakee, WI 53597			
Occupation	Infrastructure Team Leader			
Representing	Secretary			
Term of Office	first	From:	11/2022	To: 11/2025
<b>Name</b>	<b>Meghan Leatherman</b>			
Home Address	1106 Water Wheel Dr, Waunakee, WI 53597			
Occupation	Communications Strategist			
Representing	Member			
Term of Office	first	From:	11/2023	To: 11/2026

AGENCY GOVERNING BODY cont.

<b>Name</b>	<b>Beth Zuehlke</b>				
Home Address	11 Larkin St, Madison, WI 53705				
Occupation	Chief Customer Officer				
Representing	Member				
Term of Office	first	From:	11/2023	To:	11/2026
<b>Name</b>	<b>Dalton Miles</b>				
Home Address	153 W End Cir, Unit 102, Verona, WI 53593				
Occupation	English Teacher				
Representing	Member				
Term of Office	first	From:	11/2023	To:	11/2026
<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					
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Term of Office		From:	mm/yyyy	To:	mm/yyyy
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<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

**\*\*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	0						
CITY CDD (This Application)	61,203	45,399	15,804				
City CDD (Not this Application)	0						
OTHER GOVT*	0						
FUNDRAISING DONATIONS**	52,096	45,020	7,076				
USER FEES	0						
TOTAL REVENUE	113,299	90,419	22,880	0	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.



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

	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023
Title of Staff Position*	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
Elementary Camp Staff (summer)	0.25					0.25	6,800	612	7,412	17.00	5,800
Elementary Supervisor	1.00					1.00	45,760	4,118	49,878	22.00	38,496
Community Engagement Coordinator		0.20				0.20	9,984	899	10,883	24.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
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						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
<b>SUBTOTAL/TOTAL:</b>	1.25	0.20	0.00	0.00	0.00	1.45	62544.00	5628.96	68172.96	63.00	44296.00

**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





### Program Summary

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

Pgm Letter	Program Name	Program Expenses	2023 City Request
A	Elementary After School and Summer	PERSONNEL	44,296
		OTHER OPERATING	1,103
		SPACE	0
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>45,399</b>
B	Youth Driver's Education Program	PERSONNEL	0
		OTHER OPERATING	15,804
		SPACE	0
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>15,804</b>
C	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>0</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>61,203</b>