

NOTICE

A meeting of the City of Evansville Youth Center Board will be held at the location, on the date, and at the time stated below. Requests for persons with disabilities who need assistance to participate in this meeting should be made by calling City Hall at (608)-882-2266 with as much notice as possible. Members of the public can join the meeting virtually in response to COVID-19. To participate via video, go to <https://meet.google.com/ymf-hcfd-gmx>. To participate via phone, call: +1 224-475-1079 and enter PIN: 248 067 275# when prompted. (Your microphone may be muted automatically.)

Evansville Youth Center Regular Meeting

City Hall, 31 S Madison St., Evansville, WI 53536

Monday, April 11, 2022, 6:00 pm

Agenda

1. Call to Order
2. Roll Call
3. Approval of Agenda
4. Motion to waive the reading of the minutes of February 21st, 2022 board meeting and approve as printed
5. Civility reminder
6. Citizen Appearances other than agenda items listed
7. Unfinished business
 - a. Motion to approve Future of Evansville Youth Center survey as printed.
 - b. Values Driven Statement:
 - i. Discussion and possible motion to recommend to Common Council Value Statement
8. New business
 - a. Discussion and timeline of EYC fundraising 2022
9. Next Meeting Date: April 25th, 2022 at 6:00 pm
10. Motion to Adjourn

Evansville Youth Center

Regular Meeting

City Hall, 31 S Madison St., Evansville, WI 53536

Monday, **February 21, 2022**, 5:00 pm

Minutes

1. **Call to Order**-The meeting was called to order by Becker
2. **Roll Call-**

Members	Present/Absent	Others Present
Butch Beedle	P	Jason Sergeant, City Administrator
Andy Dewar	P	
Bill Lathrop	P	
Greg Vossekuil	P	
Ben Myers	P	
Kenneth Updike	P	
Aldersperson, Susan Becker	P	
Becky Bartlett, Youth Center Director	A	

3. **Approval of Agenda**-Lathrop made a motion, seconded by Beedle to approve the agenda as presented. Motion passed 7-0.
4. **Approval of Minutes**-Becker made a motion, seconded by Lathrop to waive the reading of the minutes of January 24, 2022 board meeting and approve as printed
5. **Civility reminder**-Recognition of the commitment to civility and decorum at Evansville Youth Center meeting.
6. **Citizen Appearances other than agenda items listed**-None
7. **Unfinished business-**
 - a. **Survey Questions:**
 - i. Sergeant asked the board what is the goal for going out for a survey. Becker explained the goal is to gauge interest and awareness of the youth center as well as determine what kind of programming to offer. Sergeant suggested using a max list of 15 questions to include questions such as have you used it, did you know, would you use it and what type of programming. Through discussion the following questions were generated:
 1. Are you a grade 4-8 student or a parent of a grade 4-8 student?
 2. Did you know the City of Evansville operates a Youth Center?
 3. Have you or a member of you household used the (EYC)?
 4. If you haven't used it, why not?
 - a. _____
 5. How did you hear about the EYC? Check all that apply

- a. Word of mouth
- b. Brochures
- c. Mailer Back to School Night
- d. Duck Derby Fundraiser
- e. Friends
- f. Family
- g. School Announcement
- h. Newspaper
- i. Yard signs
- j. Facebook
- k. Website
- l. All of the above
- m. Other

6. What activities would you like to see at the EYC when we re-open in the fall? Check all that apply

- a. Outdoor activities (fishing, pickleball, disc golf, kayaking, slot cars)
- b. Life Skills (money sense, first aid, cooking, laundry)
- c. Indoor activities (pool, air hockey) board games, crafts)
- d. Club/Enrichment (Science, Photography, Sewing, Birding, Robotics, Geocache, Legos, Garden, Coding)

7. Do you have any skills or interest you would like to share?

- a. Yes-share your skill, name and contact information here
- b. No

8. Would you like to help out at the EYC

- a. Yes-share your name and contact information here:
- b. No

ii. Beedle volunteered to be the representative who meets with School Superintendent Laurie Burgos.

b. Values Driven Statement:

i. There was discussion on the values driven statement, this discussion will continue at the next EYC meeting.

8. **New business**-None

9. **Next Meeting Date:**

- a. March 21st, 2022 at 5:00 pm

10. **Motion to Adjourn** –Lathrop made a motion to adjourn, seconded by Dewar. Motion passed unanimously.

The City of Evansville's Youth Center (EYC) Survey

Our mission is to provide a safe, welcoming and creative space for young people to connect and grow.

The EYC has been in its current location since April of 2002. Before then it was in the EMS Services building where you'll find the ambulances today! Funded by the city and your tax dollars, the EYC has been closed for two years due to Covid-19. This survey is helping bring new life to the EYC for re-opening to students in grades 5-8 this Fall. Come be a part of fulfilling our mission!

- Are you a grade 4-7 student or a parent of a grade 4-7 student?
 - Student
 - Parent

- Did you know the City of Evansville operates a Youth Center?
 - Yes
 - No

- Have you or a member of your household used the EYC?
 - Yes
 - No

- If you haven't used it, why not?
 - _____

- How did you hear about the EYC? Check all that apply
 - Word of mouth, brochures, mailer, Back to School Night, Duck Derby Fundraiser, Friends, Family, School Announcement, Newspaper, Yard Signs, Facebook, Website, All of the above, Other

- What would you want to go to the EYC when we re-open in the Fall? Check all that apply
 - Outdoor Activities (fishing, pickleball, disc golf, kayaking, slot cars)
 - Life Skills (Money sense, first aid, cooking, laundry)
 - Indoor Activities (pool, air hockey, board games, crafts)

- Clubs/Enrichment (Science, Photography, Sewing, Birding, Robotics, Geocache, Legos, Garden, Coding)

- Do you have any skills/interests that you would like to share?
 - Yes- share your skill, name and contact information here
 - No
- Would you like to help out the EYC?
 - Yes- share your name and contact information here:
 - No

EVANSVILLE YOUTH CENTER

POLICY HANDBOOK

Mission Statement

The Evansville Youth Center has been created to give our young people a safe, fun, and healthy environment to grow into their full potential with a positive and caring attitude. With dedicated directors and good role models, we hope to help them extend that vision of a strong and purposeful future back into the community with enthusiasm and commitment.

Overall Agency Description

The Evansville community values its young people and is providing a safe and constructive place for youth, grades 5-8, to go to after school. The Evansville Youth Center wants young people to value and respect themselves and others, feel empowered to make safe and healthy decisions, connect with the community, have fun, develop mature attitudes, and reinforce positive habits and lifestyles.

Goals: The Youth Center will

1. strive to provide special activities and educational programming for participants.
2. provide a welcoming, non-threatening, neutral environment for youth.
3. develop more options for Evansville youth.
4. assist in the collaboration of services for youth and their families.

Program Description

The Evansville Youth Center, along with the City of Evansville and other community programs, provides a support system for students grades 5-8 so that they have caring adults and student volunteers leading them in a safe place after school (2:45-5:30). Appropriate behavior and respect for themselves, other students and adults, and the center itself are the cornerstone part of expectations. The center, along with many community volunteers can develop programs to include: community service programs, after school mentoring/tutoring, making healthy decisions, anti-drinking and violence programming, computer safety, banking skills, bowling, crafts, and other events to support positive attitudes and have fun learning new skills that will reinforce positive habits and lifestyles for these young people. Because access to the center is critical to these children and their families, there is no financial charge to attendees or their family.

Background

The Evansville Common Council adopted resolution 2002-7 in April 2002 creating a Dean Community Center Advisory Committee to evaluate youth programming and operations. The Advisory Committee was strictly advisory to assist the YMCA, engaging local management and programming with fundraising for the youth center. The City of Evansville purchased 209 South First Street in 2005 for the youth center as it was conveniently located near JC McKenna Middle School. In 2010, the City ended contract services with the YMCA for management of youth programming and approved developing a locally-based after school program. With the Advisory Committee, strong citizen and City support, the Evansville Youth Center became a vibrant after school program serving students grades 5-8. Financial operation of the Evansville Youth Center had remained heavily dependent on fundraising by the Advisory Committee. The Common Council committed increased City financial support to ensure the long-term success of the youth

center and the mayor appointed to this special committee through resolution 2-35(d) of the Evansville Municipal Code. By this resolution the Mayor and Evansville Common Council created the Evansville Youth Center Committee as a regular City committee reporting to the Common Council, replacing the Dean Community Center Advisory Committee.

Evansville Youth Center Committee Representation

The responsibilities of the Committee are to attend the monthly meetings, promote the youth center, contribute to program development/evaluation, support improvement/expansion of services, assist director to secure funding for the youth center, and support the staff. The committee is comprised of seven members that reside within the boundaries of the Evansville Community School District. At least four members of the Committee shall be residents of the City of Evansville. One Committee member shall be a City Alder, appointed by the Mayor for a one-year term, and shall serve as Chair. The six citizen members shall be appointed by the Mayor, subject to confirmation by the Common Council, for staggered three-year terms. There are no term limits.

(ATTACHMENT #1)

Responsibilities of public leadership is the ability to resolve diverse interests. Be open to the legitimate exchange of ideas. Try to put common sense into common practice. Here are a few reminders about mutual respect among committee members:

- First of all, a very sincere thank you for your public service.
- Each committee member brings a different set of background experiences and perspective. With more rounded discussions, we tend to find that the group's decision is better than could have been made by any one member.
- All members at one time or another will find themselves in the minority on some issue. Don't take it personally.
- Be on time. We can usually reschedule meetings to accommodate personal schedules if there is a conflict.

- Be present. Please email ahead if you're going to be absent. Committees need to have a quorum.
- Be prepared. Reviewing information/notes ahead of the meeting will make the meeting and discussion move along smoothly.
- Listen first. There are two sides to every story. Listen to the public, staff, and other officials.
- Any committee member should be able to bring up a subject for discussion. Feel free to email/discuss ideas to be put on the agenda.

Employees of the Evansville Youth Center

The staff of the Evansville Youth Center follow the City of Evansville Personnel Policies and Employee Handbook, specifically:

City of Evansville Personnel Policies and Employee Handbook

5-1 It is expected that employees will report to work on time, use their available working hours to the best advantage, and leave only after the regular working hours are completed. If an employee is unable to report to work at their scheduled starting time, they are to notify their supervisor prior to the start of their shift, *or as soon as reasonably possible*. Employees are not to leave work prior to the end of their scheduled shift without first obtaining permission from their supervisor.

5-2 The payroll year is made up of twenty-six (26) biweekly pay periods, which do not correspond to the calendar. Pay periods start on Saturday and end on the Friday of the second week. Paychecks will be available to employees by 12:00 noon on Friday after the pay period.

Upon request, payroll checks may be mailed to the employee's home. When a payday falls on a holiday, checks will be distributed a day early, to the great extent possible.

5-3 Time sheets are required of all City employees (ATTACHMENT #2). The City or department head may require timestamped time cards or daily time sheets. Each time sheet must be signed by the employee to be valid for payment. Time sheets shall be submitted to department heads no later than 8:30 am on the Monday preceding the Friday payday. The department head shall submit all time sheets to the Administration & Finance Department before noon of the Monday preceding the Friday payday. ... If a signed time sheet is not turned in on time, the paycheck may be delayed until the next regular payday.

The youth center has two part-time City employees. There is no compensatory time, overtime, holiday pay, sick leave, or vacation time. The Director needs to sign the Supervisor's time sheet as "Department Head Approval."

Director: The EYC Director is responsible for the overall functioning of the youth center. Responsibilities include: attending monthly EYC committee meetings and report issues, writing thank yous for donations and volunteerism, complete donation receipts as needed (ATTACHEMENT #3), keep a wish list for donations, complete and turn in receipts along with mileage to the City, turn in time sheets on a bi-weekly basis, and write grant proposals.

The director should support the mission and policies of the youth center, create policy about youth, handle confidentiality, handle building/financial issues to the best of their ability and turn over to the City, keep a log of "student concerns" that include behavioral issue with follow-up, and work an average of four hours per day with adjustments for special events. (ATTACHMENT #4)

Coordinator: The EYC Supervisor supports staffing at the EYC and other scheduled events. The supervisor maintains a safe, clean, and secure environment at the youth center by assisting with planning, organization, and implementation of programming and

activities. The supervisor works 2 ¾ hours per school day with adjustments for special events. (ATTACHMENT #5)

Finance

The approved operating budget has two primary sources of revenue: the operating budget from the city general support and fundraising.

Operating Budget—The city general support basically covers expenses for staff, building utilities, and building repairs.

Use the expense form (ATTACHMENT #6) Use the following codes for Expenses 10-55750-300-

- 1000 advertising
- 1001 resale
- 1002 snacks
- 1003 programming
- 1004 building maintenance
- 1005 supplies
- 1006 miscellaneous
- 1007 fund raising expense

Fundraising—EYC fundraising basically covers expenses for programming, activities, equipment, supplies, (ATTACHMENT #7).

1. Grants

- a. United Way
- b. Madison Fishing Expo
- c. Evansville Fund

2. Fundraising

- a. 4th of July
 - i. Ducky Derby
 - ii. Food stand
 - iii. Dunk tank
- b. Quacking (ATTACHMENT #8)
- c. Business letters (ATTACHMENT #9)

d. Other

- i. 50/50 raffle
- ii. Cupcake sales
- iii. Home tour

Procedures

Parents need to have an Information Sheet (ATTACHEMENT #10) on file with the EYC staff each school year. Parent email addresses are used for announcements and a monthly newsletter with the calendar. Parents are welcome to visit any time during the hours of operation unless prohibited by a court order. If the parent arrives to pick up a child that appears to be impaired, all reasonable steps will be taken to prevent the person from leaving with the child including calling someone from the Information Sheet or authorities to protect the child. Parents are encouraged to talk with staff about their child's use of the center and any issues that may arise. The staff will share concerns and positive behavior with the parents whenever possible.

Contact Information

- Phone available to students and parents (608)882-0372
- Facebook page: Evansville Youth Center
- Information available on City of Evansville web site
- Address: 209 S First Street, Evansville 53536

Student Policies

The Evansville Youth Center is a positive, safe place providing growth opportunities for middle school youth. Under the supervision of adults, youth can socialize with friends, work on homework, have a snack, and engage in fun, healthy activities. In order to maintain this atmosphere, the youth center has established expectations for behavior and attitude. These expectations should be followed inside and outside the youth center

until the youth leaves the area or the youth center closes. When each youth and their parent(s)/guardian(s) sign the Information Sheet, they are agreeing to adhere to all behavior policies of the youth center.

Make Healthy Choices

Overall Safety

- Students should seek assistance from staff when problems arise. Staff should communicate with students to maintain open lines of communications.
- Students should notify staff of any potentially dangerous situations such as planned fights, assaults/bullying, or other threats that may affect safety.
- It is OK to ride skateboards, rollerblades, and bikes to or from the center
- The skateboards, rollerblades, or bikes must be parked in the appropriate place until students leave for the day
 - Bike should be located at the bike rack AND locked
 - Skateboards/rollerblades can be left near the walls with the backpack hooks

Appearance

- Clothing should not disrupt the environment and/or safety of the center. No clothing that is revealing, suggestive, or condones illegal activity will be allowed.
- No hats, etc. within the building.
- No sunglasses/dark glasses will be allowed unless they are prescription.

Use appropriate language

- Students should use positive language when interacting with students, supervisors, and visitors in the youth center.
- Students will follow administrative procedures set up for the safety and well-being of everyone in the center.

- Students will be expected to be courteous and respectful to students, staff, and visitors in the center.
- Language that is unacceptable at school is also unacceptable at the center.

Media Use, Internet

- It is expected that the youth use the Internet in a responsible manner. Access at the youth center is not restricted to only education and research purposes. The center allows the Internet to be used for fun with a responsible limit.
- Internet activities such as blogging and instant messaging of any kind are not allowed at the youth center. Staff will not make any judgements about acceptability.
- Email may only be done at the youth center for school purposes.
- All actions that require staff to ensure compliance with data protection regulations, avoidance of security breaches, and software piracy are prohibited.
- If a parent objects to their youth using the Internet while at the center, the parent must write a note of objection and sign it to be kept on file at the center.
- Movies, video games, music, and other media brought into the center by youth are only permitted as long as the supervising adult approves. Approval is based on ratings and reviewing the material. If at any time the media become inappropriate, the supervisor may stop the media.
- Inappropriate use and abuse of computer and other equipment that include but not only:
 - ✓ damage computer equipment, peripheral devices, or the computer systems.
 - ✓ change computer settings or configurations
 - ✓ use accounts of certain sites such as, but not only, Facebook, chat rooms, or instant messaging, etc.

- ✓ access/share personal information (personal addresses, phone numbers, passwords, or other personal data) or other student's files
- ✓ install software in violation of copyright laws
- ✓ download or distribute files, games, programs, music, or other electronic medium in violation of copyright laws
- ✓ use the computer/Internet to hurt, harass, attack, or harm other people or their work.
- ✓ use the internet for any illegal or threatening activity
- ✓ download instructions/pictures of pornographic, drug alcohol, weapons, gang activity, or hacking information
- ✓ violate copyright laws or plagiarize information
- ✓ view, send, display, or download obscene, profane, lewd, vulgar, rude disrespectful, threatening, or inflammatory language, messages, graphics, or pictures
- ✓ use the Internet access for personal profit in any way
- ✓ create personal or unauthorized web pages
- ✓ post defamatory comments to on-line communities, chain letters, virus hoaxes, inappropriate humor, or other useless information
- ✓ post libelous, defamatory, offensive, racist or obscene remarks

Respect the rights, feelings, and property of others:

- As in middle school, inappropriate displays of affection are not appropriate. Students need to show "space" between each other at all times.
- The youth center is a safe place and will not tolerate any aggression or bullying of any kind. Any fights or disruptive behavior will not be tolerated.

- Swift action for stealing someone else's property will be taken by the staff. Authorities may be contacted depending on the situation.

Respect the property of the youth center and surrounding property

- Loitering results in property damage, strained relations with neighbors, negative image of the youth center and will not be allowed. Students need to be involved in an activity if they are outside the center. The police could be contacted and this could result in a possible citation or fine for the offending youth.
- Staff will work with authorities on any incident of vandalizing the youth center or surrounding areas and consequences will be handed out to the involved students.

Clean up

- Students need to respect personal property in the youth center.
- It is expected that all youth participate in the overall cleanliness of the youth center.
- No snacks or treats are allowed outside the kitchen area.
- Students are expected to clean up after themselves.
- "Duck Bucks" will be given to students voluntarily doing chores to keep the youth center presentable.

Possession and Use

- Student should immediately notify staff of any potentially dangerous situations in and around the youth center.
- Any youth found possessing, using, or under the influence of alcohol or controlled substances or paraphernalia while at the youth center (inside or outside) will be subject to disciplinary action, notification to the parent, notification to the school district, and notification to the police department.

- No one shall possess a weapon while at the center (inside or outside). A weapon is defined as a firearm (loaded or unloaded), knife, razor, martial arts device, explosives, and incendiary device (even look-alikes) that by design and/or use can cause bodily injury or property damage. Any youth who possesses, uses, simulated use of, or stores a weapon (or look-alike) or explosive will be subject to disciplinary action by the staff and the police called to the youth center.

Consequences

Students are responsible for their actions and will have consequences of their inappropriate behavior. Students will receive verbal warnings, be asked to leave a certain area/activity, and/or asked to leave the youth center.

Verbal warnings will occur before a negative consequences is imposed and apologies are expected. The negative consequences depends on the severity of the offense. This decision is up to the discretion of the coordinator and director. The Director will keep notes on major incidences.

- Removal from an activity for the day
- Short-term suspension from the center for a period of time (rest of the day to number of days)
- Long-term suspension from the center (longer than a day or two) Parents will be contacted.
- Expulsion from the youth center (rest of semester, rest of year, or permanent) Parents will be contacted. An Incident Report Form will be completed by the Director (ATTACHMENT #11)

All employees and volunteers of the youth center who have reasonable cause to suspect that a child seen in the course of duties has been abused or neglected or having reason to believe that a child has been threatened with abuse or neglect and that abuse or neglect will occur, shall immediately contact the appropriate county agency and inform the agency of the facts and

circumstances which led to the filing of the report. State law guarantees immunity from any civil or criminal liability that may result from the making of the report on the child abuse or neglect and provides for the protection of the identity of any individual who makes such a report.

Emergency

The Evansville Youth Center follows the Evansville Community School District calendar. The youth center will follow the school district decision about inclement weather for cancelled days or cancelling after school activities for a particular day. Additionally, the center may close for the day if the probability of severe weather is present. In the case of a tornado or severe weather occurs while youth are still present, the center staff will seek appropriate protection for youth in attendance. No youth will be allowed to leave the building until the severe weather passes.

In the case of an intruder, staff will get the students out the nearest door available and head to the police station for assistance.

Important Numbers

- Police 911 or 882-2292
- City of Evansville 882-2266
- Public Works Department 295-1451

Volunteers and Use of Building

- A background check needs to be on file with the City (ATTACHMENT #12)
- Use of building rules (ATTACHMENT #13) and form (ATTACHMENT #14)

Important Information

- A calendar of activities is posted on the marker in the youth center and sent to the parent email list, both schools of students who use the youth center, to the web page director at JC McKenna, and to the local paper (ATTACHMENT #15).
- Location of 1st aid is on right side desk in office.
- A cash box is used for sale of snacks to students.
- Other Attachments
 - EYC Community Service Projects
 - Supervising the Floor
 - Deposit Worksheet
 - New Vendor/Lost Receipt Form
 - Earn Duck Bucks
 - Special Checkout from Office
 - Loitering
 - For Sale
 - Movie Room Directions

Youth Center Contact List

209 South First Street
Evansville, WI 53536

Phone: 882-0372

eyc100@ci.evansville.wi.gov

Staff:

Becky Bartlett, Director
cell: (608)220-1378
email: bartkab@mailbag.com

Shannon Morice, Coordinator
cell: 513-8066
home: 882-4928
email: shmm2000@yahoo.com

City of Evansville:

Ian Rigg, City Administrator
office: 882-2263
email: ian.rigg@ci.evansville.wi.gov

Mayor Sandy Decker
Office: 882-2266
Email: sandy.decker@ci.evansville.wi.gov

Tony Ryerson, minor maintenance/custodial
cell: 575-5230

Public Works Department 882-2270
on-call: 295-1451

City Hall
office: 882-2266

Advisory Board:

Erika Stuart
Cell: 577-1531
Home: 882-1006
erikastuart@rocketmail.com

Sandi Konkel, Secretary
cell: 921-6108
email: sandi.konkel@gmail.com

Butch Beedle
cell: ~~882-4890~~, 289-5114
email: beedle4@att.net

Mike Czerwonka
Cell: 201-1364
Work: 882-3346
Email: czerwonkam@evansville.k12.wi.us

Jean Kopecky
Cell: 921-2741
Work: 882-5277
Email: jkopecky@charter.net

Stephanie Dudzic
Cell: 217-1986
Home: 882-5140
Email: samdudzic@aol.com

Nancy Kress
Cell: 289-0707
Email: nancphil@charter.net

Donation Receipt

Receipt Number:

Name:

Address:

City:

Donation (amount or item):

Date:

Thank you for your gift to the City of Evansville for continued support of the Youth Center. No goods or services were provided to you in return for your gift.

Charitable contributions to governmental units are tax-deductible under section 170(c)(1) of the Internal Revenue Code if made for a public purpose.

Please retain this receipt for your records.

The City of Evansville's EIN is 39-6005445.

Questions regarding this gift should be directed to the City of Evansville at (608) 882-2266.

Youth Center Director Position Description

Position Summary

Non-represented (non-union)

Part-time hours, Monday-Friday, approximately 2:30 to 6:30, with occasional evenings

Appointed by City Administrator

Supervised by Youth Center Advisory Board

The Evansville Youth Center (EYC) Director is responsible for the overall functioning of the EYC. Responsibilities include: effective daily supervision of attending youth from 3:00-5:30 each school day, effective planning and delivery of fundraising events, developing and delivering appropriate youth programming, and recruiting and managing community volunteers. Responsibilities also include: developing and maintaining an EYC budget (under the supervision of the EYC Advisory Board) and attending monthly EYC Advisory Board meetings. The EYC Director is also expected to participate as an EYC representative at community events and committees.

Objectives

60% *To ensure the physical and emotional well-being of EYC attendees through careful and balanced daily programming, supervision and EYC events*

- Supervise Youth Center Coordinator.
- Recruit and supervise volunteers. Volunteers are needed to help staff EYC and for daily supervision of youth. Recruit volunteers through community resources such as: National Honor Society, athletic teams and other local establishments, community retirees, etc.
- Develop and carry out developmentally appropriate programming that meets the needs and interests of the youth, while also qualifying for available grants.
- Supervise and manage youth behavior to maintain an appropriate and safe environment for all youth in all locations within EYC
- Maintain EYC by coordinating youth/volunteer cleaning and ordering needed supplies through appropriate channels.
- Possess strong computer skills to effectively utilize current software like Word and Excel to communicate and inform to students, parents, schools, and the EYC Advisory Board. As well as generate flyers and other informative materials for the community.
- Develop attendance, budget, and discipline reports in Excel to turn in to the EYC Advisory Board.

20% *Plan and execute fundraisers for the EYC*

- Administratively manage licensing and marketing of all fundraising events with the city of Evansville. This includes working with: vendor contracting, State of

ATTACHMENT #4

Wisconsin raffle requirements, marketing materials and tickets, food purchases, City of Evansville event planning process, etc.

- Aid in recruiting volunteers to help staff fund raising events such as: Chili Cook-off, 4th of July events, raffle ticket sales, etc; as well as managing the schedules of volunteers for fundraising events/activities.
- Research and apply for available grants and awards to help fund EYC, with the eventual goal of EYC not be dependant on taxpayer dollars.
- Network with other regional youth centers to maximize fundraising ideas and potential collaborative opportunities.

20% *Develop and manage age appropriate Youth Center programming*

- Develop weekly programming for EYC attendees on a large range of topics that interest the students including: health, first aid, personal interests, etc. This programming needs to be researched with other Centers to maximize funding and attendee satisfaction.

All percentages are approximate to denote the general amount of time generally required of job duties. Youth Center Director shall also perform other duties as may be assigned consistent with the organization and operation of the EYC programs.

Qualifications

High School diploma or equivalent with seven or more years of related experience in all facets of the position; or an advanced degree in a related field.

Capability to work consistently with a volunteers, EYC Advisory Board, and children and parents.

Excellent written and verbal skills, along with excellent presentation skills.

Ability to patiently manage energetic and challenging youth behavior in a firm but caring approach.

Ability to work independently with little direct supervision.

Ability to act swiftly, reasonably, and logically in an emergency; basic first-aid skills preferred.

Comprehensive computer skills and administrative skills such as: budgeting, scheduling, fundraising, marketing, recruiting, and reporting.

Proof of excellence in prior professional roles and an ability to pass appropriate background checks.

Approved by Finance & Labor Relations Committee on July 7, 2011.

ATTACHMENT #5

**Youth Center Coordinator
Position Description**

Non-represented (non-union)

Part-time hours, Monday-Friday, approximately 2:45 to 5:30

Appointed by City Administrator

Supervised by Youth Center Director

Duties:

1. Provide onsite staffing at the Youth Center and other scheduled programs.
2. Assist and provide staff guidance for Youth Center volunteers.
3. Perform general clerical assignments such as mailings, documentation, filing, and written monthly report
4. Maintain safe, clean, & secure environment at the Youth Center.
5. Advise Youth Center Director on facility and program needs.
6. Assist with planning, development, organization, and implementation of Youth Center onsite programs and activities.
7. Assist with marketing, promotions, and public relations of programs.
8. Assist with fundraising activities for the Youth Center.
9. Exhibit cheerful and friendly attitude and show respect and concern for others.
10. Other similar duties as may be assigned consistent with the organization and operation of the Youth Center programs.

The position requires verbal and written communication skills with the ability to effectively communicate with and to work well with customers, other employees, volunteers, and members of the community.

The position functions with a great deal of independence. As a result, strong organizational and problem solving skills, as well as the ability to demonstrate good judgment, are necessary.

Approved by Finance and Labor Relations Committee on July 7, 2011

**CITY OF EVANSVILLE
DONATIONS & FUNDRAISING POLICY**

I. PURPOSE AND NEED FOR POLICY

The City of Evansville recognizes the value of private contributions to allow individuals and organizations to take an active role in improving the quality of life and promoting wider enjoyment of community activities and resources.

II. POLICY

- Promote consistent and best practices by all city employees and departments.
- Ensure compliance with applicable laws and accounting procedures.
- Allow city staff appropriate discretion for their operations.

III. PROCEDURES

- City shall annually adopt a balanced budget. Budget amendments will typically be considered mid-year and at year-end. Revenues and expenditures related to donations or fundraising activities shall be included in the budget or budget amendment.
- Donation and fundraising activities shall follow proper accounting protocols, coordinated through the city's Finance Department.
- No department shall be allowed to maintain a checking or savings account for fundraising activities that is separate from the city's accounting system, except as legally approved by the Common Council.
- Charitable contributions to the city are tax-deductible under section 170(c)(1) of the Internal Revenue Code if made for a public purpose.
- All gifts shall be used to the greatest extent practical, including carrying unspent funds over from year to year, for the specific purpose for which they were solicited.
- All gifts shall be the property of the City of Evansville.
- All donated funds collected by any city officer or employee shall be deposited or provided to the Finance Director/Treasurer within three (3) days.
- No department shall conduct a raffle without prior approval by the Common Council.

IV. RESPONSIBILITY AND AUTHORITY

- Solicitation of voluntary contributions shall not violate applicable ethics code, city policy, city ordinance, or state statute.
- Gifts, for specific or general purposes, which do not require the expenditure of more than \$1000 annually to administer and maintain and which place no legal burden upon the city other than to use the gift for its intended purpose may be solicited or accepted by department heads as they deem appropriate for operation of their departments in compliance with this Policy. Department heads shall notify their committees of the nature, value, and purpose of such gifts.
- Gifts, for specific or general purposes, which require the expenditure of more than \$1000 annually to administer and maintain or which place a legal burden upon the city other than to use the gift for its intended purpose may be solicited or accepted by department heads in compliance with this Policy only after approval by the Common Council.
- Department heads shall be responsible for appropriate acknowledgement, thank you, and/or receipt for donors.



YOU'VE

BASE

QUACKED

The Evansville Youth Center (EYC) provides a safe environment for the children of this community regardless of their social, academic, or economic status after every school day until 5:30 p.m.

It is a drop in center for students grades 5-8 with many activities such as pool tables, ping pong, air hockey, computers, large screen TV, and video gaming systems. The center also offers homework help, BASE programming curriculum (*Too Good for Drugs and Violence*), bowling, crafting, sports, and other activities every month.

This year the center has also been active with community service projects. The students raked lawns, packed project bags, and made holiday cards. EYC would like to continue to work within our community. Do you have any community service projects in mind that the students could do for Evansville?

Quacking is our winter fund raising effort to support the students at the center. Help with a donation and have fun quacking around Evansville.



2013

Evansville Youth Center
209 S. First Street
Evansville, WI 53536
(608) 882-0372



Evansville Youth Center

209 S. First St.
Evansville, WI 53536
(608) 882-0372



Dear Evansville Community Member:

On behalf of the Evansville Youth Center Advisory Board and the City of Evansville, we are pleased to inform you about the middle level students' (grades 5-8) safe, positive place to go after school in Evansville. We've had some wonderful fundraising events for the youth center like quacking, ducky derby along with 4th of July activities, and, of course, our local business fundraising end of year project.

This is the fourth year that we have two employees in the center to provide positive reinforcement, empower the youth, develop positive character, and have fun. Each year we have seen an increase in the number of students that have come to the center and an increase in the average attendance each night. Remember, this is a free place for these students to wait for rides, hang out with friends, and have positive, safe fun.

The students are involved in many activities at the center like community service projects, cooking, fun competitions, bowling, arts and creative crafts, and homework help. We have partnered with BASE (Building a Safe Evansville) for facilitated group discussions with the youth on topics such as peer pressure, drugs and alcohol, bullying, and other topics to assist the youth of our community in making good life choices today and in the future. Since we have had such increases of students over the last few years, it takes a lot to provide a snack and supplies for the students.

We appreciate your support of our efforts to provide this safe and positive place for our students in our community. Please keep the Evansville Youth Center in mind as the year ends. Your **tax deductible donation** can help us continue to provide programming at the Evansville Youth Center. We will provide a donation receipt upon request.

We also accept other donations to the Youth Center of items such as snack items (fruit, vegetables, pretzels, cake mixes, etc.) and youth fun items like: appropriate DVDs or VHS movies, or electronic games (Wii, GameCube, XBOX 360, PlayStation 2). These are just a few ideas for you.

We thank you for your time and any donation that you want to make to keep the Evansville Youth Center making a difference in our community.

Best Wishes,

Becky Bartlett, Director and Shannon Morice, Coordinator
Evansville Youth Center and the Evansville Youth Center Advisory Board

7-B-1

**CITY OF EVANSVILLE
MEMORANDUM**

May 14, 2013

To: Common Council
From: Dan Wietecha, City Administrator

DBJ

Re: Youth Center Building

Recommendation: Allow the Youth Center Advisory Board to approve private use of the Youth Center Building according to the following criteria:

- **Non-profit.** Private use of the building shall only be for non-profit entities.
- **Youth-oriented.** Non-profit entities using the building must be youth-oriented in their mission and/or operations.
- **Board approval.** Private use shall be pre-approved by the Youth Center Board.
- **Supervision.** Private use of the building must provide adult supervision in an appropriate adult-to-youth ratio during the entire time it is in use.
- **Deposit.** Private use of the building shall be required to provide a damage deposit prior to using the building.
- **Cleaning.** Private use shall be required to clean, repair, and restore the building to its original condition to the reasonable satisfaction of the Youth Center Board after using it.
- **Staff time.** Private use shall not result in Youth Center expense or employee time other than incidental time to provide a key, review the cleaning, etc.
- **Right to cancel.** For any recurring private use of the building, the Youth Center Board or City Council may cancel future use at its discretion without notice.
- **Indemnification.** Private use shall be required to reimburse, hold harmless, indemnify and defend the City of Evansville from and against any loss or liability resulting from the private use of the building.
- **During school year.** Private use shall only occur during the school year, generally early September through early June.

Background:

For several years, the City Council has had a written agreement allowing Oak Grove Church to hold recurring youth group meetings in the Youth Center building (209 S. First Street). In early 2013, the City Council allowed the Boy Scouts to use the building for an overnight outing. More recently, Family Respite Care Services has inquired into use of the building.

The Youth Center Advisory Board has requested a streamlined approval process to allow use of the building by youth-oriented, non-profit entities with approval by the Youth Center Board according to criteria rather than requiring each use to go to the City Council.



Student Information Sheet

Student's Name _____ Gender _____ Date of Birth _____

Student's Address _____
City _____ Zip _____

Resident of (circle one): Evansville (City) Union (Town) Magnolia (Town) Other _____

Student's Cell Phone _____ Home Phone _____ Grade _____

Parent/Guardian _____ Phone _____

Address (if different) _____
City _____ Zip _____

Parent/Guardian (if different) _____ Phone _____

Address _____
City _____ Zip _____

Parent/Guardian E-mail _____

Other Emergency Contact Information: _____

Name _____ Phone Number _____ Relation to Student _____

Name _____ Phone Number _____ Relation to Student _____

Please fill out both sides

BEHAVIOR ANALYSIS LOG

Student's name: _____

Date of the incident: _____

Description of the incident:

What actions did I take?

What was happening just before the disruption?

What could I have done to prevent the incident?

What steps should I take in the future to make sure this does not happen again?

EVANSVILLE YOUTH CENTER

Non-Profit Use Request

Name of Contact: _____ Phone: _____

Name of Organization: _____

Date of Use: _____ Time of Use: _____

Number of Students Expected: _____ Number of Supervisors: _____

Board Approval: _____

Date: _____ Deposit Rec. _____

CHECK OUT ITEMS

CHECK OUT ITEMS	
Kitchen/side door locked	
All burners & oven knobs OFF	
Tables wiped off	
Chairs pushed in	
Floors swept (if needed)	
Carpet vacuumed (if needed)	
Trash in waste	
Bathrooms clean	
Water fountain unplugged	
Electronics off (if used)	
Cues and other equipment in place (if used)	
ALL lights off	
Both front doors locked	
Comments	

January

2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	31	1 NO SCHOOL NO EYC	2
3	4 Craft of the Week: bracelets Game of the Week: cribbage	5 Movie & Popcorn	6 Simon Says	7 Doubles Ping Pong Tourn	8 Doubles Ping Pong Tourn	9
10	11 Craft of the Week: origami Game of the week: puzzles	12 Wii MarioKart Tourn	13 Wii Great Game Of Snowboard Cross	14 Wii Fit Challenges	15 Wii Fit Challenges	16
17	18 NO SCHOOL NO EYC	19 Let's Cook	20 Challenge Us!	21 Challenge Us!	22 SHORT DAY NO EYC	23
24	25 <u>Bowling</u> Craft of the Week: weaving Game of the Week: LEGOs	26	27 Singles Pool Tourn	28 Singles Pool Tourn	29 EYCTrivia	30
31	1	2	3	4	5	6

EYC COMMUNITY SERVICE PROJECTS

2015-2016

- Veteran's cards
- Baking donated to Care Closet
- Ornaments/decorations to Manor

2014-2015

- Hot chocolate to bus drivers/around neighborhood
- Vegetable garden

2013-2014

- Stuffed animals to pre-school
- Get well/birthday cards to distribute to elderly

2012-2013

- Baking donated to homebound
- Planted flower garden at The Heights
- Cleaned teacher's windshields and left a "thank you" note

2011-2012

- Raked neighborhood leaves
- Baked and get well/birthday cards to distribute to elderly
- Read to young children/ducks visited

SUPERVISING THE FLOOR

- ◆ Let the director know of any problems/situations (with names, if possible)
- ◆ Watch for aggressive behavior and get to the situation
- ◆ Collect sheets
 - sign-in sheet at the end of the week
 - sign-up sheets for games
- ◆ Stay moving and connect with individual students
- ◆ Learn names
- ◆ Check on:
 - Electronic games room
 - TV room
 - Computer screens (computer use guideline)
 - Bathrooms
 1. doors open
 2. one at a time
 3. check for trash, writing, t.p.
- ◆ collect \$ for 4-sale items
- ◆ serve snacks
- ◆ clean up and vacuum
- ◆ maintenance/cleaning of the center

Evansville Youth Center

Deposit Date:

	Activity Code	Taxable Total
	Coins	
	Currency	
10-5575-210		<u>0.00</u>

	Activity Code	Non-Taxable Total
	Coins	
	Currency	
10-5575-210		<u>0.00</u>

- | | # | Amount |
|----------------------|---|--------|
| 1000 Advertising | | |
| 1001 Resale | | |
| 1002 Snacks | | |
| 1003 Programming | | |
| 1004 Bldg Oper Maint | | |
| 1005 Prog Supplies | | |
| 1006 Miscellaneous | | |
| 1007 Fund Raising | | |

Total Checks

TOTAL DEPOSIT

#VALUE!

New Vendor

Date	Vendor Name	Vendor Address	Fund Line
Purchase Description		Vendor Ph #	Credit Account #

Date	Vendor Name	Vendor Address	Fund Line
Purchase Description		Vendor Ph #	Credit Account #

Lost Receipt

Date	Description	Personal Cost	City Cost	Fund Line
Reason for lost receipt:				

Were any alcoholic drinks purchased: Yes No

Did you pay for any other person's expense: Yes No

Amount paid _____

Amount paid _____

If yes who: _____

If yes why: _____

Date	Description	Personal Cost	City Cost	Fund Line
Reason for lost receipt:				

Were any alcoholic drinks purchased: Yes No

Did you pay for any other person's expense: Yes No

Amount paid _____

Amount paid _____

If yes who: _____

If yes why: _____

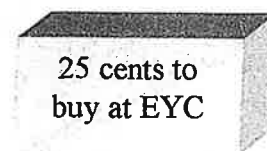
Earn Duck



Bucks



- ◆ Staff reward
- ◆ Helping staff/students on your own
 - Vacuum/sweep
 - Trash
 - Wash tables/dishes
 - Clean bathrooms
 - Dust



Special check out from Office

- Robot kits
- Jump ropes
- Kites
- Balls
- Bubbles
- Fishing equipment
- Frisbees
- Outdoor ping pong
- Spinning rings
- Frisbee golf bag
- Mini Pop-It!
- Mini Simon
- Tablet
 - Flat black back
 - Diamond back

Loiter (loitering, loitered, loiters)

- To stand idly about; linger aimlessly
- To proceed slowly or with many stops
- To delay or dawdle

**ABSOLUTELY, NO LOITERING IN
OR NEAR THE YOUTH CENTER**

FOR SALE

Gatorade	1.00	
Bottled Water50	
Soda75	
Mini-candy bar OR piece of candy25	
Snacks75	
Rice Krispie Treats	Chewy Bar	Snickers Bar
Reese's (2 cups)	Skittles	Twizzlers
Crackers w/PB	Ring Pop	Sour Patch Kids
Sunburst	Starburst	
Planters Peanuts	Chewy Dipps	
Cookies.....	1.00	
SlimJim	1.00	
Pixie Sticks.....	1.00	
Popcorn Bag.....	1.00	
AirHead Extremes	1.00	
Treats50	
Air Head	Fruit Gushers	
Fruit by the Foot	Laffy Taffy	
M&M (sharing size).....	1.50	

MOVIE ROOM DIRECTIONS

1. Turn On
 - a. TV
 - b. DVD or VHS player
 - c. Onkyo Stereo

2. Select Device
 - a. VHS = video 2 button on stereo
 - b. DVD = video 3 button on stereo
 - c. Radio = FM button on stereo

3. **THE ONLY OTHER BUTTONS YOU ARE ALLOWED TO TOUCH!**
 - a. Volume selection = large knob
 - b. Tuner + or -

EYC-Organization

Evansville Youth Center Board Reference Book

Youth Center - Organization

The purpose of this reference book is to help the Youth Center Board be a better governing body. This reference will help the Youth Center Board to plan, organize, lead, and make the EYC operations perform at a high level.

- **Contact List** – Phone and email for EYC Board and staff.
- **Roles and Responsibilities** – Overview of the responsibilities of the EYC Board and key staff positions.
- **Position Description: EYC Director** – Approved position description.
- **Position Description: EYC Coordinator** – Approved position description.
- **Committee Etiquette** – Bullet point reminders about mutual respect, an important enough topic that this page was actually taken from the City Council's reference book.
- **Providing Feedback that Works** – From Jeff Russell, tips for providing constructive feedback - can be used when dealing with employees, board members, and others.
- **Wisconsin Open Meetings Law** – Statutory and legal information about city public meetings, the problem of walking quorums, and notice and agenda requirements.

Youth Center Contact List

209 South First Street
Evansville, WI 53536

Phone: 882-0372

eyc100@att.net

Becky Bartlett, Director
cell: (608)220-1378
email: eyc100@att.net

Shannon Morice, Coordinator
cell:
home:

Dan Wietecha, City Administrator
office: 882-2263
cell: 751-9811
email: Dan.Wietecha@ci.evansville.wi.gov

Tony Ryerson, minor maintenance/custodial
cell: 575-5230

Public Works Department
on-call: 295-1451
Dave Wartenweiler, cell: 290-9665

City Hall
office: 882-2266

Advisory Board:

Justin Brooks, President
cell: 608-712-2987
home:
email: justin_53593@yahoo.com

Lisa James, Vice President
cell: 516-4864
home: 882-2416
email: matthiasjames@yahoo.com

Rachel Kleven, Treasurer
home: 882-0688
work: 882-5200 ext. 1119
cell: 658-0441
email: klevenannak@sbcglobal.net

Sandi Konkel, Secretary
home: 882-6862
cell: 295-1206
email: sandi.konkel@gmail.com

John Otto
cell: 751-8148
email: jkssr39@yahoo.com

Mike Maves
cell: 289-9035
email:
mavesm@evansville.k12.wi.us

Ben Ladick
home:
cell:
email: bladick@gmail.com

Roles and Responsibilities

Youth Center Board

The City Council has delegated the following responsibilities to the Youth Center Board:

- Receiving and evaluating monthly financial reports, monthly performance data, monthly attendance reports, program evaluations, and an annual report.
- Working to improve and expand services, as resources are made available.
- Assisting in securing funds needed to sustain the work of the Youth Center (grant writing/assistance, community fund raising, etc.).
- Formulating appropriate rules for the Youth Center's operation and procedures, in accordance with City laws, rules, and policies.

Youth Center Board President, Vice President, Secretary, Treasurer, School Liaison

In recent years,

Youth Center Director

EYC Director is responsible for the overall functioning of the EYC. Responsibilities include: effective daily supervision of attending, effective planning and delivery of fundraising events, developing and delivering appropriate youth programming, and recruiting and managing community volunteers. Responsibilities also include: developing and maintaining an EYC budget (under the supervision of the EYC Board) and attending monthly EYC Board meetings. The EYC Director is also expected to participate as an EYC representative at community events and committees.

Youth Center Coordinator

EYC Coordinator provides onsite staffing at EYC and other scheduled programs; Coordinator maintains safe, clean, and secure environment at EYC. Coordinator assists with planning, development, organization, and implementation of EYC programs and activities. Coordinator advises Youth Center Director on facility and program needs.

Volunteers

Volunteers help throughout the year with EYC programming and activities. They help during special events when additional hands are needed such as the Chili Cook-off, Fourth of July, and EYC Open House. Older high school students may be volunteers, especially when coordinated through National Honor Society or a school service project.

City Hall Staff / City Administrator

City Hall staff conduct accounts payable, bookkeeping, and payroll functions for all city departments, including EYC. City Administrator is responsible for the administrative direction and coordination of all employees of the city, including EYC staff.

Youth Center Director Position Description

Position Summary

Non-represented (non-union)

Part-time hours, Monday-Friday, approximately 2:30 to 6:30, with occasional evenings

Appointed by City Administrator

Supervised by Youth Center Advisory Board

The Evansville Youth Center (EYC) Director is responsible for the overall functioning of the EYC. Responsibilities include: effective daily supervision of attending youth from 3:00-5:30 each school day, effective planning and delivery of fundraising events, developing and delivering appropriate youth programming, and recruiting and managing community volunteers.

Responsibilities also include: developing and maintaining an EYC budget (under the supervision of the EYC Advisory Board) and attending monthly EYC Advisory Board meetings. The EYC Director is also expected to participate as an EYC representative at community events and committees.

Objectives

60% *To ensure the physical and emotional well-being of EYC attendees through careful and balanced daily programming, supervision and EYC events*

- Supervise Youth Center Coordinator.
- Recruit and supervise volunteers. Volunteers are needed to help staff EYC and for daily supervision of youth. Recruit volunteers through community resources such as: National Honor Society, athletic teams and other local establishments, community retirees, etc.
- Develop and carry out developmentally appropriate programming that meets the needs and interests of the youth, while also qualifying for available grants.
- Supervise and manage youth behavior to maintain an appropriate and safe environment for all youth in all locations within EYC
- Maintain EYC by coordinating youth/volunteer cleaning and ordering needed supplies through appropriate channels.
- Possess strong computer skills to effectively utilize current software like Word and Excel to communicate and inform to students, parents, schools, and the EYC Advisory Board. As well as generate flyers and other informative materials for the community.
- Develop attendance, budget, and discipline reports in Excel to turn in to the EYC Advisory Board.

20% *Plan and execute fundraisers for the EYC*

- Administratively manage licensing and marketing of all fundraising events with the city of Evansville. This includes working with: vendor contracting, State of

Wisconsin raffle requirements, marketing materials and tickets, food purchases, City of Evansville event planning process, etc.

- Aid in recruiting volunteers to help staff fund raising events such as: Chili Cook-off, 4th of July events, raffle ticket sales, etc; as well as managing the schedules of volunteers for fundraising events/activities.
- Research and apply for available grants and awards to help fund EYC, with the eventual goal of EYC not be dependant on taxpayer dollars.
- Network with other regional youth centers to maximize fundraising ideas and potential collaborative opportunities.

20% *Develop and manage age appropriate Youth Center programming*

- Develop weekly programming for EYC attendees on a large range of topics that interest the students including: health, first aid, personal interests, etc. This programming needs to be researched with other Centers to maximize funding and attendee satisfaction.

All percentages are approximate to denote the general amount of time generally required of job duties. Youth Center Director shall also perform other duties as may be assigned consistent with the organization and operation of the EYC programs.

Qualifications

High School diploma or equivalent with seven or more years of related experience in all facets of the position; or an advanced degree in a related field.

Capability to work consistently with a volunteers, EYC Advisory Board, and children and parents.

Excellent written and verbal skills, along with excellent presentation skills.

Ability to patiently manage energetic and challenging youth behavior in a firm but caring approach.

Ability to work independently with little direct supervision.

Ability to act swiftly, reasonably, and logically in an emergency; basic first-aid skills preferred.

Comprehensive computer skills and administrative skills such as: budgeting, scheduling, fundraising, marketing, recruiting, and reporting.

Proof of excellence in prior professional roles and an ability to pass appropriate background checks.

Approved by Finance & Labor Relations Committee on July 7, 2011.

Youth Center Coordinator
Position Description

Non-represented (non-union)

Part-time hours, Monday-Friday, approximately 2:45 to 5:30

Appointed by City Administrator

Supervised by Youth Center Director

Duties:

1. Provide onsite staffing at the Youth Center and other scheduled programs.
2. Assist and provide staff guidance for Youth Center volunteers.
3. Perform general clerical assignments such as mailings, documentation, filing, and written monthly report
4. Maintain safe, clean, & secure environment at the Youth Center.
5. Advise Youth Center Director on facility and program needs.
6. Assist with planning, development, organization, and implementation of Youth Center onsite programs and activities.
7. Assist with marketing, promotions, and public relations of programs.
8. Assist with fundraising activities for the Youth Center.
9. Exhibit cheerful and friendly attitude and show respect and concern for others.
10. Other similar duties as may be assigned consistent with the organization and operation of the Youth Center programs.

The position requires verbal and written communication skills with the ability to effectively communicate with and to work well with customers, other employees, volunteers, and members of the community.

The position functions with a great deal of independence. As a result, strong organizational and problem solving skills, as well as the ability to demonstrate good judgment, are necessary.

Approved by Finance and Labor Relations Committee on July 7, 2011

Committee Etiquette

Whether you're on the Common Council, one of its committees, or a separate board, you can't do it by yourself. One of the responsibilities of public leadership is the ability to resolve diverse interests. That involves the legitimate exchange of ideas; there may (and should) be disagreement, but it should never be personal.

Trying to put common sense into common practice, here are a few reminders about mutual respect among committee members.

- First of all, thank you. Sometimes (hopefully not too often) your role will feel like a thankless job. So a very sincere thank you for your public service.
- Each committee member brings a different set of background experiences and perspective. With more rounded discussions, we tend to find that the group's decision is better than could have been made by any one member.
- All members at one time or another will find themselves in the minority on some issue. Don't take it personally.
- Be on time. Simply as a matter of courtesy to the public and rest of the committee. We can usually reschedule meetings to accommodate personal schedules if there is a conflict.
- Be present. Please call ahead if you're going to be absent. On rare occasion, we've had to cancel a meeting for lack of a quorum.
- Be prepared. There can be a lot of material to cover in a meeting. Reviewing your packet or background materials in advance will help make the meeting and discussion go smoother.
- Listen first. There are two sides to every story. Listen to the public, to staff, and to other officials.
- Some informal Coffee Klatsch (or other gathering) will have opinions and questions about city business. It is great to hear public opinion whenever you can. But these settings are often misinformed by rumors; you can help answer their concerns with accurate information.
- Don't make promises which you or the city can't keep.
- Usually the committee chair (or staff) writes the agenda (and minutes). The chair is not a gatekeeper to decide what can or can't be discussed. Any committee member should be able to bring up a subject for discussion (just remember the need to have agenda items properly noticed).

Providing Feedback that Works!

The purpose of providing constructive feedback is to reinforce (celebrate) what others are doing that's good while sharing information with them that asks for specific changes in behaviors or outcomes. Feedback is a powerful way to shape others' behavior and foster learning to drive better and healthier relationships.

Why Giving Constructive Feedback is Difficult

- Strong emotions on both sides: discomfort at *giving* constructive feedback and fear and defensiveness at *receiving* feedback.
- Too much of a focus on the *character* of the person vs. his or her behaviors and outcomes.
- A lack of clarity on what needs to change.
- A lack of clarity on what *replacement* behaviors or outcomes are desired.

Twelve Tips for Giving Constructive Feedback for Great Results!

To be most effective when giving constructive feedback . . .

1. **Focus on outcomes.** Framing constructive feedback within the context of crucial business goals (e.g., improve customer service, reduce response time, lower operating costs, etc.) or relationship goals (e.g., stronger and healthier relationship) helps transform feedback into an opportunity to build more honest communication and perhaps address important problems/challenges.
2. **Invest in the relationship.** Giving feedback to people with whom you don't have a strong and effective relationship will only strain and perhaps even destroy the relationship. Invest in building strong relationships with others where giving constructive feedback is just part of the healthy relationship.
3. **Make giving feedback routine and holistic.** Get into the habit of providing feedback on a regular basis: routinely highlight the *good things* that you see with the other person and also areas where you'd like to see him or her change. Develop comfort with giving feedback by providing positive and constructive feedback frequently. More frequent feedback also builds greater comfort for feedback in others. *Holistic* feedback means that you don't just focus on the negative or positive – you include both in your feedback. Over time your feedback should cover all aspects of the employee's work.
4. **Time your feedback.** The best feedback is immediate feedback (as close as possible to the behavior you want the person to change).
5. **Focus on *behaviors* and *outcomes*, not the person** – and let the other person know that his or her behavior or the *results* of this behavior are what you are talking about.
6. **Focus on specifics.** Use specific examples, facts, dates, names, and so forth that identify what the person (a) has done or not done, (b) the impact of these behaviors or outcomes, and (c) what you want the person to do differently. You need to be clear about *what* needs to change, *why* it needs to change, and what *new behaviors or results* you want instead.

7. **Suspend your judgments.** Try to focus on the person's specific behaviors and outcomes rather than on the person's character. Set aside your preconceived notions of *why* the person would do/not do these things and be open to what you can learn from the person.
8. **Be descriptive rather than evaluative.** By avoiding evaluative language, the other person has less of a need to react defensively. Instead of stating "This was really unprofessional" or asking "What were you thinking?!" simply describe the behavior/outcomes and ask the reasons why the person did what he or she did.
9. **Test your assumptions.** Rather than assume that your view of the "facts" (what happened and when) and the data is the correct one, share with the other person your understanding of what happened, the assumptions you've made, and how you've interpreted his or her behavior. By sharing and testing your assumptions, you give the person an opportunity to *correct* your understanding – or at least offer another version for you to consider.
10. **Strive to achieve a shared understanding of the facts.** Before moving toward exploring the causes of the person's behaviors/outcomes and working with him/her to develop an action plan for the new behaviors, first strive for a shared understanding with the person regarding what happened, why it happened, and the consequences of the behaviors/outcomes. Getting agreement on these fundamentals is crucial. You both should be on the same page regarding these issues before identifying the root causes and identifying new behaviors and outcomes.
11. **Ask questions.** To make the constructive feedback part of a conversation focused on learning and development, ask questions that demonstrate that you are eager to hear the other person's perspective and insights. Questions might include:
 - *How do you see this situation? If you see things differently, tell me more about what that different view is.*
 - *How might you do things differently next time?*
 - *What could have made things go better?*
 - *What are the long-term implications if this situation doesn't change?*
 - *What do you need from me at this time to support you in working in the new ways we've discussed in the future?*
 - *What feedback do you have for me that would help me be a better partner in this relationship?*
12. **Be open to receiving feedback from the other person.** The feedback you give should be part of a two-way conversation and you should actively solicit feedback from the person on what he or she may want differently from you.
13. **Follow-up and follow-through.** Set a time to follow-up with the other person to verify that the relationship is moving in the right direction. Follow-through on what you said you would do. Keep investing in the relationship.



Wisconsin Open Meetings Law

§§ 19.81-19.98, *Wisconsin Statutes*

Revised by LGC Local Government Law Educator Philip Freeburg, J.D.
March 2010

This Fact Sheet is part of a series of publications produced by the UW-Extension's Local Government Center. More information about open government and open meetings laws, as well as a variety of other topics, can be found on our website, <http://lgc.uwex.edu>.

Policy

§19.81

A. Declaration. The legislature declares that state policy is to

1. enable the public to have “the fullest and most complete information regarding the affairs of government as is compatible with the conduct of government business.”
2. ensure that meetings of governmental bodies are held in places reasonably accessible to the public.
3. ensure that such meetings are open to the public unless otherwise expressly provided by law.

B. Interpretation. The Open Meetings Law is to be “liberally construed” (i.e. broadly interpreted) to achieve the purpose of open government. (The rule that penal statutes are strictly construed applies only to the enforcement of forfeitures under the law.)

Definitions; Coverage

A. “Governmental bodies” subject to the Open Meetings Law

1. **State & local bodies.** A “governmental body” under the Open Meetings Law includes any state or local agency, board, commission, committee, department or council created by law, ordinance, rule or order. §19.82(1). At the local level, bodies covered include school boards, county, village and town boards, city councils, and all their committees, commissions and boards. The term “rule or order” has been broadly interpreted by the attorney general to include formal and informal directives by a governmental body or officer that sets up a body and assigns it duties.¹ §19.82(1). The term would include resolutions.
2. **Governmental & quasi-governmental corporations; other bodies.** In addition to the above, the term “governmental body” under the law includes governmental and quasi-governmental corporations and certain other specified entities. §19.82(1). A

governmental or quasi-governmental corporation includes corporations created by the legislature or by other governmental bodies under statutory authorization.² Quasi-governmental corporations are not just those created by a governmental body, but are those corporations that resemble governmental corporations.³ Determining if an entity, such as an economic development corporation, resembles a governmental corporation depends on the totality of facts about the entity determined on a case-by-case basis.⁴ Thus no single factor is determinative, but courts have considered several factors:

- a. whether the entity performs or serves a public function, contrasted with any purely private function, even if public function is merely recommending action to a governmental body,⁵
 - b. the degree of public funding,⁶
 - c. government access to the entity's records,⁷
 - d. express or implied representations that the entity is affiliated with government,⁸ and
 - e. extent government controls the entity's operation, such as appointing directors, officers or employees, or officials serving in those positions.⁹
3. **Special and advisory bodies.** Special study committees and other advisory committees set up by a local officer, the local governing body or by a body it has created are also subject to the law.¹⁰
4. **Collective bargaining.** A local governmental body conducting collective bargaining is not subject to the law. However, notice of reopening a collective bargaining agreement must be given under the Open Meetings Law and final ratification of the agreement must be done in open session under such law. §§19.82(1) & 19.86.

B. "Meetings" under the Open Meetings Law

1. **Definition.** A meeting is defined as a gathering of members of a governmental body for the purpose of exercising responsibilities and authority vested in the body. §19.82(2). The courts apply a *purpose test* and a *numbers test* to determine if a meeting occurred.¹¹
2. **Purpose & numbers tests**
 - a. **Purpose test.** This test is met when discussion, information gathering or decision-making takes place on a matter within the governmental body's jurisdiction. This test is met even if no votes are taken; mere discussion or information gathering satisfies the test. Notice is therefore required if the *numbers test* is also met.
 - b. **Numbers test.** This test is met when there are enough members to determine the outcome of an action. If the *purpose test* is also met, then a meeting occurs under the law. The numbers test may be met if fewer than one-half of the members of the body are present—if such number can determine the outcome. This is called a "negative quorum." For example, since amending an adopted

municipal budget requires a two-thirds vote, a meeting occurs when one third plus one of the members meet to discuss the matter.¹² (This number can block the required two-thirds vote to pass a budget amendment.)

3. **“Walking quorums”; telephone calls; email.** A series of gatherings of members of a governmental body may cumulatively meet the numbers test, making a “walking quorum” in violation of the Open Meetings Law if the purpose test is also met.¹³ Telephone conference calls among members, when the two tests are met, qualify as meetings, and must be held in such manner as to be accessible to the public, as with use of an effective speaker system.¹⁴ (Telephone conference meetings should be used rarely, and preferably held only after seeking the advice of legal counsel.) A “walking quorum” by successive telephone calls is also subject to the law. Emails, instant messages, blogs and other electronic message forms could also be construed as a meeting of a governmental body. While courts have not addressed this specific issue, the State Attorney General’s Office advises the issue turns on whether the communications are more like an in-person discussion, such as a prompt exchange of viewpoints by members, or more like a written communication, which generally does not raise open meeting law concerns.¹⁵
4. **Multiple meetings.** A meeting under the law may occur when a sufficient number of members of one governmental body attend the meeting of another body to gather information about a subject over which they have responsibility. Unless the gathering of the members is by chance, a meeting should be noticed for both bodies.¹⁶
5. **Certain gatherings not meetings.** Chance gatherings, purely social gatherings, and joint attendance at conferences, where the *numbers test* is met, are not meetings if business is not conducted (that is, if the *purpose test* is not met). §19.82(2).
6. **Presumption of a meeting.** If one-half or more of the members of a governmental body are present, a statutory presumption exists that there is a meeting. This presumption can be overcome by showing that the *purpose test* was not met or that an exception applied. §19.82(2).
7. **Town & drainage board exceptions.** Limited exceptions to when a “meeting” occurs under the Open Meetings Law have been created for *town boards*, *town sanitary commissions* and *drainage boards* gathering at certain sites. §19.82(2).
 - a. **Exception.** The town board may gather at the site of a public works project or highway, street or alley project approved by the board for the sole purpose of inspecting the work, without following the usual notice, accessibility and other requirements under the Open Meetings Law. §60.50(6).¹⁷
 - b. **Notice.** To come under this exception, the town board chairperson or designee must notify news media by telephone or fax of the upcoming inspection, if the media have filed a written request for notice of “such inspections in relation to that project.”

- c. **Report.** After the inspection, the town board chairperson or designee must submit a report describing the inspection at the next town board meeting.
- d. **Prohibition on taking action.** No town board action may be taken at the inspection site.
- e. **Sanitary commissions & drainage boards.** The same exception and requirements apply to town sanitary commissions gathering at one of their public works projects, with the notice and reporting duties performed by the commission president or designee. §60.77(5)(k). A similar provision applies to drainage district boards gathering at specified sites. §88.065(5)(a).

Notice and Access

A. Accessibility. The place of meeting must be reasonably accessible to the public, including persons with disabilities. §19.82(3). Accordingly, the facility chosen for a meeting must be sufficient for the number of people reasonably expected to attend.¹⁸

B. Public notice; posting. Public notice is required for every meeting of a governmental body. §§19.83 & 19.84. This notice may be accomplished by posting in places likely to be seen by the public; a minimum of three locations is recommended.¹⁹ The notice requirements of other applicable statutes must be followed. Although paid, published newspaper notices are *not* required by the Open Meetings Law, other specific statutes may require them.²⁰ §19.84. If notices are published, posting is still recommended.

C. Notice to media. Notice must be provided to news media who have requested it in writing. §19.84(1)(b). Notice may be given in writing, by telephone,²¹ voice mail, fax or email. Written methods are preferable because they create a record that can be used to show compliance with this notice requirement. Notice must also be provided to the governmental unit's official newspaper, or, if there is no official newspaper, it must be sent to a news medium likely to give notice in the area.

D. Notice of certain disciplinary & employment matters. Actual notice must be given to an employee or licensee of any evidentiary hearing or meeting at which final action may be taken at a closed session regarding dismissal, demotion, licensing, discipline, investigation of charges or the grant or denial of tenure. §19.85(1)(b). The notice must contain a statement that the affected employee or licensee has the right to demand that such hearing or meeting be held in open session.

E. Timing of public notice. At least a 24-hour notice of a meeting is required; however, if 24 hours is impossible or impractical for good cause, a shorter notice may be given, but in no case may the notice be less than 2 hours. §19.84(3). This "good cause" provision allowing short notice should be used sparingly and only when truly necessary.

F. Separate public notice required. A separate notice for each meeting is required. §19.84(4). A general notice of a body's upcoming meetings is not sufficient.²²

G. Public notice contents

1. **Items shown.** Notice must specify the time, date, place and subject matter of the meeting. §19.84(2).
2. **Specificity.** The notice must be “reasonably likely to apprise members of the public and the news media” of the subject matter of the meeting. §19.84(2). In other words, the notice must be specific enough to let people interested in a matter know that it will be addressed. The determination on specificity is made on a case-by-case basis using information available at the time of giving notice. What is reasonable specificity based on the circumstances involves three factors:
 - a. the burden of providing more detailed notice. This factor balances specificity with the efficient conduct of public business.
 - b. Whether the subject is of particular public interest. This factor considers the number of people interested and the intensity of the interest.
 - c. Whether the subject involves non-routine action that the public would be unlikely to anticipate. This factor recognizes that there may be less need for specificity with routine matters and more need for specificity where novel issues are involved.²³

The State Attorney General advises that a generic meeting notice that contains expected reports or comments by a member or presiding officer should state the subjects that will be addressed in the comments or reports. The Attorney General’s Office further advises that subjects designated simply as “old business,” “new business,” “miscellaneous business,” “agenda revisions,” or “such other matters as are authorized by law” without further subject designation are inherently insufficient notice.²⁴

3. **Anticipated closed session.** If a closed session on an item is anticipated, notice of such item and closed session must be given, and the statutory citation allowing closure should be cited. §19.84(2).
4. **Consideration limited.** Consideration of matters in open and closed session is limited to the topics specified in the notice, except as noted in 5. §§19.84(2) & 19.85(1)(intro.).
5. **Public comment.** The notice may provide for a period of “*public comment*.” During this period the body may receive information from members of the public and discuss such matters (but may not take action on them unless properly noticed). §§19.83(2) & 19.84(2).

H. Openness; recording & photographing. Meetings must be open to all persons, except when closed for a specific purpose according to law (see following heading). §§ 19.81(2) & 19.83(1). In addition, the governmental body meeting must make a “reasonable effort to accommodate” persons wishing to record, film or photograph the meeting, provided that such acts do not interfere with the meeting or the rights of participants. §19.90.

EYC-Policies

Evansville Youth Center Board Reference Book

Youth Center - Policies

The Youth Center Board has authority to develop appropriate rules for the Youth Center's operations and procedures, in accordance with City laws, rules, and policies. The Board also needs to allow its staff sufficient discretion to run EYC on a day-to-day basis. EYC's most significant policies and procedures are presented here.

- **Mission Statement** – Acts as a guide for decision-making by EYC board and staff. Also important for some grant applications.
- **Student Conduct** – Statements of conduct and behavior expected by students at EYC. The student registration form also notes that we enforce our rules vigorously and have high expectations of our youth.
 - **Behavior Expectations**
 - **Code of Conduct**
 - **All school behaviors apply...**
- **Procedures** – The EYC is intended to be a safe and nurturing environment for students. Poor behavior needs to be corrected because it runs counter to maintaining a safe and respectful environment. It is better for students to learn from and have a chance to correct their misconduct early rather than to allow it to escalate to something more severe.
 - **Behavior Consequences**
 - **Student Fight Sheet**
 - **Think Sheet**
- **Incident and Discipline** – EYC Director is expected to log information about significant incidents and discipline of students.
 - **Behavior Analysis Log**
 - **Incident Report Form**

The Evansville Youth Center has been created to give our young people a safe, fun, and healthy environment to grow into their full potential with a positive and caring attitude. With dedicated directors and good role models, we hope to help them extend that vision of a strong and purposeful future back into the community with enthusiasm and commitment.

* * * * *

Concurrently we strive to help the youth of Evansville, WI set higher standards and personal goals for themselves as well as offer the support they need to be successful along with an atmosphere that is safe and conducive to learning.

Goals: The Youth Center will

1. strive to provide special activities and educational programming for participants.
2. provide a welcoming, non-threatened, neutral environment for youth.
3. develop more options for Evansville youth.
4. assist in the collaboration of services for youth and their families.

Behavior Expectations

Students:

1. are responsible for their actions and accept consequences of their inappropriate behavior.
2. will abide by the laws of the nation, state, and community.
3. will abide by the administrative procedures set up by the Youth Center staff.
4. conduct themselves in a way as to benefit the Youth Center atmosphere.
5. need to be courteous and respectful to staff, volunteers, and youth in the Youth Center.
6. need to respect personal property of the Youth Center and visitors to the center.
7. should seek assistance from staff when problems arise.
8. always maintain a positive attitude toward others in the Youth Center.
9. should take advantage of the opportunities for personal growth provided at the Youth Center.
10. should maintain open lines of communication .
11. need to contribute to the development of a warm, positive atmosphere.
12. should notify staff of any potentially dangerous situations
 - ◆ drugs, alcohol, narcotics
 - ◆ planned fights and/or assaults
 - ◆ rumors of threats that may affect safety
13. appearance/dress should not disrupt the environment and/or safety of the center
 - ◆ shoes must be worn at all times, no wheelies
 - ◆ no hats etc. within the building
 - ◆ sunglasses/dark glasses unless prescription
 - ◆ clothing that is revealing, suggestive, or pictures condoning illegal activity

Code of Conduct: Students will be disciplined and receive consequences for inappropriate behavior:

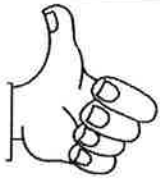
1. discrimination
2. sexual harassment
3. fights and other disruptive behavior
4. bullying/retaliation
5. possession/use of alcohol/drugs/narcotics
6. Appropriate use of computers and Internet use. Students will NOT:
 - ◆ damage computer equipment, peripheral devices, or the computer systems.
 - ◆ change computer settings or configurations
 - ◆ use accounts of certain sites such as, but not only, Facebook, chat rooms, or instant messaging, etc.
 - ◆ access/share personal information (personal addresses, phone numbers, passwords, or other personal data) or other student's files
 - ◆ install software in violation of copyright laws
 - ◆ download or distribute files, games, programs, music, or other electronic medium in violation of copyright laws
 - ◆ use the computer/Internet to hurt, harass, attack, or harm other people or their work.
 - ◆ use the internet for any illegal or threatening activity
 - ◆ download instructions/pictures of pornographic, drug alcohol, weapons, gang activity, or hacking information
 - ◆ violate copyright laws or plagiarize information
 - ◆ view, send, display, or download obscene, profane, lewd, vulgar, rude disrespectful, threatening, or inflammatory language, messages, graphics, or pictures
 - ◆ use the Internet access for personal profit in any way
 - ◆ create personal or unauthorized web pages
 - ◆ post defamatory comments to on-line communities, chain letters, virus hoaxes, inappropriate humor, or other useless information
 - ◆ post libelous, defamatory, offensive, racist or obscene remarks

All school behaviors apply here and outside:

- ◆ **Hands off**
- ◆ **Language**
- ◆ **Snowballs**
- ◆ **Aggressive**

BEHAVIOR CONSEQUENCES

- 1. Conference with Director,
Becky Bartlett**
 - ◆ Written plan of action**
 - ◆ Acceptance of apology**
- 2. Conference with student,
student's parent(s), and
Director, Becky Bartlett**
- 3. Loss of privileges for a
specific period of time**
- 4. Behavior contract**



Think Sheet

Name _____

The inappropriate behavior I displayed was: _____

When it happened: _____

Why it happened: _____

I chose to ignore the following character traits:

- Cooperation _____
- Respect _____
- Following Rules _____
- Caring _____
- Honesty _____
- Responsible _____
- Dependable _____
- Understanding _____
- Helpful _____

(other)

Which traits would have helped you to avoid the situation?

What will you choose to do next time?

What should the consequence be? _____

Describe what you will do to show good character from now on: *(Use the character traits you checked).*

Signature: _____ Date: _____

BEHAVIOR ANALYSIS LOG

Student's name: _____

Date of the incident: _____

Description of the incident:

What actions did I take?

What was happening just before the disruption?

What could I have done to prevent the incident?

What steps should I take in the future to make sure this does not happen again?

INCIDENT REPORT FORM

Student's Name _____ Date _____

Teacher _____ Room _____

- | | |
|--|--|
| <input type="checkbox"/> Refusing to work | <input type="checkbox"/> Destroying property |
| <input type="checkbox"/> Throwing items | <input type="checkbox"/> Talking without permission |
| <input type="checkbox"/> Disrupting with noises | <input type="checkbox"/> Using inappropriate language |
| <input type="checkbox"/> Teasing classmates | <input type="checkbox"/> Refusing to follow directions |
| <input type="checkbox"/> Moving out of assigned area | <input type="checkbox"/> Making inappropriate gestures |
| <input type="checkbox"/> Sleeping | <input type="checkbox"/> Using physical aggression |
| <input type="checkbox"/> Employing excessive and inappropriate attention-seeking behaviors | |

Supporting Details _____

Actions Taken _____

Outcomes _____

EYC-Finance

Evansville Youth Center Board Reference Book

Youth Center – Finance

Annually, the City Council adopts an operating budget representing the ongoing services and activities the city performs. Besides the annual ritual of developing and adopting the budget, Evansville uses the budget throughout the year as a management tool to act as a responsible steward of public dollars (whether they are tax dollars, grants, or donations).

- **2012 Operating Budget** – The approved operating budget has two primary sources of revenue: city general support and fundraising. The city general support basically covers expenses for staff, building utilities, and building repairs. Fundraising basically covers expenses for programming and activities, equipment and supplies, phone/internet, building cleaning, and remodeling.
- **Donations Policy** – As more of the city’s departments have taken on some fundraising activities, the City Council adopted this policy to ensure compliance with applicable laws and accounting procedures and to allow city staff appropriate discretion for their operations.
- **United Way** – EYC was awarded \$1300 per year 2012-2013 for programming. This needs to be budgeted and planned; annual outcome reports are required.
 - **Overview Notes**
 - **Award Notification – Letter and Scoring**
 - **Year End Reporting**
 - **Outcomes Report**
- **Fundraising History** – Brief highlights of what has and what hasn’t worked.
- **Proposal Writing Short Course** – A grant application should meet the needs and expectations of the potential funding organization. This article provides a generally outline to consider for preparing a well thought out grant application.

EYC 2012 Operating Budget

Revenues:

City General Support:	\$ 21,000
Fundraising/Grants:	\$ 7,500
Total Revenues:	\$ 28,500

Expenses:

Staff:	
Director (\$12/hr, 20 hrs/week, 44 weeks)	\$ 10,560
Coordinator (\$8/hr, 12.5 hrs/wk, 44 wks)	\$ 4,400
FICA (7.65%)	\$ 1,145
Utilities and Repairs (City Building):	\$ 4,895
Clean and Remodel (EYC Building):	\$ 3,000
Programming:	\$ 1,000
Snacks:	\$ 500
Fundraising Expenses:	\$ 2,000
Miscellaneous:	\$ 1,000
Total Expenses:	\$ 28,500

Comments:

1. This was first year not contracting with YMCA, so much of the budget was estimated and expected to be refined with experience.
2. At its most basic level, the budget was city general support of \$21,000 for staff and building and fundraising of \$7,500 for programming and all other operating expenses.
3. Revenue and expense categories may be changed to better track EYC finances and incorporated into chart of accounts/activity codes.
4. Programming expense of \$1,000 should be increased to minimum of \$1,300 to comply with United Way funding.
5. Budget does not include using EYC fundraising balance from prior years.
6. Budget does not include sales of candy/soda.
7. Distinction between City Building and EYC Building could be better identified.

**CITY OF EVANSVILLE
DONATIONS & FUNDRAISING POLICY**

I. PURPOSE AND NEED FOR POLICY

The City of Evansville recognizes the value of private contributions to allow individuals and organizations to take an active role in improving the quality of life and promoting wider enjoyment of community activities and resources.

II. POLICY

- Promote consistent and best practices by all city employees and departments.
- Ensure compliance with applicable laws and accounting procedures.
- Allow city staff appropriate discretion for their operations.

III. PROCEDURES

- City shall annually adopt a balanced budget. Budget amendments will typically be considered mid-year and at year-end. Revenues and expenditures related to donations or fundraising activities shall be included in the budget or budget amendment.
- Donation and fundraising activities shall follow proper accounting protocols, coordinated through the city's Finance Department.
- No department shall be allowed to maintain a checking or savings account for fundraising activities that is separate from the city's accounting system, except as legally approved by the Common Council.
- Charitable contributions to the city are tax-deductible under section 170(c)(1) of the Internal Revenue Code if made for a public purpose.
- All gifts shall be used to the greatest extent practical, including carrying unspent funds over from year to year, for the specific purpose for which they were solicited.
- All gifts shall be the property of the City of Evansville.
- All donated funds collected by any city officer or employee shall be deposited or provided to the Finance Director/Treasurer within three (3) days.
- No department shall conduct a raffle without prior approval by the Common Council.

IV. RESPONSIBILITY AND AUTHORITY

- Solicitation of voluntary contributions shall not violate applicable ethics code, city policy, city ordinance, or state statute.
- Gifts, for specific or general purposes, which do not require the expenditure of more than \$1000 annually to administer and maintain and which place no legal burden upon the city other than to use the gift for its intended purpose may be solicited or accepted by department heads as they deem appropriate for operation of their departments in compliance with this Policy. Department heads shall notify their committees of the nature, value, and purpose of such gifts.
- Gifts, for specific or general purposes, which require the expenditure of more than \$1000 annually to administer and maintain or which place a legal burden upon the city other than to use the gift for its intended purpose may be solicited or accepted by department heads in compliance with this Policy only after approval by the Common Council.
- Department heads shall be responsible for appropriate acknowledgement, thank you, and/or receipt for donors.

United Way – Overview Notes

United Way of North Rock County awarded \$1300 per year 2012-2013 to EYC for programming (not overhead).

- Need to budget this and be able to report how funds used for programming
- EYC can/should apply in future funding cycles to renew the grant
- United Way Impact Area: helping children and youth achieve their potential
- Need to comply with United Way policies

Funding proposal included:

- Documented need
- Targeted audience
- Programming strategies/activities
- How deliver service
- Overall operating budget
- Financial documentation/audit
- Accountability structure – who/how review

Need to be able to report on outcomes identified in “logic model” in EYC proposal:

Short-term:

1. Middle level students will improve their behavior by participating in activities at the Center.
2. Develop positive and respectful attitudes towards other students and adult volunteers by cooperating in the Center, during other events and activities.
3. Develop a sense of community by working with community service projects and other programs

Medium-term:

1. Increase awareness of and their attitude toward drug use and violence.
2. Through programs at the Center, middle level students will learn positive decision making skills.

November 30, 2011

Dan Wietecha
City of Evansville
PO Box 76
Evansville, WI 53536

RECEIVED
DEC 16 2011
CITY OF EVANSVILLE

GIVE. ADVOCATE. VOLUNTEER.
LIVE UNITED 
United Way
of North Rock County

205 N. Main Street, Suite 101
Janesville WI 53545
(608) 757-3040
www.uwnrc.org
unitedway@uwnrc.org

Dear Dan:

On behalf of our board of directors, staff and volunteers, we would like to extend our thanks for your diligence and patience as we made the transition this year to an electronic grant application process. Over the course of the next 24 months, we will continue to engage you and seek your input to improve the process. In the long-term, we are confident that these changes will benefit us all.

As you know, United Way of North Rock County is volunteer driven and this is perhaps, no more apparent than during the grant process. We have recruited people from across the community who bring the passion and expertise to the task before them and have mobilized these volunteers in four impact areas: Education, Income, Health, and Families. The Impact Team volunteers take their role very seriously.

The United Way grant process is results oriented and based on meeting community needs through identified strategies in each of the four impact areas. They received education on community needs; reviewed the 2012-2013 Grant Letters of Intent and Grant Application; Program Logic Model; and Program Budget. They listened to the grant presentation and asked questions about the proposal. We believe they have done a good job and commend them.

The United Way of North Rock County board of directors met Wednesday, November 16, 2011 and approved Partner Agency Program Grants for 2012 and 2013 as recommended by United Way's Community Impact Council.

The United Way of North Rock County program grant is approved for specific programs as reflected on the enclosed Grant Award Report. The grant is distributed annually beginning January 1, 2012 and will be the same for 2013. In addition, the grant is subject to the success of the 2011 and the 2012 campaigns and is in addition to any donor designations to your United Way funded programs.

Decisions were made based on the application, request, budget, community needs and how the program partners responded to team questions. Volunteers also utilized a variety of tools and information during the process including:

- United Way Impact Area Strategies
- Community needs as identified through the grant application; CORD – Collaborating Organizations Responding to Dislocation; Community Action 2010 Needs Assessment; First Call 2010 Call Reports; Public Sector Leaders Conversations; and the Rock County Comprehensive Needs Assessment.
- Program Mix to include programs that address basic needs/crisis; intervention; and prevention activities.
- Grant Application Criteria and Score (see attached).

- Agency Capacity and Financial Status – review of the organization's financial statements; audit, IRS 990 and completion of United Way's Partner Certification Form.

The enclosed Program Grant Award Report provides information regarding the grant, application scores, and team comments. It is requested that you share the report with your board of directors. We are happy to meet with you to discuss this decision should you have any questions.

The measure of United Way is not in the fundraising campaign, but in the ways we are impacting the community – in connecting people across the county and improving the foundations of our communities. Your role as partner in this objective is incredibly valuable and we look forward to continuing to build on that relationship.

Thank you for your participation in the 2012-2013 grant process. The work your organization does is meaningful and moves us closer to creating lasting change. We are proud to partner with you.

Sincerely,



Bill Boyd
Community Impact Council Chair

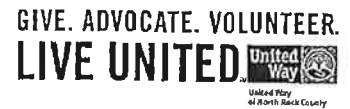


Ronald K. Ochs
President

cc: Mason Braunschweig

2012-2013 Grant Award Notification Form

United Way of North Rock County – November 2011



United Way of North Rock County fulfills its mission by providing funding for programs that present measurable solutions to problems within United Way defined impact areas. It is the objective of United Way to fund programs which are efficient in administration and operation while avoiding duplication of services. United Way funds will be used only for direct program expenses.

City of Evansville

2012-2013 Grant	Program	Evansville Youth Center
Grant Request		\$1,500
Grant Award		\$1,300
Evaluation Criteria	Maximum Points	
Documented Need & Target Population	5	3
Alignment – Impact Area and Strategy	5	3
Program Service Delivery	5	3
Program Outcomes	10	6
United Way Request & Program Budget	5	3.3
Total Points	30	18.3

Impact Team Comments

<p>Evansville Youth Center</p>	<p>Good statistics identifying the needs. This program has been revamped, but the numbers are up, particularly for girls and the program meets a basic community need. Significant growth in kids over the last year. Fills a need. There is community collaboration with AWARE and Partners in Prevention. Outcomes can be looked at. Good planning. The program shows great promise. The outcomes could be beefed up a little. Include the email and paper surveys you have planned and what you'll measure with these. Looking forward to seeing measured outcomes next year. How do you measure self-confidence?</p>
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**United Way of North Rock County
 Impact Areas and Investment Strategies**



Impact Area	Vision Statement	Strategies
<p>EDUCATION - Helping Children and Youth Achieve their Potential</p>	<p>"All children and youth will have supportive learning and development opportunities to grow and become responsible adults."</p>	<ul style="list-style-type: none"> • Support children and youth through: <ul style="list-style-type: none"> ◦ early learning and care services ◦ before and after school programs ◦ character and leadership development, ◦ recreational experiences • Emphasize academic success for children of all ages. • Expand opportunities for children and youth to bond with peers, mentors and positive role models.
<p>INCOME - Meeting Basic Needs; Building and Sustaining Self-Sufficiency</p>	<p>"Individuals and families have their basic needs met and achieve and sustain self-sufficiency."</p>	<ul style="list-style-type: none"> • Connect people with critical resources for emergency or basic needs. • Assist in identifying and overcoming obstacles/barriers to self sufficiency. • Increase access to skills training, education, and other support systems that enable people to achieve self-sufficiency
<p>HEALTH - Enhancing Health and Supporting Wellness</p>	<p>"All residents of north Rock County will enjoy healthy lives."</p>	<ul style="list-style-type: none"> • Increase awareness and access to healthcare resources. • Promote healthy lives through education and activities.
<p>FAMILIES - Building and Sustaining Strong Families and Communities</p>	<p>"Families and communities will thrive in a safe, nurturing, and productive environment."</p>	<ul style="list-style-type: none"> • Support and advance healthy relationships by providing access to essential knowledge, skills and resources. • Advocate respect for all members of the community. • Encourage individual responsibility through volunteerism and service to community.

2012-2013 Grant Application Narrative
Category Review and Scoring
United Way of North Rock County

The United Way grant application narrative addressed five categories. Volunteers score each category according to the descriptions below. The program outcome category is worth more points than the others. We have also enclosed some prompting questions/statements that the volunteers considered when scoring.

Scoring Points 1 - 5:

- Question #1: Documented Need and Target Population;**
- Question #2: Program Alignment with Impact Area and Strategies;**
- Question #3: Service Delivery and Activities;**
- Question #5: United Way Request and Budget**

1. **Does Not Meet Criteria:** Information provided is below standards and unsatisfactory. Criteria not satisfied or met. Corrective action may be necessary.
2. **Meets Most Criteria:** Application meets most of the criteria. Additional information could have improved the application. This category applies to mostly satisfactory responses/activities.
3. **Consistently Meets Criteria:** Application meets all criteria and may exceed some of them. Information provided contributes to program and organizational results. This category applies to strong performance.
4. **Exceeds Criteria:** Program information in the application is consistently exceptional and greatly exceeds application criteria and anticipated results.
5. **Outstanding:** Program information/application is exemplary and truly outstanding.

Scoring Points 2 – 10:

Question #4: Program Outcomes, Indicators, and Evaluation (Including Logic Model)

2. **Does Not Meet Criteria:** Criteria not satisfied or met. Outcomes, indicators, and evaluation methods are below standards and unsatisfactory. Indicators do not measure what they say they measure. Outcome is not client focused. Corrective action may be necessary. Logic Model does not meet criteria.
4. **Meets Most Criteria:** Outcomes, indicators, and evaluation methods meet most of the criteria. This category applies to mostly satisfactory responses/activities. Additional information provided could have improved the application. This category applies to mostly satisfactory responses/activities.
6. **Consistently Meets Criteria:** Outcomes, indicators, and evaluation methods meet all criteria and may exceed some of them. Information/activities contribute to increased organizational results. Outcomes indicate strong performance.
8. **Exceeds Criteria:** Program outcomes are consistently exceptional and greatly exceed the objectives and anticipated results.
10. **Outstanding:** Program outcomes, indicators, and evaluation methods are exemplary and truly outstanding.

Question #1: Documented Need and Target Population

1	2	3	4	5
Does not meet criteria	Meets some criteria	Meets criteria	Exceeds criteria	Outstanding

- ✓ Need is documented and well substantiated. Did they include community data, statistics, and specific numbers?
- ✓ Target population served is described, includes demographic information as well as specific numbers of clients served.

Question #2: Program Alignment with United Way Impact Area and Strategies

1	2	3	4	5
Does not meet criteria	Meets some criteria	Meets criteria	Exceeds criteria	Outstanding

- ✓ Program aligns with the Impact Area and addresses the identified strategies.

Question #3: Program Service Delivery and Activities

1	2	3	4	5
Does not meet criteria	Meets some criteria	Meets criteria	Exceeds criteria	Outstanding

- ✓ Major program strategies and activities are listed and are directly tied to program results.
- ✓ Similar programs are identified.
- ✓ Does the program serve a vital role in the service delivery system?
- ✓ The program shows concrete evidence of meaningful partnerships and collaborations with other organizations.
- ✓ Program has appropriate resources to execute strategies and activities.

Question #4: Program Outcomes, Indicators, Evaluation and Logic Model:

2	4	6	8	10
Does not meet criteria	Meets some criteria	Meets criteria	Exceeds criteria	Outstanding

- ✓ Is the program achieving its intended results?
- ✓ The program outcome is clearly stated and aligns with the organization's mission.
- ✓ The outcome is client focused and demonstrates a change in skills, knowledge, attitude, behavior, or situation for the target population.
- ✓ Outcomes align with the United Way Impact Area and strategies the proposed indicators measure what they say the measure and are related to the program outcomes.
- ✓ There is a systematic evaluation process in place.
- ✓ The Program Logic Model was included.
- ✓ Logic Model clearly shows program resources, strategies, population served, client focused outcomes described.

Question # 5: United Way Request and Program Budget:

1	2	3	4	5
Does not meet criteria	Meets some criteria	Meets criteria	Exceeds criteria	Outstanding

- ✓ United Way grant request is reasonable and justifiable.
- ✓ The grant request increase (or decrease) has been explained.
- ✓ There is a responsible plan to utilize the grant dollars.
- ✓ The budget for the program is sound.
- ✓ The program demonstrates adequate financial resources – agency has a plan to obtain resources.
- ✓ The budget is balanced, clear, and justifiable.

2011 Year End Reporting – Due April 27, 2012

Agency, Program Information and Financial Documentation:

- **Document Section On-Line System:** Attach documents to *AGENCY FILE*
 - 2011 Year End Financial Statements
 - 2011 Audit (if available)
 - 2011 IRS 990 (if available)
 - 2012 Most Recent Financial Statements
 - 2012 Board Approved Budget
 - Current Roster of Board of Directors (include board member name, place of employment, address, email address, and term limits)
- **2011 Company Beneficiary Data:** *Enter on-line in AGENCY FILE*
- **2011 Program Outcome Report:** Form will be emailed. Save the file to your system, complete and attach to the PROGRAM FILE

2011/2012 Revised Post Proposal Reports: *Enter on-line*

- Program Revenue and Expenses: 2011 Actual; 2012 Revised
- Management & General/Fundraising Revenue and Expenses: 2011 Actual; 2012 Revised
- Total Agency Revenue and Expenses (Program + Management & General/Fundraising): 2011 Actual; 2012 Revised
- 2011 Program Demographic Data (by funded program):

Agency and Program Contact Information: Review and update on-line as necessary.

United Way of North Rock County
2011 Program Outcomes Report

GIVE. ADVOCATE. VOLUNTEER.
LIVE UNITED. 

Organization Name:

Program Name:

Contact Name:

Please complete this report for each of the proposed program outcomes submitted in your 2010-2011 Grant Application.

1) Proposed Outcome:

2) Actual Results (include the number and percent of clients who achieved the outcome):

3) Time Frame (outcomes achieved within 1 year, 6 months, etc):

4) Outcome Indicators - specific information collected to track success on the outcome (example: the number/percent of parents who report reading to their preschoolers more now than before coming to the program)

5) Explain and deviations of the actual outcome results from the proposed outcome:

Fundraising History

Reference Book Placeholder until overview gets written

Brief overview on what has and what hasn't worked.....

- Quacking
- Ducky Derby
- Fourth of July
- Sports Raffle
- 50/50 at Chili Cook-off
- Business and Individual Donations
- Grant Applications – United Way, Madison Fishing Expo, others

Proposal Writing Short Course

Introduction

The subject of this short course is proposal writing. But the proposal does not stand alone. It must be part of a process of planning and of research on, outreach to, and cultivation of potential foundation and corporate donors.

This process is grounded in the conviction that a partnership should develop between the nonprofit and the donor. When you spend a great deal of your time seeking money, it is hard to remember that it can also be difficult to give money away. In fact, the dollars contributed by a foundation or corporation have no value until they are attached to solid programs in the nonprofit sector.

This truly is an ideal partnership. The nonprofits have the ideas and the capacity to solve problems, but no dollars with which to implement them. The foundations and corporations have the financial resources but not the other resources needed to create programs. Bring the two together effectively, and the result is a dynamic collaboration.

You need to follow a step-by-step process in the search for private dollars. It takes time and persistence to succeed. After you have written a proposal, it could take as long as a year to obtain the funds needed to carry it out. And even a perfectly written proposal submitted to the right prospect might be rejected for any number of reasons.

Raising funds is an investment in the future. Your aim should be to build a network of foundation and corporate funders, many of which give small gifts on a fairly steady basis and a few of which give large, periodic grants. By doggedly pursuing the various steps of the process, each year you can retain most of your regular supporters and strike a balance with the comings and goings of larger donors.

The recommended process is not a formula to be rigidly adhered to. It is a suggested approach that can be adapted to fit the needs of any nonprofit and the peculiarities of each situation. Fundraising is an art as well as a science. You must bring your own creativity to it and remain flexible.

Gathering Background Information

The first thing you will need to do in writing your proposal is to gather the documentation for it. You will require background documentation in three areas: concept, program, and expenses.

If all of this information is not readily available to you, determine who will help you gather each type of information. If you are part of a small nonprofit with no staff, a knowledgeable board member will be the logical choice. If you are in a larger agency, there should be program and financial support staff who can help you. Once you know with whom to talk, identify the questions to ask.

This data-gathering process makes the actual writing much easier. And by involving other stakeholders in the process, it also helps key people within your agency seriously consider the project's value to the organization.

Concept

It is important that you have a good sense of how the project fits with the philosophy and mission of your agency. The need that the proposal is addressing must also be documented. These concepts must be well-articulated in the proposal. Funders want to know that a project reinforces the overall direction of an organization, and they may need to be convinced that the case for the project is compelling. You should collect background data on your organization and on the need to be addressed so that your arguments are well-documented.

Program

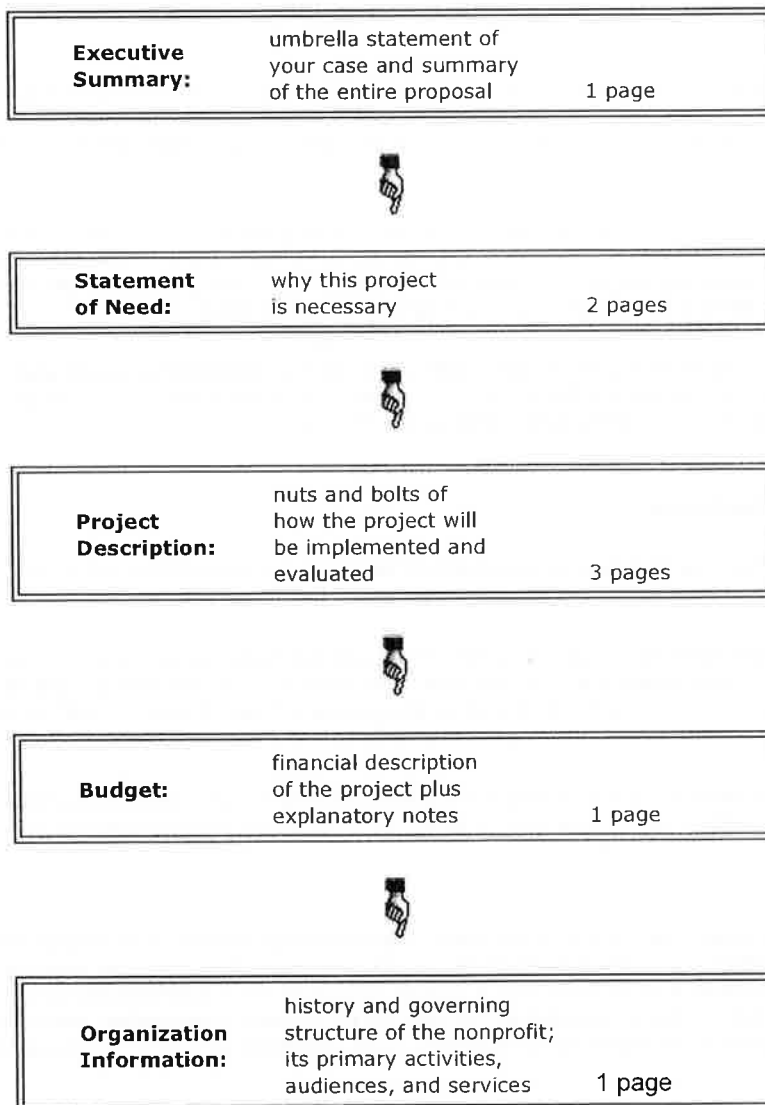
Here is a check list of the program information you require:

- the nature of the project and how it will be conducted;
- the timetable for the project;
- the anticipated outcomes and how best to evaluate the results; and
- staffing and volunteer needs, including deployment of existing staff and new hires.

Expenses

You will not be able to pin down all the expenses associated with the project until the program details and timing have been worked out. Thus, the main financial data gathering takes place after the narrative part of the master proposal has been written. However, at this stage you do need to sketch out the broad outlines of the budget to be sure that the costs are in reasonable proportion to the outcomes you anticipate. If it appears that the costs will be prohibitive, even with a foundation grant, you should then scale back your plans or adjust them to remove the least cost-effective expenditures.

Components of a Proposal





Conclusion:	summary of the proposal's main points	2 paragraphs
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The Executive Summary

This first page of the proposal is the most important section of the entire document. Here you will provide the reader with a snapshot of what is to follow. Specifically, it summarizes all of the key information and is a sales document designed to convince the reader that this project should be considered for support. Be certain to include:

Problem — a brief statement of the problem or need your agency has recognized and is prepared to address (one or two paragraphs);

Solution — a short description of the project, including what will take place and

how many people will benefit from the program, how and where it will operate, for how long, and who will staff it (one or two paragraphs);

Funding requirements— an explanation of the amount of grant money required

for the project and what your plans are for funding it in the future (one paragraph); and

Organization and its expertise— a brief statement of the history, purpose, and activities of your agency, emphasizing its capacity to carry out this proposal (one paragraph).

The Statement of Need

If the grants decision-maker reads beyond the executive summary, you have successfully piqued his or her interest. Your next task is to build on this initial interest in your project by enabling the funder to understand the problem that the project will remedy.

The statement of need will enable the reader to learn more about the issues. It presents the facts and evidence that support the need for the project and establishes that your nonprofit understands the problems and therefore can reasonably address them. The information used to support the case can come from authorities in the field, as well as from your agency's own experience.

You want the need section to be succinct, yet persuasive. Like a good debater, you must assemble all the arguments. Then present them in a logical sequence that will readily convince the reader of their importance. As you marshal your arguments, consider the following six points.

First, decide which facts or statistics best support the project. Be sure the data you present are accurate. There are few things more embarrassing than to have the funder tell you that your information is out of date or incorrect. Information that is too generic or broad will not help you develop a winning argument for your project. Information that does not relate to your organization or the project you are presenting will cause the funder to question the entire proposal. There also should be a balance between the information presented and the scale of the program.

Second, give the reader hope. The picture you paint should not be so grim that the solution appears

hopeless. The funder will wonder whether an investment in your solution would be worthwhile. Here's an example of a solid statement of need: "Breast cancer kills. But statistics prove that regular check-ups catch most breast cancer in the early stages, reducing the likelihood of death. Hence, a program to encourage preventive check-ups will reduce the risk of death due to breast cancer." Avoid overstatement and overly emotional appeals.

Third, decide if you want to put your project forward as a model. This approach could expand the base of potential funders. But serving as a model works only for certain types of projects. Don't try to make this argument if it doesn't really fit. Funders may well expect your agency to follow through with a replication plan if you present your project as a model.

If the decision about a model is affirmative, you should document how the problem you are addressing occurs in other communities. Be sure to explain how your solution could be a solution for others as well.

Fourth, determine whether it is reasonable to portray the need as acute. You are asking the funder to pay more attention to your proposal because either the problem you address is worse than others or the solution you propose makes more sense than others. Here is an example of a balanced but weighty statement: "Drug abuse is a national problem. Each day, children all over the country die from drug overdose. In the South Bronx the problem is worse. More children die here than any place else. It is an epidemic. Hence, our drug prevention program is needed more in the South Bronx than in any other part of the city."

Fifth, decide whether you can demonstrate that your program addresses the need differently or better than other projects that preceded it. It is often difficult to describe the need for your project without being critical of the competition. But you must be careful to do so. Being critical of other nonprofits will not be well received by the funder. It may cause the funder to look more carefully at your own project to see why you felt you had to build your case by demeaning others. The funder may have invested in these other projects or may begin to consider them, now that you have brought them to the funder's attention.

If possible, you should make it clear that you are cognizant of, and on good terms with, others doing work in your field. Keep in mind that today's funders are very interested in collaboration. They may even ask why you are not collaborating with those you view as key competitors. So at the least you need to describe how your work complements, but does not duplicate, the work of others.

Sixth, avoid circular reasoning. In circular reasoning, you present the absence of your solution as the actual problem. Then your solution is offered as the way to solve the problem. For example, the circular reasoning for building a community swimming pool might go like this: "The problem is that we have no pool in our community. Building a pool will solve the problem." A more persuasive case would cite what a pool has meant to a neighboring community, permitting it to offer recreation, exercise, and physical therapy programs. The statement might refer to a survey that underscores the target audience's planned usage of the facility and conclude with the connection between the proposed usage and potential benefits to enhance life in the community community for audiences the funder cares about.

The statement of need does not have to be long and involved. Short, concise information captures the reader's attention.

The Project Description

This section of your proposal should have five subsections: objectives, methods, staffing/administration, evaluation, and sustainability. Together, objectives and methods dictate staffing and administrative requirements. They then become the focus of the evaluation to assess the results of the project. The project's sustainability flows directly from its success, hence its ability to attract other support. Taken together, the five subsections present an interlocking picture of the total project.

Objectives

Objectives are the measurable outcomes of the program. They define your methods. Your objectives must be tangible, specific, concrete, measurable, and achievable in a specified time period. Grantseekers often confuse objectives with goals, which are conceptual and more abstract. For the purpose of illustration, here is the goal of a project with a subsidiary objective:

Goal: Our after-school program will help children read better.

Objective: Our after-school remedial education program will assist 50 children in improving their reading scores by one grade level as demonstrated by standardized reading tests administered after participating in the program for six months.

The goal in this case is abstract: improving reading, while the objective is much more specific. It is achievable in the short term (six months) and measurable (improving 50 children's reading scores by one grade level).

With competition for dollars so great, well-articulated objectives are increasingly critical to a proposal's success.

Using a different example, there are at least four types of objectives:

1. **Behavioral** — A human action is anticipated.

Example: Fifty of the 70 children participating will learn to swim.

2. **Performance** — A specific time frame within which a behavior will occur, at an expected proficiency level, is expected.

Example: Fifty of the 70 children will learn to swim within six months and will pass a basic swimming proficiency test administered by a Red Cross-certified lifeguard.

3. **Process** — The manner in which something occurs is an end in itself.

Example: We will document the teaching methods utilized, identifying those with the greatest success.

4. **Product** — A tangible item results.

Example: A manual will be created to be used in teaching swimming to this age and proficiency group in the future.

In any given proposal, you will find yourself setting forth one or more of these types of objectives, depending on the nature of your project. Be certain to present the objectives very clearly. Make sure that they do not become lost in verbiage and that they stand out on the page. You might, for example, use numbers, bullets, or indentations to denote the objectives in the text. Above all, be realistic in setting objectives. Don't promise what you can't deliver. Remember, the funder will want to be told in the final report that the project actually accomplished these objectives.

Methods

By means of the objectives, you have explained to the funder what will be achieved by the project. The methods section describes the specific activities that will take place to achieve the objectives. It might be helpful to divide our discussion of methods into the following: how, when, and why.

How: This is the detailed description of what will occur from the time the project begins until it is completed. Your methods should match the previously stated objectives.

When: The methods section should present the order and timing for the tasks. It might make sense to provide a timetable so that the grants decision-maker does not have to map out the sequencing on his or her own. The timetable tells the reader "when" and provides another summary of the project that supports the rest of the methods section.

Why: You may need to defend your chosen methods, especially if they are new or unorthodox. Why will the planned work most effectively lead to the outcomes you anticipate? You can answer this question in a number of ways, including using expert testimony and examples of other projects that work.

The methods section enables the reader to visualize the implementation of the project. It should convince the reader that your agency knows what it is doing, thereby establishing its credibility.

Staffing/Administration

In describing the methods, you will have mentioned staffing for the project. You now need to devote a few sentences to discussing the number of staff, their qualifications, and specific assignments. Details about individual staff members involved in the project can be included either as part of this section or in the appendix, depending on the length and importance of this information.

"Staffing" may refer to volunteers or to consultants, as well as to paid staff. Most proposal writers do not develop staffing sections for projects that are primarily volunteer run. Describing tasks that volunteers will undertake, however, can be most helpful to the proposal reader. Such information underscores the value added by the volunteers as well as the cost-effectiveness of the project.

For a project with paid staff, be certain to describe which staff will work full time and which will work part time on the project. Identify staff already employed by your nonprofit and those to be recruited specifically for the project. How will you free up the time of an already fully deployed individual?

Salary and project costs are affected by the qualifications of the staff. Delineate the practical experience you require for key staff, as well as level of expertise and educational background. If an individual has already been selected to direct the program, summarize his or her credentials and include a brief biographical sketch in the appendix. A strong project director can help influence a grant decision.

Describe for the reader your plans for administering the project. This is especially important in a large operation, if more than one agency is collaborating on the project, or if you are using a fiscal agent. It needs to be crystal clear who is responsible for financial management, project outcomes, and reporting.

Evaluation

An evaluation plan should not be considered only after the project is over; it should be built into the project. Including an evaluation plan in your proposal indicates that you take your objectives seriously and want to know how well you have achieved them. Evaluation is also a sound management tool. Like strategic planning, it helps a nonprofit refine and improve its program. An evaluation can often be the best means for others to learn from your experience in conducting the project.

There are several types of formal evaluation. One measures the product; others analyze the process and/or strategies you've adopted. Most seek to determine the impact on the audiences you serve and the measurable outcomes of your grant

project. Either or both might be appropriate to your project. The approach you choose will depend on the nature of the project and its objectives. Whatever form your evaluation takes, you will need to describe the manner in which evaluation information will be collected and how the data will be analyzed.

Most sound evaluation plans include both qualitative and quantitative data. You should present your plan for how the evaluation and its results will be reported and the audience to which it will be directed. For example, it might be used internally or be shared with the funder, or it might deserve a wider audience. A funder might even have an opinion about the scope of this dissemination. Many funders also have suggestions about who should conduct the evaluation, whether it be your own program staff or outside consultants. Some funders allow for the inclusion of the cost of evaluation as part of the project budget.

Sustainability

A clear message from grantmakers today is that grantseekers will be expected to demonstrate in very concrete ways the long-term financial viability of the project to be funded and of the nonprofit organization itself.

It stands to reason that most grantmakers will not want to take on a permanent funding commitment to a particular agency. Rather, funders will want you to prove either that your project is finite (with start-up and ending dates); or that it is capacity-building (that it will contribute to the future self-sufficiency of your agency and/or enable it to expand services that might generate revenue); or that it will make your organization attractive to other funders in the future. Evidence of fiscal sustainability is a highly sought-after characteristic of the successful grant proposal.

It behooves you to be very specific about current and projected funding streams, both earned income and fundraised, and about the base of financial support for your nonprofit. Here is an area where it is important to have backup figures and prognostications at the ready, in case a prospective funder asks for these, even though you are unlikely to include this information in the actual grant proposal. Some grantmakers, of course, will want to know who else will be receiving a copy of this same proposal. You should not be shy about sharing this information with the funder.

The Budget

The budget for your proposal may be as simple as a one-page statement of projected revenue and expenses. Or your proposal may require a more complex presentation, perhaps including a page on projected support and notes explaining various items of expense or of revenue.

Expense Budget

As you prepare to assemble the budget, go back through the proposal narrative and make a list of all personnel and nonpersonnel items related to the operation of the project. Be sure that you list not only new costs that will be incurred if the project is funded but also any ongoing expenses for items that will be allocated to the project. Then get the relevant costs from the person in your agency who is responsible for keeping the books. You may need to estimate the proportions of your agency's ongoing expenses that should be charged to the project and any new costs, such as salaries for project personnel not yet hired. Put the costs you have identified next to each item on your list.

Your list of budget items and the calculations you have done to arrive at a dollar figure for each item should be summarized on worksheets. You should keep these to remind yourself how the numbers were derived. These worksheets can be useful as you continue to develop the proposal and discuss it with funders; they are also a valuable tool for monitoring the project once it is under way and for reporting after

completion of the grant.

A portion of a worksheet for a year-long project might look like this:

Item	Description	Cost
Executive director	Supervision	10% of salary = \$10,000 25% benefits = \$ 2,500
Project director	Hired in month one	11 months at \$35,000 = \$32,083 25% benefits = \$ 8,025
Tutors	12 working 10 hours per week for three months	12 x 10 x 13 x \$ 4.50 = \$ 7,020
Office space	Requires 25% of current space	25% x \$20,000 = \$ 5,000
Overhead	20% of project cost	20% x \$64,628 = \$12,926

With your worksheets in hand, you are ready to prepare the expense budget. For most projects, costs should be grouped into subcategories, selected to reflect the critical areas of expense. All significant costs should be broken out within the subcategories, but small ones can be combined on one line. You might divide your expense budget into personnel and nonpersonnel costs; your personnel subcategories might include salaries, benefits, and consultants. Subcategories under nonpersonnel costs might include travel, equipment, and printing, for example, with a dollar figure attached to each line. Overhead, or indirect costs, is important to include because projects do not exist in isolation. Funders may have policies regarding the percentage of overhead they will allow in a project budget, if they allow it at all.

Support and Revenue and Statement

For the typical project, no support and revenue statement is necessary. The expense budget represents the amount of grant support required. But if grant support has already been awarded to the project, or if you expect project activities to generate income, a support and revenue statement is the place to provide this information.

In itemizing grant support, make note of any earmarked grants; this will suggest how new grants may be allocated. The total grant support already committed should then be deducted from the "Total Expenses" line on the expense budget to give you the "Amount to Be Raised" or the "Balance Requested."

Any earned income anticipated should be estimated on the support and revenue statement. For instance, if you expect 50 people to attend your performance on each of the four nights, it is given at \$10 a ticket, and if you hope that 20 of them will buy the \$5 souvenir book each night, you would show two lines of income, "Ticket Sales" at \$2,000 and "Souvenir Book Sales" at \$400. As with the expense budget, you should keep backup worksheets for the support and revenue statement to remind yourself of the assumptions you have made.

Budget Narrative

A narrative portion of the budget is used to explain any unusual line items in the budget and is not always needed. If costs are straightforward and the numbers tell the story clearly, explanations are redundant.

If you decide a budget narrative is needed, you can structure it in one of two ways. You can create "Notes to the Budget," with footnote-style numbers on the line items in the budget keyed to numbered explanations. If an extensive or more general explanation is required, you can structure the budget narrative as straight text. Remember though, the basic narrative about the project and your organization belongs elsewhere in the proposal, not in the budget narrative.

Organizational Information and Conclusion

Organizational Information

Normally a resume of your nonprofit organization should come at the end of your proposal. Your natural inclination may be to put this information up front in the document. But it is usually better to sell the need for your project and then your agency's ability to carry it out.

It is not necessary to overwhelm the reader with facts about your organization. This information can be conveyed easily by attaching a brochure or other prepared statement. In two pages or less, tell the reader when your nonprofit came into existence; state its mission, being certain to demonstrate how the subject of the proposal fits within or extends that mission; and describe the organization's structure, programs, leadership, and special expertise.

Discuss the size of the board, how board members are recruited, and their level of participation. Give the reader a feel for the makeup of the board. (You should include the full board list in an appendix.) If your agency is composed of volunteers or has an active volunteer group, describe the function that the volunteers perform. Provide details on the staff, including the numbers of full and part-time staff, and their levels of expertise.

Describe the kinds of activities in which your staff engage. Explain briefly the assistance you provide. Describe the audience you serve, any special or unusual needs they face, and why they rely on your agency. Cite the number of people who are reached through your programs.

Tying all of the information about your nonprofit together, cite your agency's expertise, especially as it relates to the subject of your proposal.

Letter Proposal

Sometimes the scale of the project might suggest a small-scale letter format proposal, or the type of request might not require all of the proposal components or the components in the sequence recommended here. The guidelines and policies of individual funders will be your ultimate guide. Many funders today state that they prefer a brief letter proposal; others require that you complete an application form. In any case, you will want to refer to the basic proposal components as provided here to be sure that you have not omitted an element that will support your case.

As noted, the scale of the project will often determine whether it requires a letter or the longer proposal format. For example, a request to purchase a \$1,000 fax machine for your agency simply does not lend itself to a lengthy narrative. A small contribution to your agency's annual operating budget, particularly if it is a renewal of past support, might also warrant a letter rather than a full-scale proposal.

What are the elements of a letter request? For the most part, they should follow the format of a full proposal, except with regard to length. The letter should be no more than three pages. You will need to call upon your writing skills because it can be very hard to get all of the necessary details into a concise, well-articulated letter.

As to the flow of information, follow these steps while keeping in mind that you are writing a letter to another person. It should not be as formal in style as a longer proposal would be. It may be necessary to change the sequence of the text to achieve the correct tone and the right flow of information.

Here are the components of a good letter proposal:

- *Ask for the gift:* The letter should begin with a reference to your prior contact with the funder, if any. State why you are writing and how much funding is required from the particular foundation.
- *Describe the need:* In a very abbreviated manner, tell the funder why there is a need for this project, piece of equipment, etc.
- *Explain what you will do:* Just as you would in a fuller proposal, provide enough detail to pique the funder's interest. Describe precisely what will take place as a result of the grant.
- *Provide agency data:* Help the funder know a bit more about your organization by including your mission statement, brief description of programs offered, number of people served, and staff, volunteer, and board data, if appropriate.
- *Include appropriate budget data:* Even a letter request may have a budget that is a half-page long. Decide if this information should be incorporated into the letter or in a separate attachment. Whichever course you choose, be sure to indicate the total cost of the project. Discuss future funding only if the absence of this information will raise questions.
- *Close:* As with the longer proposal, a letter proposal needs a strong concluding statement. Offer to provide more details or meet with the funder.
- *Attach any additional information required:* The funder may need much of the same information to back up a small request as a large one: a board list, a copy of your IRS determination letter, financial documentation, and brief resumes of key staff.

It may take as much thought and data gathering to write a good letter request as it does to prepare a full proposal (and sometimes even more). Don't assume that because it is only a letter, it isn't a time-consuming and challenging task. Every document you put in front of a funder says something about your agency. Each step you take with a funder should build a relationship for the future.

Conclusion

Every proposal should have a concluding paragraph or two. This is a good place to call attention to the future, after the grant is completed. If appropriate, you should outline some of the follow-up activities that might be undertaken to begin to prepare your funder for your next request. Alternatively, you should state how the project might carry on without further grant support.

This section is also the place to make a final appeal for your project. Briefly reiterate what your nonprofit wants to do and why it is important. Underscore why your agency needs funding to accomplish it. Don't be afraid at this stage to use a bit of emotion to solidify your case.

What Happens Next?

Submitting your proposal is nowhere near the end of your involvement in the grantseeking process. Grant review procedures vary widely, and the decision-making process can take anywhere from a few weeks to six months or more. During the review process, the funder may ask for additional information either directly from you or from outside consultants or professional references. Invariably, this is a difficult time for the grantseeker. You need to be patient but persistent. Some grantmakers outline their review procedures in annual reports or application guidelines. If you are unclear about the process, don't hesitate to ask.

If your hard work results in a grant, take a few moments to acknowledge the funder's

support with a letter of thanks. You also need to find out whether the funder has specific forms, procedures, and deadlines for reporting on the progress of your project. Clarifying your responsibilities as a grantee at the outset, particularly with respect to financial reporting, will prevent misunderstandings and more serious problems later.

Nor is rejection necessarily the end of the process. If you're unsure why your proposal was turned down, ask. Did the funder need additional information? Would they be interested in considering the proposal at a future date? Now might also be the time to begin cultivation of a prospective funder. Put them on your mailing list so that they can become further acquainted with your organization. Remember, there's always next year.

This short course in proposal writing was adapted from *The Foundation Center's Guide to Proposal Writing*, 5th ed. (New York: The Foundation Center, 2007), by Jane C. Geever, chairman of the development consulting firm, J. C. Geever, Inc.

The Foundation Center's Guide to Proposal Writing and other resources on the subject are available for free use in Foundation Center libraries and **Cooperating Collections**.

See also in the FAQs "**Proposal Writing**" and among the User Aids "**Web Sites for Proposal Writers**."

The Foundation Center offers full-day **Proposal Writing Seminars** at various locations throughout the country and free one-hour introductions to the process, entitled **Proposal Writing Basics**, at all of its library locations.

The Foundation Center also offers a number of online training courses to help you learn to write grant proposals:

- **Proposal Writing: The Comprehensive Course**
- **Proposal Writing: The Statement of Need**
- **Proposal Writing: The Project Description**
- **Proposal Writing: The Budget**

