



# School-Age Child and Youth Development Services

## PART 1 – ORGANIZATION NARRATIVE FORM

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

**Deadline: 4:30 pm CDT, MAY 15, 2023**

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

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

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

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

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

|  |  |                              |                        |
|--|--|------------------------------|------------------------|
| Legal Name of Organization:              | Lussier Community Education Center, (LCEC) Inc.  | Total Amount Requested:      | \$ 299,206             |
| Program(s) included in this application: | Program Name: Elementary Afterschool   | Amount Requested: \$ 167,613 |                        |
|  | Program Type: Elementary Afterschool Multi-Focus   |                              |                        |
|  | Program Name: Youth Resource Center  | Amount Requested: \$ 116,478 |                        |
|  | Program Type: Middle School Afterschool Multi-Focus  |                              |                        |
|  | Program Name: Teen Build Up  | Amount Requested: \$ 15,115  |                        |
|  | Program Type: High School Afterschool Multi-Focus  |                              |                        |
|  | Program Name: N/A  | Amount Requested: \$ N/A     |                        |
|  | Program Type: Choose an item.  |                              |                        |
|  | ➤ <i>If you are applying for more than four programs please contact Jennifer Stoiber at <a href="mailto:jstoiber@cityofmadison.com">jstoiber@cityofmadison.com</a></i> |                              |                        |
| Contact Person:                          | Arturo Ambriz  | Email:                       | arturo@lcecmadison.org |
| Organization Address:                    | 55 South Gammon Road, Madison, WI 53717  | Telephone:                   | (608) 833-4979 Ext 210 |
| 501 (c) 3 Status:                        | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  | Fiscal Agent (if no)         |                        |

## Organizational Qualifications:

### 1. Organization History and Mission Statement

The Lussier Community Education Center (LCEC) has always been a place for people from different walks of life to come together, share their gifts and build community. Starting in the mid-1970s, residents from Wexford Ridge Apartments organized what would come to be called the Wexford Ridge Community Association. Through this Association residents organized to reach the Mayor's office, secured concessions from their landlord and created Wexford Ridge Neighborhood Center (WRNC) in a vacant townhouse. Volunteers provided children's activities, food assistance, and employment assistance for adults. Nearby community agencies provided services as well. WRNC built what have become deep, long-standing partnerships with area churches and the Madison Metropolitan School District (MMSD). In the 1990s, WRNC became a member of United Neighborhood Centers, hired a part-time director, and operated out of two converted apartments in the Wexford Ridge complex. When United Neighborhood Centers dissolved in 1998, WRNC became an independent nonprofit. In the early 2000s, residents and supporters from surrounding neighborhoods, nearby churches, local service clubs and friends from the schools came together to discuss constructing a building to house the community center on the west side and to negotiate with MMSD, city staff and elected officials. Governor Doyle signed enabling legislation that paved the way for a 45-year partnership agreement and lease between WRNC and MMSD to build the Lussier Community Education Center. The Mayor of Madison, for the first time in city history, pledged city capital funds to a private community facility. In October 2007 the Lussier Community Education Center opened its doors at 55 South Gammon Road, on school-owned land adjacent to Jefferson Middle School and Memorial High School. On October 17, 2008, the community held a grand opening to celebrate this significant accomplishment. Today, the LCEC celebrates over 50 years of quality programming and community organizing through the strength of community partnerships, the commitment of volunteers and the kindness of neighbors.

The mission of the LCEC is to build community, create opportunities and enrich education. We envision the Lussier Community Education Center drawing in generations of community members from all walks of life to take care of one another and create a more just, healthy and vibrant community. We hold the values of sustainability, opportunity, justice, responsibility, generosity, gratitude, responsiveness, engagement, openness, collaboration and mutual respect.

The LCEC Youth Programs (and all of our programs) ground our work in the intersection of five bodies of research and practice which we call the Lussier Framework (<https://lcecmadison.org/wp-content/uploads/2019/04/2019-Lussier-Framework.pdf>).

These are:

- Positive Youth Development (PYD) – The base of research on PYD is broad and varied. The Interagency Working Group on Youth Programs (IWGYP), a collaboration of 21 federal departments and agencies that support youth declared, “PYD is an intentional, prosocial approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances young people's strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths.” In its most simple articulation, positive youth development can be framed as “positive experiences + positive relationships + positive environments = positive outcomes.” An IWGYP review of the effectiveness of PYD can be found at <https://youth.gov/youth-topics/effectiveness-positive-youth-development-programs>.
- Racial and Social Justice – The LCEC works from the assumption that real, pervasive, significant, and systematic injustice persists in our community and society. Either we actively support justice, or we passively perpetuate injustice. Thought leaders like Gloria Ladson Billings stress the importance of culturally relevant pedagogy to the success of children of color. Researchers like Shawn Ginwright, Julio Cammarota, and Roderick Watts focus on the

impact of young people's sociopolitical development. We recognize that children and youth face a daunting challenge when defending themselves against Madison's seemingly friendly "racism with good intentions" (vs. more overtly hostile racism). Without a healthy context and effective tools to recognize and resist racism in its myriad forms, many young people internalize the idea that disparities in our community result from their (or their parents', families' or communities') shortcomings.

- Trauma Informed Culture (TIC) - TIC promotes the use of principles such as safety, trustworthiness, transparency, collaboration, mutuality, empowerment, voice and choice (SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach). TIC is not a therapy, intervention, or specific action. It is applying the understanding that early adversity, toxic stress, and trauma can be life altering and that subsequent TIC-informed interactions have the potential to promote wellbeing and resilience. A brief overview can be found at [https://www.nasmhpd.org/sites/default/files/NCTIC\\_Marketing\\_Brochure\\_FINAL\(2\).pdf](https://www.nasmhpd.org/sites/default/files/NCTIC_Marketing_Brochure_FINAL(2).pdf)
- Organizing and Power – Organizing (bringing people into relationship so that they can do more together than they can by themselves) and power (the ability to act) underlie a great deal of what we at the LCEC - and everyone in the youth development field – strive for, though the language is seldom used explicitly. At the younger ages, much of the children's program quality assessment focuses on building children's autonomy, social skills and ability to work with others. As such we gear our efforts in all our activities to build these social emotional skills.
- Intrinsic Motivation to Learn – The foundation of this lens of research and practice is that children (and adults) are intrinsically motivated to learn – that this is how we are built. When people and institutions talk about motivating students or unmotivated students, we are usually avoiding responsibility for not having created the environments that elicit people's intrinsic motivation to learn. This is the conclusion of decades of research that has been reviewed and compiled by researchers like Alfie Kohn and Margery Ginsberg. At the LCEC we use Ginsberg's Motivational Framework for Culturally Responsive Teaching. In this articulation of the research, our intrinsic motivation to learn will emerge when we are provided environments where we feel welcomed, safe, and included, have the choice to learn what is relevant to us, are engaged in learning that is significant and challenging to us, and can see ourselves progress.

There is overlap between the LCEC's history and mission with CDD's goal of creating opportunities for persons in historically or currently marginalized populations - the advocacy work of folks from these backgrounds was foundational to the formation of what has become the LCEC. Additionally, our framework - which shapes all elements of youth programming - reflect the 2023 goals stated by the CDD. The LCEC provides affordable, stable, quality neighborhood-based elementary school-age care for low-income children (5 to 12 years), children of color, and children experiencing homelessness, and the LCEC provides low-income middle and high school age youth and youth of color access to programs that complement in-school learning or support positive youth development during out-of-school time (OST).

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

Since 2008, the Lussier Community Education Center has implemented a high quality, multi-activity afterschool and summer programs serving elementary, middle and high school age children and youth, many of whom identify as coming from low-income households. During the school year, afterschool programming is provided to youth in the following age groups: kindergarten through 5<sup>th</sup> grade, grades 6<sup>th</sup>-8<sup>th</sup> and grades 9<sup>th</sup>-12<sup>th</sup>. During the summer LCEC provides an eight weeks of camps for those same youth age groups. Positive youth development is foundational to the work done at the LCEC - we understand that positive experiences plus positive relationships plus positive environments leads to positive outcomes.

The LCEC Elementary Program is state-licensed and provides more than 600 hours of high-quality programming each academic year. The program is designed to help children grow up healthy, resilient and successful by focusing on academics, health, fitness, the arts, community service and leadership.

The LCEC Middle School Program is an innovative collaboration between the LCEC, Madison School-Community Recreation (MSCR) and The Urban League of Greater Madison. Together we provide a positive place for middle school youth to belong, strengthen school connections and prepare for the challenges of high school. Each day, an average of 20 middle school youth will drop in for programming surrounding gender and identity, art and media, physical activity, or hanging out with friends in a safe and welcoming space.

Teen Build Up is the umbrella for an array of comprehensive youth development programs serving more than 250 high-school students annually with more than 600 hours of innovative and diverse programming. Every school day, teens from Memorial High School come to the Center to receive help with homework and participate in activities such as cooking, mindfulness and the arts. Afterschool time is structured through daily group sessions: Arts & Media Club, Cooking Club, Homework Help, Identity Groups (BOSS and MENS), Open Gym and Youth Action. Additionally, there is space to relax, socialize, enjoy open gym, study, check-in, reflect and collaborate with others.

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

In September of 2021, the long-standing Executive Director of the LCEC, Paul Terranova, stepped down from his role to pursue other opportunities in the community. After a failed search for an Executive Director, Diana Schinall stepped in as the Interim Executive Director. Her term ended in January of 2023 and the LCEC began a new search for an Executive Director. The search was successful and a new Executive Director - Arturo Ambriz - has been hired to lead the organization forward. Additional staff turnover has been high since 2021, with a mostly-new management team being appointed: the LCEC has hired for two Youth Program Managers, a Radio Station Manager, a Community Engagement Manager, a Director of Youth Programs, and a Director of Development. However, while extensive, these changes have not impacted our ability to provide for multi-activity afterschool and summer program. Amongst Lead Teachers and Youth Programming Coordinators, there was not high turnover. These are the staff members who have active and strong relationships with youth and their families, which they have maintained throughout all of the transition. The LCEC retained the majority of our youth in our programming because of the trust built by the presence and the dedication of staff members. Additionally, when new staff was hired, they quickly began to build relationships with youth and their families in their programming areas.

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

Below you can find the education and training requirements for management and school-aged child and youth program staff:

For Lead Teachers/Coordinators Qualifications:

- At least 18 years of age
- High school diploma or GED
- Meet training and experience requirements in one of the combinations approved by DCF as stated in the rules book and dictated by city and state licensing and accreditation.
- Professional Development trainings are attended throughout the year.
- Possess certificate from The Registry, verifying training requirements have been met.

For Managers - Qualifications:

- At least 21 years of age
- High school diploma or GED
- Meet training and experience requirements in one of the DCF approved combinations as stated in the rules book and dictated by city and state licensing and accreditation.
- Possess certificate from The Registry, verifying training requirements have been met.
- Professional Development trainings are attended throughout the year.
- Yearly training requirements are met with in house summer and school year trainings as well as the yearly MOST conference and a number of guest presenters throughout the year. Training materials to raise one's Registry score and certifications are provided free of charge and paid time is often offered to work on the courses.



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

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

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

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

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

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

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|                             |  |   |                               |
|-----------------------------|--|---|-------------------------------|
| Legal Name of Organization: | Lussier Community Education Center, Inc. | Total Amount Requested for this Program:                            | \$ 167,631                    |
| Program Name:               | LCEC Elementary Program                  | Total Program Budget:   | \$ 396,824                    |
| Program Contact:            | Avé Thorpe                               | Email: <a href="mailto:ave@LCECmadison.org">ave@LCECmadison.org</a> | Phone: (608) 833-4979 Ext 202 |

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

**Elementary**

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

**Middle School**

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

**High School**

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

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

**1. PROGRAM OVERVIEW**

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

The need for Lussier Community Education Center's (LCEC) Elementary Program becomes apparent when examining the state of mental health and socio-emotional wellbeing among Wisconsin's elementary-aged population. As evidenced by the 2021 Youth Risk Behavior Survey conducted by the Wisconsin Department of Public Instruction, a significant proportion of students face mental health challenges, with anxiety and feelings of sadness or hopelessness being most notably prevalent. These issues are even more pronounced among those who identify as members of the LGBTQ+ community, and among female students in general. Additionally, we see these issues exacerbated in another population that the LCEC works with closely - youth who are experiencing homelessness or who have recently left the experience of homelessness. The Tree Lane Family Apartments - a Section 8 housing complex - houses families who have recently left the experience of homelessness. This housing complex has 140 units that house various sizes of households. Many of the youth we serve reside in the Tree Lane Family Apartments, often facing unique challenges associated with low-income households. An additional challenge for these families is their recent departure from the experience of homelessness. It's crucial that our services remain accessible to these young people, providing essential educational and developmental support that can help bridge socio-economic gaps and offer them greater opportunities for success in their futures. Moreover, the LCEC proudly extends these indispensable services to over 200 youth in our community, a significant majority of whom identify as low-income youth of color. This emphasis not only addresses the socio-economic disparities but also fosters an inclusive environment that respects and celebrates diversity.

These data underscore the need for targeted interventions that address youth socio-emotional development and community connectedness. Additionally, the need for programs like the LCEC Elementary Program has been amplified by the COVID-19 pandemic. This unprecedented event led to the closure of schools and youth programming centers worldwide, severely impacting the development pathways for young people. The resulting disconnection from Out of School Time (OST) programs disrupted vital environments for social connections, support, learning, and growth. The pandemic's negative impacts extended to family environments, mental health circumstances, and the capacity of supportive organizations to provide quality programming.

Youth programming - in general - is one of the main strategies for fostering positive youth development, which states that positive experiences plus positive relationships plus positive environments leads to positive outcomes. As we emerge from the pandemic, the question of how to best support youth with limited resources, and more specifically, how to better support OST providers and youth programming after this time of crisis, becomes paramount. This is why the LCEC has worked tirelessly to meet the needs of modernity; we have adapted our programs and services to fulfill the needs of our youth. This fluidity - fueled by our unbreakable bond with the community we serve - ensures that the youth attending our youth programs are equipped to attain the opportunities they rightfully deserve.

The feedback that we have gathered from our community and Center users over the past few years further emphasizes this need. Themes identified in 2019 continue to be echoed in recent inputs, such as the importance of youth

voice in and ownership of programs and activities; increased evening hours for middle and high school age youth, especially on Friday and Saturday night; program activities based on the interest of the participants; and the availability of both unstructured and structured program time that includes youth choice. In 2023, updated input highlighted the addition of two themes: the need for more wellness programming and Social Emotional Learning (SEL) programming, as well as the need for more support for program staff. The LCEC firmly advocates for our youth while doing our best to support program staff in the highest capacity possible. The goal of the Lussier Community Education Center's Elementary Program is to ensure that children develop into physically, emotionally, and socially healthy individuals, prepared for success in their future. We are committed to fostering an environment that encourages curiosity, critical thinking, and the pursuit of knowledge. By instilling these values, we aim to widen the array of opportunities available to our youth as they grow. By equipping them with a robust set of skills and a strong sense of self-worth, we strive to empower them to build a brighter future for themselves and their communities.

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

The goal of the Lussier Community Education Center (LCEC) Elementary Program is to ensure that children develop into physically, emotionally, and socially healthy individuals, prepared for success in their future. Our Elementary Program relies on the guiding principles of the LCEC Framework to shape our operations and program design. This framework is anchored in five key ideals that encompass a holistic approach towards community engagement:

- Organizing & Power: We emphasize the importance of amplifying the collective power of those most affected by social injustices. By fostering a sense of shared power and agency, we strive to solve community issues and create a more equitable environment.

- Positive Youth Development: Our programs are designed around the equation of Positive Experience + Positive Relationships + Positive Environments = Positive Outcomes. This formula underlines all our endeavors, ensuring our young participants grow into healthy, thriving adults.

- Racial and Social Justice: We acknowledge the persistent and systemic injustices that exist in our community and wider society. We believe that we must actively pursue justice, or we risk passively perpetuating injustice. Our commitment to racial and social justice is integral to our mission.

- Intrinsic Motivation – We understand that individuals of all ages are intrinsically motivated to learn. We strive to create an environment where participants feel welcomed, safe, and included, where they have the freedom to pursue what is relevant to them, and where they are engaged in significant and challenging learning, thereby fostering their progress and growth.

- Trauma-Informed Mindset/Culture – Recognizing that traumatic experiences can severely impact a person's ability to cope, learn, and engage, we adopt a trauma-informed approach. This mindset guides our practices and interactions to support everyone, recognizing their experiences and working to foster resilience and healing.

Through these guiding principles, we aim to deliver a program that not only addresses the immediate needs of our youth but also plants the seeds for their long-term success and community development.

C. Program Summary (3-5 sentences):

The LCEC's state-licensed program for elementary-age children provides more than 600 hours of high-quality programming continuously serving 34 youth each year. The program is designed to help children grow up healthy, resilient, and successful by focusing on wellness, social emotional learning, academics and learning, and arts and creativity. During the academic year, programming occurs at



the LCEC, with sole support provided by LCEC staff and funds. LCEC staff provide a positive place for elementary-aged youth to belong and to strengthen school connections.

## 2. POPULATION SERVED

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

As a program connected with John Muir Elementary, the elementary-aged youth who attend the LCEC Elementary Program almost exclusively attend Muir. The majority of the youth in the Elementary Program live in either the Wexford Ridge Apartments across the street from the Center or the Tree Lane Family Apartments located about 1 mile from our Center. While both of these apartment complexes are Section 8 affordable housing, the Tree Lane Family Apartments are specifically for youth and families who have recently left the experience of homelessness. This qualifier makes our work with youth from Tree Lane Family Lane Apartments an additional priority because we recognize that the trauma associated with the experience of homelessness exacerbates the negative impacts youth have been experiencing related to mental health and socio-emotional wellbeing.

According to the Neighborhood Atlas produced by the Applied Population Lab at UW-Madison, these apartment complexes are located centrally to a neighborhood with a score of 1 with 1 being defined as the "most advantaged block group". However, individuals and families residing in these apartment complexes have a household income that is less than 50% of the area median income - 85-90% of youth enrolled in the Elementary Program are economically disadvantaged. Our service population is not reflective of the surrounding community, further emphasizing the disparities that our youth and their families experience.

Elementary Program is focused on supporting low income children of color in particular, rather than mirroring the demographics of the youth who happen to live within a particular distance from the LCEC. Over 70% of our youth are students of color (primarily Black, Latinx, Asian or multi-racial), yet our surrounding neighborhood does not mirror them with 85.2% of our area residents identifying as white. While all of our students speak English to some degree, about 10% identify as having limited English proficiency; a growing number live in households where English is not the first language. Additionally, approximately 55% of our youth enrolled in Elementary Program live in female-headed or single adult households.

Many youth served by the Elementary Program have been connected to the Center previously, having attended either our free afterschool or summer camp program. Because of the consistency in relationships built through presence, youth develop program activities through sharing feedback collected by lead teachers, coordinators, and managers. Lead Teachers and Youth Program Coordinators/Managers collect qualitative feedback via bi-annual surveys that youth currently enrolled are asked to complete. Additionally, through both informal conversations and formal meetings, Youth Program Coordinators and Youth Program Managers seek feedback on program activities from the parents/guardians. When parents/guardians pick youth up at the end of the programming day, informal conversations are often had during the family-style meal that each youth participates in. Through the feedback that we have received in previous years, Youth Program Managers have implemented new activities such as education around financial resources and identity development relevant to current cultural climates that youth face. Additionally, with the feedback, Youth Program Managers have sought out new partnerships relevant to activities youth want more of, such as the arts (MYArts), environmental education, (Rutabaga Paddlesports), and physical activity oriented around having fun (Urban Air Adventure Park).

- B. 2022 Participant Demographics (if applicable):

| Race                                   | # of Participants | % of Total Participants |
|--|-------------------|-------------------------|
| White/Caucasian                        | 3                 | 11%                     |
| Black/African American                 | 16                | 57%                     |
| Asian                                  | 2                 | 7%                      |
| American Indian/Alaskan Native         | 0                 | 0%                      |
| Native Hawaiian/Other Pacific Islander | 0                 | 0%                      |
| Multi-Racial                           | 7                 | 25%                     |
| Balance/Other                          | 0                 | 0                       |
| Total:                                 | 28                |                         |
| Ethnicity                              |                   |                         |
| Hispanic or Latino                     | 6                 | 21%                     |
| Not Hispanic or Latino                 | 22                | 79%                     |

|                        |    |     |
|------------------------|----|-----|
| Total:                 | 28 |     |
| Gender                 |    |     |
| Boy/Man                | 16 | 56% |
| Girl/Woman             | 12 | 44% |
| Non-binary/GenderQueer | 0  | 0%  |
| Prefer Not to Say      | 0  | 0%  |
| Total:                 | 28 |     |

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

The LCEC is strongly committed to providing language access and cultural relevance throughout all of the programs and services offered. We recognize that the LCEC is centrally located in a diverse neighborhood that reflects a wide spectrum of races, ethnicities, and languages spoken. Folks who use Center services identify as White, Black, Latinx, Chinese, Hmong, and Arabic. The LCEC has a Language Access Plan designed to facilitate effective communication with non-English speaking youth and their families. View this below:

#### Interpretation and Translation Resources

##### Bilingual Staff

LCEC often employs staff who speak Spanish or Hmong. Whenever possible these staff members are sought out to provide interpretation and information to community members. If a bilingual staff member is not available, and/or the interpretation needs are not Spanish or Hmong, the responding staff will use Google Translator to understand the nature of the community member's questions and provide access to information and appropriate responses.

##### Bilingual Volunteers

Volunteer translators serve to create Spanish inserts for the monthly newsletter, Lussier Neighborhood News, translations of parent forms for all levels of youth programs, and any other pertinent materials needed for families using LCEC's programs. It is important to note that LCEC relies on government translations of registration forms for Elementary Program and Food Pantry.

##### Google Translate

Google Translate is a powerful tool that can instantly translate text and speech into over 100 different languages. Google Translate provides technology for language accessibility in a quick and efficient way. It is typical, as a vibrant neighborhood center, for community members stop in to learn more about LCEC's services and other resources in the community. Staff can use Google Translate to understand and answer basic questions about resources, programs and needs. For ease of access, LCEC asks staff to download Google Translate to their smartphones, when applicable. In addition, every LCEC space has access to computers with internet access.

##### Certified Languages International

Certified Languages International provides on-demand telephone based interpretation in over 200 languages. This service will be used when nuanced or complex topics are being discussed and in situations where the subject matter is more serious.

##### The Interpreters' Cooperative of Madison

The Interpreters' Cooperative of Madison is owned and operated by interpreters of 15 different languages. They offer spoken and written translation services. As needed, LCEC uses these services to translate written documents and interpret speech.

##### Special Efforts

##### Families Applying for Youth Programs

LCEC makes every effort to communicate with prospective families in their language of origin using their interpretation and translation resources. LCEC has the means to translate its materials into other languages and always ensures that its outreach materials are provided in Spanish. LCEC includes Spanish announcements of its program openings in the Wexford Ridge neighborhood and at the Tree Lane Family Apartments. LCEC is committed to working with the families and students to translate all of its materials to the child's language of origin and ensuring that the regular contact with parents/guardians is conducted with interpretation provided.

## Implementation and Training

### Implementation

LCEC ensures that staff feel equipped to utilize its interpretation and translation resources by regularly informing staff about them verbally or through email correspondence. An abbreviated sheet of LCEC's language accessibility resources is posted near the front desk and is distributed out, as needed.

### Staff Training

LCEC will include the Language Accessibility Plan in its orientation materials and have an electronic copy that is accessible to all staff. The plan is often reviewed and discussed by all staff during one of LCEC's training weeks (one before Summer Program starts and one before After School Program starts). LCEC's training will include information about how staff members can access interpretation and translation services and resources.

Beyond language accessibility, cultural relevance is at the core of our program design. In line with our LCEC Framework, we strive to create programs that resonate with the cultures and identities of the young people we serve. We foster relationships with individuals and organizations that reflect the diversity of our participants and can support their cultural growth and understanding. We work with partners and volunteers who can serve as positive role models for our young people. We seek partnerships with individuals and groups of color, as well as allies who can contribute to the cultural richness of our programs. Examples of these partnerships include: Anesis Therapy, a BIPOC women-owned and run business; Literacy Network, a nonprofit that relies on folks who have fluency in other languages helping folks learn English; and, Black Women Wellness.

Furthermore, we encourage our white, mainstream partners to highlight the works and achievements of people of color in their fields, providing our young people with diverse role models and stories they can relate to and find inspiration in. When onboarding a new volunteer or a new organization lead, we require that they familiarize themselves with the Lussier Framework. We ask each volunteer to reflect on their own identities and how these identities impact their lived experience. The invaluable services provided by the LCEC are offered free-of-charge, a testament to the generosity and commitment of our donors, supporters, and community partners. Their unwavering belief in our mission enables us to eliminate financial barriers and ensure our programs remain accessible to all in our community, fostering an environment of inclusivity and support.

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

The LCEC Elementary Program is a licensed program authorized to engage up to 45 young people in our two classrooms. We run enrollment periods beginning in April for summer and in July for the school year. If classroom spaces become available during the year, we work from our waiting list and with the school social worker and social workers at the Tree Lane Family Apartments to identify other kids in need of afterschool programming.

We inform families of our enrollment windows through multiple avenues: in writing and verbally with currently enrolled families and through the dissemination of our monthly printed LCEC newsletter, the Lussier Neighborhood News, which is delivered to every door in Wexford Ridge and Tree Lane Family Apartments and is handed out at the Center. Families must complete the paper work to be eligible, and we use a decision matrix which considers if the young person is a) a current or returning participant, b) lives in Tree Lane Family Apartments, c) is an age and gender that fits and complements the other students in the

classroom, and d) if the young person needs specific accommodations for care. We determine the exact number of slots available based on our staff capacity at the time of enrollment.

Recognizing the need to address potential barriers to participation, we provide bus transportation for youth at the end of the program, if necessary. LCEC supplements this by offering additional van transportation, particularly after extended field trips or activities, and for residents of the Tree Lane Family Apartments.

### 3. PROGRAM DESCRIPTION AND STRUCTURE

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

LCEC Elementary Program focuses on four mutually reinforcing areas of development for youth with program activities and community partnerships. Within each of these areas there is both structured and unstructured activity time, which youth are offered opportunities to speak into and shape.

**Wellness** – This broad area of programming includes two facets of wellness - physical and emotional. According to the Center for Disease Control, regular physical activity can help youth improve their physical health and reduce symptoms of anxiety and depression. Physical activity is integrated into daily programming with a focus on large motor activities including basketball, dance, and other activities to get youth moving and active. An additional activity that is prioritized in the Elementary Program is Anjisplay. Anjisplay is an educational philosophy and a play-based approach to learning that emphasizes the importance of providing youth with open-ended and immersive play experiences that support their emotional, social, and physical development. Through Anjisplay, elementary-aged youth can learn to express their ideas and emotions, develop their physical abilities, and engage with their peers in a positive and constructive way. We have also seen Anjisplay help our youth develop a sense of independence and self-confidence. We rely on youth voice to share what activities are preferred and what new activities they would like to be introduced to. Equally important to getting regular physical activity is eating healthy, nourishing foods. Providing foods that are nutritious and healthy as well as delicious and culturally relevant is a priority for LCEC staff. Through both our partnership with Memorial High School Kids Café and volunteer support, youth receive a daily healthy snack and a daily hot, nutritious home-cooked meal. The snack and the meal incorporate fruits, vegetables and a culturally relevant protein (not all of our youth eat pork, so we supplement with beef) - all meals served are compliant with CACFP. Through a partnership with Madison Community Gardens, youth visit the local garden weekly during growing season and have the opportunity to learn how various fruits and vegetables grow, how they are harvested, and how to use the produce to prepare healthy, nutritious foods.

**Social Emotional Learning** – We see power in telling young people, in particular, “You are important. You are powerful. You can make a difference in the world around you” - messages that are a critical piece of the social emotional learning crucial to any comprehensive OST program seeking to utilize a holistic approach to youth development. LCEC Elementary Program incorporates mindfulness skills development and activities that build the resiliency and self-efficacy of young people. These practices, coupled with age-appropriate identity exploration and development, encourage young people to question and challenge social norms which seek to place restraints and labels on them. Weekly sessions focused on building resilience through mindfulness activities ask young people to build community and look beyond themselves. We are learning that resilience isn't inherent to our youth - it is built through experience. As stated in positive youth development, positive experiences plus positive relationships plus positive environments leads to positive outcomes - youth can acquire the skills necessary to overcome issues as they arise and to bounce back from depression, anxiety, and other negative emotional states. Learning the skill of resiliency is foundational to programming at the LCEC.

**Learning and Academics** - learning and academics are a priority for the LCEC Elementary Program. Four days a week segments of afterschool are set aside to work on homework or be engaged in other productive exploration. In our Kindergarten to 2nd grade rooms volunteer Reading Buddies - from high

school students to retirees - read one-on-one for 30 minutes once a week during the school year and summer. Then later in the week the students read to each other or just share about the book that was read to them. Older elementary school students are supported by staff and volunteers with homework help, quiet reading, and stealth educational activities that incorporate scientific principles into our daily activities. Throughout our programming, we are looking for opportunities to ignite young people’s passion for learning.

Arts and Creativity – Extensive research demonstrates the benefits of engaging kids in the arts, including:

1. Creative Expression: Art allows youth to express themselves in a unique way. This can help youth develop their creativity, and provide them with a way to express their emotions and ideas.
2. Motor Skills: Art activities such as painting, drawing, and cutting with scissors can help youth develop their fine motor skills. These skills are essential for tasks such as writing, tying shoelaces, and using utensils.
3. Confidence: Creating art can be a confidence booster for youth. It can help them feel a sense of accomplishment when they complete a project, and feel proud of their work.
4. Critical Thinking: Art can encourage youth to think outside the box and come up with creative solutions to problems. This can help develop critical thinking skills, which will benefit them in other areas of their lives.
5. Cultural Understanding: Art can expose youth to different cultures and traditions, which can help them gain a better understanding and appreciation of the world around them.
6. Stress Relief: Creating art can be a stress-relieving activity for youth. It provides them with a way to relax and unwind, and can help them deal with stress and anxiety.

An additional benefit we don’t often hear articulated is this: In a context of pervasive racism and classism that works to undermine youth's image of themselves and their communities, telling young people, “We value and admire what comes out of you and your creativity” is a powerful statement. With arts programming young people are exploring creative expression, developing curious minds and building confidence and positive self-regard. At least once a week youth discover their creative side while developing relationships, working together and having fun. Artists and arts organizations make up a large percentage of our collaborative partners (The Bubbler, Children’s Theater Madison, Little Picassos, MYArts). The skills, experience and passionate role modeling provided by these collaborators is priceless. Through their offerings we are able to ensure that young people deepen their artistic experiences, build confidence and persistence, and practice teamwork and respect for self and others. Regular field trips to experience the rich cultural and artistic offerings of Madison’s vibrant arts community round out our arts programming.

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

Table 1

| Location(s): Lussier Community Education Center |              |            |          |
|---|--------------|------------|----------|
| Day of the Week                                 | Time of Year | Start Time | End Time |
| Monday  | School Year  | 2:30 PM    | 6:00 PM  |
|   | Summer       | 8:30 AM    | 4:30 PM  |
| Tuesday   | School Year  | 3:30 PM    | 6:00 PM  |
|   | Summer       | 8:30 AM    | 4:30 PM  |
| Wednesday                                       | School Year  | 3:30 PM    | 6:00 PM  |
|   | Summer       | 8:30 AM    | 4:30 PM  |
| Thursday  | School Year  | 3:30 PM    | 6:00 PM  |
|   | Summer       | 8:30 AM    | 4:30 PM  |
| Friday  | School Year  | 3:30 PM    | 6:00 PM  |
|   | Summer       | 8:30 AM    | 4:30 PM  |

|          |             |  |  |
|----------|-------------|--|--|
| Saturday | School Year |  |  |
|          | Summer      |  |  |
| Sunday   | School Year |  |  |
|          | Summer      |  |  |

Table 2

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

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

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

|  | Frequency*      | # of Program Hours Per Program Day | Annual Duration** | Adult to Youth Ratio | Anticipated Average Attendance per Program Day |
|--|-----------------|------------------------------------|-------------------|----------------------|--|
| <b>Location #1: Lussier Community Education Center</b> |                 |                                    |                   |                      |  |
| School Year  | 5 days per week | 2.5 hours - 3.5 hours              | 38 weeks          | 1 to 15              | 29   |
| Summer   | 5 days per week | 8 hours                            | 8 weeks           | 1 to 15              | 29   |
| <b>Location #2 (if applicable): N/A</b>                |                 |                                    |                   |                      |  |
| School Year  |                 |                                    |                   |                      |  |
| Summer   |                 |                                    |                   |                      |  |

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

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

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

#### 4. ENGAGEMENT, COORDINATION AND COLLABORATION

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

Engagement with parents and guardians is foundational to our approach. The perspective of the parents of our youth enrolled in the LCEC Elementary Program help us shape the program to be as relevant and responsive as possible to the social-emotional and cultural needs of our youth. The Elementary Program Coordinator and the Elementary Lead Teacher interact daily with our youth - through these interactions, they discern the interests, concerns, and queries of our youth, which shape the direction of our activities. This approach relies on building strong relationships with our youth, which in turn fosters their capacity for resilience and their emotional wellbeing. Youth Programs staff engage families through regular communication and face-to-face interactions, gathering insights about their goals for their children and the specific needs they hope the program fulfills. Our monthly LCEC Community Dinners have been adapted to serve as a platform for deeper family engagement. This shared neighborhood meal, prepared by local chefs—which serves on-average over 100 community members each month—provides a space for parents to socialize with other parents, our staff, and children, allowing us to further understand their perspectives and desires for our program. These interactions play a crucial role in addressing the current needs of our community, by helping us to tailor our programming to foster social-emotional health among our elementary-aged youth.

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

As a grassroots nonprofit founded by the powerful advocacy and voice of community members, we understand the importance of engaging our community in both the development of our programs, and the implementation and assessment. Our approach to program development is two-fold: we engage relevant community stakeholders and we engage the volunteers supporting the program. We work closely with John Muir Elementary teachers and faculty, as well as MSCR staff to better understand and address the academic and social needs of our young people at school. This partnership helps us to equip our youth with the necessary skills and resilience to navigate current challenges. LCEC staff engages volunteers through in-person, informal conversations held at the Center during programming and through an annual Volunteer Engagement Survey that requests feedback on their perceived impact, areas of success, and areas for improvement. In terms of organizational management and staff support, we create structures, practices, and a culture that encourages collaboration and elevates staff voices. Guided by the LCEC Framework, we aim for clear goals and interconnected efforts, an organizational culture that is open to ideas and change, and a commitment to professional development. Our decisions are data-driven, allowing us to take calculated risks and stretch our capabilities, all in the service of better supporting our youth and their families.

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

| Partner Organization     | Role & Responsibilities  | Contact Person    | Signed MOU (Yes/No)? |
|--------------------------|--|-------------------|----------------------|
| Rutabage Paddlesports    | Provides environmental education and outdoor field trip experiences. | Katya Ouchakof    | No                   |
| Madison Reading Project  | Provides literacy education and books.                               | Dierdre Steinmetz | No                   |
| Dream Bus                | Provides access to library loans onsite at the LCEC.                 | Tracy Herold      | No                   |
| Madison Community Garden | Provides weekly garden and nutrition education.                      | Becky Hustad      | No                   |

|          |  |                   |    |
|----------|--|-------------------|----|
| MYArts   | Provide a welcoming, affordable space for youth to engage in various mediums of art. | Leora Saposnik    | No |
| AnjiPlay | Provides activities and supplies.  | Carissa Christner | No |

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

NA.

How do these partnerships enhance this proposal?

The list of six organizations above comprises partnerships that have been cultivated for the past ten years, as well as partnerships that are new to the LCEC Elementary Program. Through these partnerships, youth enrolled in the Elementary Program gain access to larger community-based initiatives and programs that they may have been excluded from previously due to both access and LCEC staff expertise. For example, without these partnerships, youth might not have access to canoe lessons, or art programming led by community professionals. And of course having a deep, thoughtful and mutually beneficial relationship with our feeder school - John Muir - is a critical collaboration for the success of the program. Whether they are providing space for programming, helping identify and recruit young people for program and summer camp, or simply filling us in on a particularly tough (or great) day at school, our connection and communication with all levels of staff at Muir is paramount to kids having successful days after school. Finally, our Board of Directors stands as a shining example of effective collaboration, with its members drawn directly from the communities we serve, including individuals who currently reside or have grown up in the neighborhoods we primarily support. This intimate familiarity with the community's needs and aspirations allows our Board to provide pertinent structure, innovative ideas, and guide the direction of our initiatives. Their deep-rooted connections and passion for the cause empower us to pursue and secure audacious funding opportunities, reinforcing our commitment to providing quality, accessible services to our community.

What are the decision-making agreements with each partner?

The partnership with our core collaborator – John Muir Elementary - has been in effect since the LCEC Elementary Program was initiated. Elements of the partnerships have changed with staff transitions and the reprioritization of goals that reflect the current culture our youth are embedded within, but overall it has remained strong, clear, and mutually supportive. We rely on regular cross-collaborative team meetings to reaffirm communication pathways and address barriers to youth success in the program. Currently we meet regularly with direct front line staff and semi-annually with leadership and front line staff. These meetings allow us to problem solve on a regular basis any specific youth or program needs and more strategically identify growth and development areas to work on year to year. While partner agreements are more informal and developed between our Youth Programs Manager and their staff, we are pursuing more formal agreements via MOUs that will increase the sustainability of our program and provide elementary-aged youth with greater access to the Madison community and its wide array of resources. At several partner organizations the staff have turned over, and we've been successful at maintaining the partnership and often enriching it as the new person brings new energy and desire to connect with kids. Our Youth Programs Manager works closely with each partner organization's leadership and front line staff to make mutually beneficial decisions about program focus, breadth and delivery method. We work hard to ensure that partners are coached about our Lussier Framework and gear their efforts to meld with our approaches. Of course we are always working to adjust and improve every partnership and will change our strategies as needed.

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

While the LCEC YRC exists as a resource for all youth within our service area, we recognize that the program primarily serves youth from marginalized backgrounds. Additionally, we recognize that youth enrolled in our program may come from households experiencing cumulative family risk - instead of factors



occurring in isolation, multiple risk factors occur simultaneously leading to exacerbated negative outcomes. Because of this, the LCEC strives to offer a multitude of relevant resources for youth and their families. We are currently in the process of bringing on board a Communications Coordinator. This strategic move is designed to enhance our capacity to disseminate information about our programs and services effectively. While we currently create and personally distribute—door to door—a monthly newsletter detailing our updated services, events, and offerings, the aim is to ensure our community members are not only well-informed about the resources available to them, but also feel actively engaged in our shared journey towards community development and enrichment. Below you can find the LCEC Resource Linkage Plan that addresses various risk factors. We rely on three key resource tiers: our in-house resources and programming, collaborations with local social workers and case managers, and the extensive networks of LCEC staff.

Food Security - youth and their families have access to the following resources for finding food:

- The LCEC Food Pantry: open Wednesdays from 7-8pm and Saturdays from 11am-12pm, the LCEC Food Pantry is available to all households within Dane County and households can access this resource up to two times per month. At each visit, households will receive enough food supplies to supplement three full days of meals for each household member. Through a partnership with school social workers, youth who state an immediate need for food assistance are eligible for an emergency pantry run that allows the social worker to shop for their household outside of open pantry hours.
- LCEC Grab & Go: stocked with food supplies on Tuesdays and Fridays. This resource is available to all community members. There are no requirements to access.
- Monthly Community Dinner: scheduled for the first Friday of each month, youth and their families are invited to the Center for a healthy, home-cooked meal. There are no requirements to access.
- Staff are trained to share information on 211 Wisconsin, a resource that can connect youth and families to further food security assistance in the community.

Social Work / Case Management

- Through a partnership with Lisa Hemauer at Joining Forces for Families (JFF), we connect youth and their households to case managers and social workers who can address larger social issues that the LCEC does not have the capacity or expertise for. Lisa's JFF office is located in the Wexford Ridge Apartments, where many of our youth live.
- For Youth/Households Experiencing Homelessness - through a new partnership with Catalyst for Change, we can direct case management for folks experiencing homelessness to our contacts at this nonprofit. Catalyst for Change provides Comprehensive Community Services (CCS) through Dane County Human Services. Through CCS, they are able to provide wrap-around services and build relationships with individuals experiencing homelessness.

Transportation:

- While LCEC staff relies on the buses and vans in our possession to transport youth to afterschool programming, we cannot always utilize our transportation resources to get them home after. Because of this limitation, we offer two options for transportation to youth: free access to 2-ride bus passes and limited cab rides through partnership with Union Cab. While we offer 2-riders and cab rides to students, we prioritize getting students from Tree Lane home via an LCEC van or bus.

Workforce Development Program

- Through this program, youth can receive assistance with applying for jobs and interview skills from knowledgeable volunteers.
- Through partnerships cultivated by the Community Engagement Manager, youth at the LCEC are often able to receive information on internship and employment opportunities at local area nonprofits and partner corporations prior to the release of applications.

Educational Opportunities for Folks with Limited English Proficiency / Cultural Programs

- Literacy Network offers tutoring as classes for folks seeking to learn English.
- Culturally relevant clubs meet at the Center (i.e. Arabic Language Class).

We understand that the broader Madison community has much more to offer our youth than can be provided directly by staff at the LCEC. Because of these, we are constantly seeking out new partnership

opportunities that bring more resources into the Center. Much of what we pursue is informed by the needs stated from our youth and community members.

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

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

The creation of our LCEC Framework was a powerful act of synergy, drawing from theories and strategies that harmoniously reflected the unique needs and strengths of our community. Over time, through a process of trial, success, and adaptive learning, we honed an approach that truly resonates with our community, ensuring the optimum growth and success of our youth.

As MOST delineated its Effective Practices, we found a resonant echo in our own foundational principles. These parallel frameworks not only complement each other, but they also intersect and intertwine in meaningful ways, reinforcing our commitment to holistically support our youth. MOST's Effective Practices are mirrored within our five Framework principles – Positive Youth Development, Trauma Informed Mindset, Intrinsic Motivation to Learn, Racial and Social Justice, and Organizing for Power. Each one of these principles reflects a facet of our community's identity, and together, they form a cohesive and inclusive tapestry of support.

By aligning our programming with both the LCEC Framework and MOST Effective Practices, we are reinforcing our commitment to cultural relevance, inclusivity, and community empowerment. We continue to adapt, learn, and grow alongside our community, always seeking to enhance our strategies to foster the very best outcomes for our youth.

### Intentional Program Design

We continuously invoke the principle of "purposeful programming," whether it's within individual interactions or in the broader context of planning new partnerships or program components. Our programs are meticulously designed to interweave activities that build upon each other, fostering a progression of learning and engagement tailored to the evolving interests and developmental levels of our youth. Also, central to our intentional program design is a deep commitment to cultural relevance. We consistently align our program construction with the unique needs of the communities we serve, integrating their cultural nuances and values into our program framework, thereby ensuring that our youth find resonance and familiarity within their learning environment.

At the helm of this endeavor are our Youth Programs Managers, who collaborate with the team to construct programs and forge partnerships that cater to our young participants' budding interests while introducing them to novel opportunities. We strive to create a diverse array of activities under our four pillars of programming, aiming to nurture not just academic growth but also social and emotional strength.

This approach empowers our youth to take the initiative, explore their creativity, and leverage their strengths in a safe and supportive environment. Furthermore, we consistently allocate time and structure for our young participants to reflect on their learning experiences, thereby fostering their holistic development. Our program goals are clear, mission-aligned, and attuned to the needs of the families and communities we serve.

### Supportive Relationships with Youth

In our pursuit of fostering supportive relationships with our youth, we prioritize genuine, consistent interactions that cultivate trust and mutual respect. Our staff utilizes positive guidance techniques and behavior management approaches tailored to value and celebrate the individuality of each child. We operate with an unwavering belief in the potential of every young person, emphasizing their growth not just academically but holistically. Clear understanding of roles and boundaries between youth and adults is maintained, while nurturing an environment that encourages youth to hold high expectations of our dedicated staff. Embodying cultural sensitivity and inclusivity in our relationships, we strive to make every young person feel seen, valued, and supported, regardless of their background or identity.

### Youth Voice & Leadership

Our Youth Programming profoundly acknowledges and celebrates the role of our youth in shaping our community. We believe that their voices, opinions, and ideas significantly contribute to our program's vibrancy and effectiveness, fostering a sense of ownership and belonging that transcends their individual experiences. This respect for youth voice and leadership is intricately woven into our program design, whether it's allowing the freedom to shape daily activities, contribute to menu planning, or influence the direction of our arts or sports programs.

Our approach is to continuously provide spaces and opportunities for our youth to exercise their leadership skills, exploring their potential and making significant contributions to the community. By involving them in decision-making processes and community-building activities, we foster a nurturing environment for developing empathy, self-awareness, and healthy communication. The result is a dynamic, culturally-inclusive program that empowers our youth to positively impact themselves, others, and the broader community.

#### Racial & Cultural Inclusion

Day in and day out, the LCEC fosters a safe and inclusive space that encourages identity exploration and understanding - creating an environment where every individual can comfortably ask, "Who am I?" and "Who will I become?"

We consciously integrate these fundamental questions into our programming, guiding our young people towards a profound connection with their cultural roots and expressions. This exploration of identity and culture is most evident within our gender identity groups and social-emotional learning sessions, but it often emerges organically through day-to-day interactions and spontaneous discussions, amplifying the richness of our diverse community.

To uphold these principles, we commit to ongoing training and coaching for our staff and volunteers, ensuring that our team possesses the understanding and tools needed to foster an inclusive environment. We host bi-annual workshops focused on racial equity and continue to build upon these learnings in our regular staff meetings and individual check-in sessions. Our dedication to racial and cultural inclusion stems from our unyielding belief in the potential of all youth and families, regardless of their racial or cultural backgrounds.

#### Community & Family Engagement

We recognize that the strength of a successful community center lies in its ability to resonate with the community it serves. We foster meaningful, ongoing relationships with neighborhood and partner schools, local organizations, businesses, and most importantly, the families who are the heartbeat of our community. Our program is informed—and actively shaped—by the diverse cultures and unique strengths of our families, ensuring our services are not just accessible but also relevant and empowering.

LCEC Youth Programming thrives on dynamic collaborations and nurtures robust ties with the staff and faculty at our feeder schools, alongside partnerships with various area organizations and businesses. Recognizing the value of diverse perspectives, we actively encourage and welcome feedback from parents through regular communication channels, community dinners, and other interactive platforms. Our approach ensures that families have a meaningful influence in our program's development and continuous improvement, shaping a program that is truly representative of the vibrant community we are privileged to serve.

#### Organizational Management and Staff Support

The fabric of the LCEC's operational core is woven with a culture of collaboration and inclusivity that extends beyond our programming and into our organizational structure and practices. We strive to build a community where every staff member's voice is heard, their cultural identity respected, and their professional growth nurtured.

Our mission—deeply embedded in the LCEC Framework—ensures unity in purpose and consistency in action. This unified understanding enables us to work collectively towards clear goals, with every effort contributing to our overarching objectives. We cultivate an atmosphere that embraces opportunity, innovation, and growth, giving room for our team to stretch, take risks, and drive change. We value professional development, investing in our staff's continuous learning and empowering them with the skills necessary to excel in their roles.

Guided by data, we maintain a robust system for program oversight and evaluation, which allows us to track progress, identify areas of improvement, and make informed decisions for our program's advancement. Our approach has led to commendable staff retention rates and a fiscally sound, well-managed program that consistently meets our mission.

Finally, we ensure accessibility and appropriateness of our resources, guaranteeing that our materials cater to the developmental needs of all the youth we serve, reinforcing our commitment to inclusivity and respect for diversity.

#### Environment & Safety

The Youth Resource Center is an environment that is not only safe and supportive, but also culturally responsive and conducive to the growth of our 6th - 8th graders. We understand that the unique needs of our community's youth are best met in a setting that reflects their developmental stages and respects their cultural backgrounds.

Our policies and procedures, formulated with the specific needs of an after-school and summer program in mind, are designed to foster both physical and emotional safety. Staff and volunteers are well-versed in these guidelines, using them as a compass to create an environment that encourages community-building, learning, and personal development.

Recognizing the essential role of nutrition and hygiene in fostering resilience in our youth, we make intentional decisions aimed at enhancing their overall well-being. This holistic approach extends to our communication practices, where we ensure that health, safety, and behavior procedures are clearly relayed to staff, participants, and families alike.

We also have a robust system in place to identify and address health concerns among our participants, underlining our commitment to their wellness. By aligning our practices with these ideals, we strive to create a haven where our youth can thrive both emotionally and physically.

As an organization, we believe in the transformative power of youth voices and make it a priority to actively seek and consider their insights in shaping our programs. We operate with the understanding that our young people have a strong sense of autonomy - they 'vote with their feet,' choosing whether or not to engage based on the relevance and impact of our offerings.

Conversations with regular attendees are enlightening, but equally important are the dialogues with those whose attendance has waned. These interactions help us understand the evolving needs, interests, and concerns of our youth, shedding light on areas for improvement, such as enhancing program engagement, creating more culturally resonant experiences, or strengthening the safety and equity within our spaces. These informal, yet profound, methods of evaluation are fortified by semi-annual youth surveys. The feedback collected is critically assessed and used to inform necessary adjustments in our programming, ensuring we remain responsive to our community's needs.

Looking forward, we aspire to incorporate the YPQA assessment and are open to collaboration with the MOST community. This will assist us in developing or identifying self-assessment tools that will further enhance our monitoring and alignment with the Effective Practices. By doing so, we continue our commitment to a culturally relevant, inclusive, and dynamic environment that truly serves and empowers our community's youth.

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

Total Annual Unduplicated Children or Youth participating in proposed program: 34

Total program hours annually: 600

#### C. Program Outcomes

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

Belonging, connection, and attachment are important factors for the overall well-being and development of youth, particularly those enrolled in afterschool programming. There is extensive research highlighting the benefits of these factors and how they contribute to positive outcomes such as improved academic performance, social skills, and mental health.

One study conducted by the Harvard Family Research Project examined the role of afterschool programs in promoting positive youth development. The study found that afterschool programs that prioritize creating a sense of belonging and connection for youth had a significant impact on their overall development and well-being. Specifically, the study found that:

1. **Belonging:** Youth who felt a sense of belonging in their afterschool program were more likely to participate in program activities and develop positive relationships with youth and adults.
2. **Connection:** Youth who felt connected to their afterschool program and its staff were more likely to feel supported and have access to resources that could help them achieve their goals.
3. **Attachment:** Youth who had positive attachments to the adults in their afterschool program were more likely to have positive self-concepts, higher levels of self-esteem, and better academic outcomes.

These findings highlight the importance of creating a sense of belonging, connection, and attachment for youth enrolled in afterschool programming. By prioritizing these factors, the LCEC Elementary Program can provide a supportive and nurturing environment for youth to thrive and develop into successful and healthy adults.

Enhancing the social-emotional competency and enhanced life skills of our youth is vital to accomplishing our goal of ensuring that children develop into physically, emotionally, and socially healthy individuals, prepared for success in their future. Per the extensive research available, enhancing social-emotional competency and enhanced life skills in our youth will help them thrive academically, socially, and emotionally, both in now and in the future. Some benefits include:

1. **Improved Academic Performance:** Research shows that students who participate in afterschool programs that focus on social-emotional learning and life skills have better academic outcomes. A meta-analysis of 68 afterschool programs found that those with a focus on social-emotional learning had a positive impact on academic achievement, particularly in reading and math (Durlak et al., 2010).
2. **Better Mental Health:** Social-emotional competency and life skills help youth manage their emotions, cope with stress, and build positive relationships. This, in turn, leads to improved mental health outcomes. A study by the Collaborative for Academic, Social, and Emotional Learning (CASEL) found that students who participated in social-emotional learning programs had fewer mental health problems and better social skills (Durlak et al., 2011).
3. **Reduced Risky Behaviors:** Youth who have strong social-emotional competency and life skills are less likely to engage in risky behaviors such as drug and alcohol use, violence, and unsafe sex. A study by the Harvard Family Research Project found that afterschool programs that focused on social-emotional learning and life skills had a positive impact on reducing risky behaviors among youth (Little et al., 2009).
4. **Increased Employability:** Social-emotional competency and life skills are highly valued by employers. Youth who develop these skills in afterschool programs are more likely to succeed in the workforce and have better career opportunities. A survey by the Partnership for 21st Century Skills found that employers view social-emotional and life skills as essential for success in the workplace (Partnership for 21st Century Skills, 2006)

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

|   |                         |     |                        |    |
|---|-------------------------|-----|------------------------|----|
| <b>Outcome Objective #1:</b> Sense of belonging, connection and attachment to community and/or school |                         |     |                        |    |
| <b>Performance Standard</b>   | <b>Targeted Percent</b> | 85% | <b>Targeted Number</b> | 28 |
| <b>Measurement Tool(s) and Comments:</b>  |                         |     |                        |    |

To measure the sense of belonging, connection, and attachment that youth enrolled in the LCEC Elementary Program have to both the community center and their peers, we will utilize a combination of quantitative and qualitative data collection methods.

Quantitative data sources could include surveys or questionnaires that measure youths' sense of belonging, connection, and attachment to their community and school. One research-based tool that we are interested in utilizing is the Sense of School Community Scale (SSCS). The SSCS was developed by McNeely, Nonnemaker, and Blum in 2002.

The SSCS consists of 12 items that assess youths' perceptions of the LCEC Elementary Program community, including feelings of belonging, trust, and respect among youths and staff. Youth are asked to rate their agreement with each statement on a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree."

Example statements include:

- "I feel like I am part of the LCEC Elementary Youth Program."
- "Most youths in the LCEC Elementary Youth program are friendly and supportive."
- "I feel like Youth Program staff care about me as a person."

The scores from the SSCS can be used to assess the overall level of sense of belonging, connection, and attachment to the school community. Higher scores indicate a stronger sense of community and belonging.

Qualitative data sources include focus groups or interviews with youth, parents, and community members to gain a deeper understanding of the factors that contribute to youths' sense of belonging and connection. These discussions could explore topics such as relationships with Youth Lead Teachers and Youth Program Coordinators, program activities, the perceived opportunities youth have to speak into the development of the program, and the overall culture of the LCEC Elementary Program and the LCEC itself.

Other potential data sources could include academic records, attendance data, and disciplinary records, which may provide insights into youths' overall engagement and investment in school. Additionally, information about the demographic makeup of the school and community could be important to consider, as factors such as race, ethnicity, socioeconomic status, and language proficiency can impact youths' sense of belonging and connection.

**Outcome Objective #2: Social-emotional competency and enhanced life skill**

| Performance Standard | Targeted Percent | 85 | Targeted Number | 28 |
|----------------------|------------------|----|-----------------|----|
|----------------------|------------------|----|-----------------|----|

**Measurement Tool(s) and Comments:**

One research-based tool that can be used to measure changes in social-emotional competency and enhanced life skills is the Devereux Student Strengths Assessment (DESSA), developed by the American Educational Research Association. The DESSA is a standardized, strength-based assessment tool that measures a student's social-emotional competencies across eight domains: self-awareness, self-management, responsible decision-making, relationship skills, social awareness, personal responsibility, goal-directed behavior, and optimistic thinking.

The DESSA will be completed by the Lead Teachers and Youth Program Coordinators - the staff members who know the youth enrolled best and can provide a comprehensive picture of their youth's social-emotional strengths and areas for improvement. For the most accurate results, this assessment should be completed at both the beginning and the end of the 38-week program. Additionally, Lead Teachers and Youth Program Coordinators/Managers will use qualitative data, such as interviews or surveys, to gather more in-depth information about youth's experiences in the program and how it helped them develop these skills.

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

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

- D. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses?  
 LCEC Youth Program staff are trained on using the MOST MIS system to record attendance and student demographics. To collect the initial data imported into the MOST MIS, Youth Program Staff utilize a paper attendance system which documents youth attendance and programming hours. Using a physical instead of digital method allows staff more time to connect with each youth face-to-face as they are welcomed into program each day. Our program schedule and city quarterly reporting assist us in tracking the program activities that occur throughout the year. We measure our outcomes through a survey tool conducted with youth twice a year that requests their qualitative feedback on programming. Additionally, staff relies on Infinite Campus to check academic records and attendance - through monitoring school academics and attendance, staff can view trends in a student's academic performance that may speak to relevant socio-emotional issues occurring in the student's daily lived experience. The results are analyzed using Excel and a narrative report which is shared with staff and the youth who complete the survey. The results are then used to identify strengths, weaknesses and opportunities in the program.

The LCEC utilizes the accounting software Peachtree to track our expenses and income. Additionally, utilizing reports from Peachtree, staff affirms that expenses are allocated equitably amongst the four pillars of programming.

**6. PROGRAM LOCATION**

- A. Address(es) of the site where programs will occur:  
 55 South Gammon Road, Madison, WI. 53717

**7. PROGRAM STAFFING AND RESOURCES:**

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

| Position Title             | Qualifications or Required Training  | Location(s) | Indicate School Year (SY), Summer (SU) or Year-Round (YR)  | SY or YR FTE | Summer Only FTE |
|----------------------------|--|-------------|--|--------------|-----------------|
| Director of Programs       | Experience supporting staff working in youth programming.                      | LCEC        | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> | 1.0          |                 |
| Elementary Program Manager | Experience developing, implementing, supervising and evaluating youth programs | LCEC        | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> | 1.0          |                 |

|   |  |                     |  |     |  |
|---|--|---------------------|--|-----|--|
| Elementary Lead Teacher   | Experience working in youth programming. | LCEC                | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> | 0.5 |  |
| Elementary Lead Teacher   | Experience working in youth programming. | LCEC                | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> | 0.5 |  |
|   |  |                     | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>            |     |  |
|   |  |                     | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>            |     |  |
|   |  |                     | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>            |     |  |
|   |  |                     | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>            |     |  |
| <b>Please complete the total FTE for the applicable time period</b> |  | <b>School Year:</b> |  |     |  |
|   |  | <b>Year-Round</b>   |  | 3.0 |  |
|   |  | <b>Summer</b>       |  |     |  |

\*Use one line per individual employee

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

Prospect volunteers are required to complete a volunteer application, initial interview, caregiver background check, reference check, online orientation, and in-classroom training. The volunteer application requests general contact information, specific volunteer interests, and the names and contact information for two people who can serve as references to the prospect volunteer's ability to work successfully with youth. The initial interview asks prospect volunteers about their professional background, relevant volunteer experiences, intentions for applying to volunteer, experience working with folks from diverse backgrounds, understanding of positive youth development, racial and social justice, and identity development. Additionally, prospect volunteers are asked to describe their experience working with you and to share about a time when they successfully re-engaged a youth who was disengaged with the programming. The online orientation that volunteers are required to complete includes an overview of the Center's mission, vision and values, the five-tenant framework that guides and animates the work of the Center, and the Center's history. The orientation also includes information on expectations - both what can be expected from the Center, and what the Center expects. Lastly, all volunteers are required to have onsite training with a Youth Programs Manager about creating safe spaces for youth and vulnerable populations, mandatory reporting, classroom activities, schedules, and volunteer duties.

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

Other program resources include:

\* LCEC classroom space, LCEC gym space, LCEC kitchen, and LCEC playground and outdoor spaces.

\* LCEC 15-passenger vans.

\* Partnerships with MMSD and the Kids Café program through Second Harvest Food Bank: Year-round, the LCEC employs an industrious team of young adults with disabilities who benefit from essential vocational training. Memorial High School provides two extraordinary special education assistants who oversee menu planning, meal preparation, service, and clean-up. Youth in the LCEC Elementary Program get a hot, nutritious afternoon meal five days a week during the school year and a hot, nutritious breakfast five days a week during the eight weeks of summer camp.

\* The LCEC is privileged to have a diverse array of resources to fuel our programs' success. We host two major fundraising events annually, the Gallery Night and Harvest Celebration, which bring together community members, partners, and supporters for the cause of youth and community



enrichment. In addition, our targeted donation appeals such as the Summer Camp Appeal, School Supplies Drive, Holiday Gift Drive, Giving Tuesday, and the Year-End Campaign, play an instrumental role in marshaling the resources necessary to execute our programs effectively. Beyond these, unrestricted funds provided by generous donors and community advocacy organizations through grants form a crucial backbone of our financial resources. These funds give us the flexibility to respond to emergent needs and innovate in our program delivery, furthering our mission to empower the youth in our community.

## 8. BUDGET

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

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

## 9. IF APPLICABLE, PLEASE COMPLETE THE FOLLOWING:

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



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

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

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

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

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

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

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

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

|  |  |  |  |                               |
|--|--|--|--|-------------------------------|
| Legal Name of Organization:  | Lussier Community Education Center, Inc. | Total Amount Requested for this Program: |  | \$ 116,478                    |
| Program Name:  | LCEC Youth Resource Center               | Total Program Budget:                    |  | \$ 277,294                    |
| Program Contact:   | Avé Thorpe                               | Email:                                   | <a href="mailto:ave@LCECmadison.org">ave@LCECmadison.org</a> | Phone: (608) 833-4979 Ext 202 |
| AGE Group and Program TYPE: Select <u>ONE</u> Program Type under <u>ONE</u> Age Group for this form. |  |  |  |                               |

**Elementary**

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

**Middle School**

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

**High School**

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

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

**1. PROGRAM OVERVIEW**

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

The need for Lussier Community Education Center's Youth Resource Center (LCEC YRC) becomes apparent when examining the state of mental health and socio-emotional wellbeing among Wisconsin's middle school-aged population. As evidenced by the 2021 Youth Risk Behavior Survey conducted by the Wisconsin Department of Public Instruction a significant proportion of students face mental health challenges, with anxiety and feelings of sadness or hopelessness being most notably prevalent. These issues are even more pronounced among those who identify as members of the LGBTQ+ community, and among female students in general. Additionally, we see these issues exacerbated in another population that the LCEC works with closely - youth who are experiencing homelessness or who have recently left the experience of homelessness. The Tree Lane Family Apartments - a Section 8 housing complex - houses families who have recently left the experience of homelessness. This housing complex has 140 units that house various sizes of households. Many of the youth we serve reside in the The Tree Lane Family Apartments, often facing unique challenges associated with low-income households. An additional challenge for these families is their recent departure from the experience of homelessness. It's crucial that our services remain accessible to them, providing essential educational and developmental support that can help bridge the socio-economic gaps and offer them greater opportunities for success in their futures. Moreover, the LCEC proudly extends these indispensable services to over 200 youth in our community, a significant majority of whom identify as low-income youth of color. This emphasis not only addresses the socio-economic disparities but also fosters an inclusive environment that respects and celebrates diversity.

These data underscore the need for targeted interventions that address youth socio-emotional development and community connectedness. Additionally, the need for programs like the LCEC YRC has been amplified by the COVID-19 pandemic. This unprecedented event led to the closure of schools and youth programming centers worldwide, severely impacting the development pathways for young people. The resulting disconnection from Out of School Time (OST) programs disrupted vital environments for social connections, support, learning, and growth. The pandemic's negative impacts extended to family environments, mental health circumstances, and the capacity of supportive organizations to provide quality programming.

Youth programming - in general - is one of the main strategies for fostering positive youth development, which states that positive experiences plus positive relationships plus positive environments leads to positive outcomes. As we emerge from the pandemic, the question of how to best support youth with limited resources, and more specifically, how to better support OST providers and youth programming after this time of crisis, becomes paramount. This is why the LCEC has worked tirelessly to meet the needs of modernity; we have adapted our programs and services to fulfill the needs of our youth. This fluidity - fueled by our unbreakable bond with the community we serve - ensures that the youth attending our programming are equipped to attain the opportunities they rightfully deserve.

The feedback that we have gathered from our community and Center users over the past few years further emphasizes this need. Themes identified in 2019 continue to be echoed in recent inputs, such as the importance of youth

voice in and ownership of programs and activities; increased evening hours for middle and high school age youth, especially on Friday and Saturday night; program activities based on the interest of the participants; and the availability of both unstructured and structured program time that includes youth choice. In 2023, updated input highlighted the addition of two themes: the need for more wellness and/or Social Emotional Learning (SEL) programming and the need for more support for program staff. The LCEC firmly advocates for our youth while doing our best to support program staff in the highest capacity possible. The goal of the Lussier Community Education Center (LCEC) Youth Resource Center (middle school) Program is to ensure that children develop into physically, emotionally, and socially healthy individuals, prepared for success in their future. We are committed to fostering an environment that encourages curiosity, critical thinking, and the pursuit of knowledge. By instilling these values, we aim to widen the array of opportunities available to our youth as they grow. By equipping them with a robust set of skills and a strong sense of self-worth, we strive to empower them to build a brighter future for themselves and their communities.

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

The goal of the Lussier Community Education Center (LCEC) Youth Resource Center (middle school) Program is to ensure that children develop into physically, emotionally, and socially healthy individuals, prepared for success in their future. Our Youth Resource Center relies on the guiding principles of the LCEC Framework to shape our operations and program design. This framework is anchored in five key ideals that encompass a holistic approach towards community development:

- Organizing & Power – We emphasize the importance of amplifying the collective power of those most affected by social injustices. By fostering a sense of shared power and agency, we strive to solve community issues and create a more equitable environment.

- Positive Youth Development – Our programs are designed around the equation of Positive Experience + Positive Relationships + Positive Environments = Positive Outcomes. This formula underlines all our endeavors, ensuring our young participants grow into healthy, thriving adults.

- Racial and Social Justice – We acknowledge the persistent and systemic injustices that exist in our community and wider society. We believe that we must actively pursue justice, or we risk passively perpetuating injustice. Our commitment to racial and social justice is integral to our mission.

- Intrinsic Motivation – We understand that individuals of all ages are intrinsically motivated to learn. We strive to create an environment where participants feel welcomed, safe, and included, where they have the freedom to pursue what is relevant to them, and where they are engaged in significant and challenging learning, thereby fostering their progress and growth.

- Trauma-Informed Mindset/Culture – Recognizing that traumatic experiences can severely impact a person's ability to cope, learn, and engage, we adopt a trauma-informed approach. This mindset guides our practices and interactions to support everyone, recognizing their experiences and working to foster resilience and healing.

Through these guiding principles, we aim to deliver a program that not only addresses the immediate needs of our youth but also plants the seeds for their long-term success and community development.

C. Program Summary (3-5 sentences):

The LCEC Youth Resource Center (YRC) is an innovative collaboration between the LCEC and Madison School-Community Recreation (MSCR) continuously serving 30 youth. During the academic year, programming occurs in Jefferson Middle School and at the LCEC, with several LCEC-specific projects for which sole support is provided by LCEC staff and funds. We provide a positive place for middle school youth to belong, strengthen school connections, and prepare for the challenges of high

school. Each programming day, middle school youth will drop in for programming centered on wellness, social emotional development, academics, learning arts and creativity.

## 2. POPULATION SERVED

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

As a program connected with Jefferson Middle School and located on their campus, the middle school-aged youth who attend the LCEC Youth Resource Center (YRC) almost exclusively attend Jefferson. The majority of the youth in the YRC live in either the Wexford Ridge Apartments across the street from the Center or the Tree Lane Family Apartments located about 1 mile from our Center. While both of these apartment complexes are Section 8 affordable housing, the Tree Lane Family Apartments are specifically for youth and families who have recently left the experience of homelessness. This qualifier makes our work with youth from Tree Lane Family Lane Apartments an additional priority because we recognize that the trauma associated with the experience of homelessness exacerbates the negative impacts youth have been experiencing related to mental health and socio-emotional wellbeing.

According to the Neighborhood Atlas produced by the Applied Population Lab at UW-Madison, these apartment complexes are located centrally to a neighborhood with a score of 1 with 1 being defined as the "most advantaged block group". However, individuals and families residing in these apartment complexes have a household income that is less than 50% of the area median income - 85-90% of youth enrolled in the YRC are economically disadvantaged. Our service population is not reflective of the surrounding community, further emphasizing the disparities that our youth and their families experience.

The YRC is focused on supporting low income children of color in particular, rather than mirroring the demographics of the youth who happen to live within a particular distance from the LCEC. Over 70% of our youth are students of color (primarily Black, Latinx, Asian or multi-racial), yet our surrounding neighborhood does not mirror them with 85.2% of our area residents identifying as white. While all of our students speak English to some degree, about 10% identify as having limited English proficiency; a growing number live in households where English is not the first language. Additionally, approximately 55% of our youth enrolled in YRC live in female-headed or single adult households.

Many youth served by the YRC have been connected to the Center previously, having attended either our free afterschool or summer camp program. Because of the consistency in relationships built through presence, youth develop program activities through sharing feedback collected by lead teachers, coordinators, and managers. Lead Teachers and Youth Program Coordinators collect qualitative feedback via bi-annual surveys that youth currently enrolled are asked to complete. Additionally, through both informal conversations and formal meetings, Youth Program Coordinators and Youth Program Managers seek feedback on program activities from the parents/guardians. When parents/guardians pick youth up at the end of the programming day, information conversations are often had during the family-style meal that each youth participates in. Through the feedback that we have received in previous years, Youth Program Managers have implemented new activities such as education around financial resources and identity development relevant to current cultural climates that youth face. Additionally, with the feedback, Youth Program Managers have sought out new partnerships relevant to activities youth want more of, such as the arts (MYArts), music and theater (violin lessons), and physical activity oriented around having fun (Urban Air Adventure Park).

- B. 2022 Participant Demographics (if applicable):

| Race                                   | # of Participants | % of Total Participants |
|--|-------------------|-------------------------|
| White/Caucasian                        | 4                 | 17%                     |
| Black/African American                 | 19                | 79%                     |
| Asian                                  | 0                 | 0%                      |
| American Indian/Alaskan Native         | 0                 | 0%                      |
| Native Hawaiian/Other Pacific Islander | 0                 | 0%                      |
| Multi-Racial                           | 1                 | 4%                      |
| Balance/Other                          | 0                 | 0%                      |
| Total:                                 | 24                |                         |
| Ethnicity                              |                   |                         |
| Hispanic or Latino                     | 2                 | 8%                      |

|                        |    |     |
|------------------------|----|-----|
| Not Hispanic or Latino | 22 | 92% |
| Total:                 | 24 |     |
| Gender                 |    |     |
| Boy/Man                | 12 | 50% |
| Girl/Woman             | 12 | 50% |
| Non-binary/GenderQueer | 0  | 0%  |
| Prefer Not to Say      | 0  | 0%  |
| Total:                 | 24 |     |

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

The LCEC is strongly committed to providing language access and cultural relevance throughout all of the programs and services offered. We recognize that the LCEC is centrally located in a diverse neighborhood that reflects a wide spectrum of races, ethnicities, and languages spoken. Folks who use Center services identify as White, Black, Latinx, Chinese, Hmong, and Arabic. The LCEC has a Language Access Plan designed to facilitate effective communication with non-English speaking youth and their families. View this below:

#### Interpretation and Translation Resources Bilingual Staff

LCEC often employs staff who speak Spanish or Hmong. Whenever possible these staff members are sought out to provide interpretation and information to community members. If a bilingual staff member is not available, and/or the interpretation needs are not Spanish or Hmong, the responding staff will use Google Translator to understand the nature of the community member's questions and provide access to information and appropriate responses.

#### Bilingual Volunteers

Volunteer translators serve to create Spanish inserts for the monthly newsletter, Lussier Neighborhood News, translations of parent forms for all levels of youth programs, and any other pertinent materials needed for families using LCEC's programs. It is important to note that LCEC relies on government translations of registration forms for Elementary Program and Food Pantry.

#### Google Translate

Google Translate is a powerful tool that can instantly translate text and speech into over 100 different languages. Google Translate provides technology for language accessibility in a quick and efficient way. It is typical, as a vibrant neighborhood center, for community members stop in to learn more about LCEC's services and other resources in the community. Staff can use Google Translate to understand and answer basic questions about resources, programs and needs. For ease of access, LCEC asks staff to download Google Translate to their smartphones, when applicable. In addition, every LCEC space has access to computers with internet access.

#### Certified Languages International

Certified Languages International provides on-demand telephone based interpretation in over 200 languages. This service will be used when nuanced or complex topics are being discussed and in situations where the subject matter is more serious.

#### The Interpreters' Cooperative of Madison

The Interpreters' Cooperative of Madison is owned and operated by interpreters of 15 different languages. They offer spoken and written translation services. As needed, LCEC uses these services to translate written documents and interpret speech.

#### Special Efforts

##### Families Applying for Youth Programs

LCEC makes every effort to communicate with prospective families in their language of origin using their interpretation and translation resources. LCEC has the means to translate its materials into other

languages and always ensures that its outreach materials are provided in Spanish. LCEC includes Spanish announcements of its program openings in the Wexford Ridge neighborhood and at the Tree Lane Family Apartments. LCEC is committed to working with the families and students to translate all of its materials to the child's language of origin and ensuring that the regular contact with parents/guardians is conducted with interpretation provided.

#### Implementation and Training

##### Implementation

LCEC ensures that staff feel equipped to utilize its interpretation and translation resources by regularly informing staff about them verbally or through email correspondence. An abbreviated sheet of LCEC's language accessibility resources is posted near the front desk and is distributed out, as needed.

##### Staff Training

LCEC will include the Language Accessibility Plan in its orientation materials and have an electronic copy that is accessible to all staff. The plan is often reviewed and discussed by all staff during one of LCEC's training weeks (one before Summer Program starts and one before After School Program starts). LCEC's training will include information about how staff members can access interpretation and translation services and resources.

Beyond language accessibility, cultural relevance is at the core of our program design. In line with our LCEC Framework, we strive to create programs that resonate with the cultures and identities of the young people we serve. We foster relationships with individuals and organizations that reflect the diversity of our participants and can support their cultural growth and understanding. We work with partners and volunteers who can serve as positive role models for our young people. We seek partnerships with individuals and groups of color, as well as allies who can contribute to the cultural richness of our programs. Examples of these partnerships include: Anesis Therapy, a BIPOC women-owned and run business; Literacy Network, a nonprofit that relies on folks who have fluency in other languages helping folks learn English; and, Black Women Wellness.

Furthermore, we encourage our white, mainstream partners to highlight the works and achievements of people of color in their fields, providing our young people with diverse role models and stories they can relate to and find inspiration in. When onboarding a new volunteer or a new organization lead, we require that they familiarize themselves with the Lussier Framework. We ask each volunteer to reflect on their own identities and how these identities impact their lived experience. The invaluable services provided by the LCEC are offered free-of-charge, a testament to the generosity and commitment of our donors, supporters, and community partners. Their unwavering belief in our mission enables us to eliminate financial barriers and ensure our programs remain accessible to all in our community, fostering an environment of inclusivity and support.

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

The LCEC Youth Resource Center operates in collaboration with Madison School & Community Recreation (MSCR). This partnership enables us to coordinate the registration process for young people effectively. Information about the Youth Resource Center is readily accessible on both the LCEC and Jefferson Middle School websites. Additionally, our monthly newsletter - distributed to the Wexford Ridge, Point Place, and Tree Lane Family Apartments - provides details about the program's operational dates and registration process. We have also recently invested in a mass text-messaging service, which can successfully push quick, immediate, and urgent updates to our hundreds of constituent families throughout the community. As addressed in our language access plan, all materials are translated into Spanish to assist folks with limited English proficiency.

Students and their families learn about the after-school options upon enrollment at Jefferson, and students can opt to join the program at any point during the school year. Registration materials are necessary for gathering emergency contact details, healthcare information, and parental consent for field

trips and photograph releases. However, the nature of our program is flexible, allowing young people to attend one or all days of after-school as they wish.

Recognizing the need to address potential barriers to participation, we provide bus transportation for youth at the end of the program, if necessary. LCEC supplements this by offering additional van transportation, particularly after extended field trips or activities, and for residents of the Tree Lane Family Apartments.

### 3. PROGRAM DESCRIPTION AND STRUCTURE

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

LCEC Youth Resource Center focuses on three mutually reinforcing areas of development for youth with program activities and community partnerships. Within each of these areas there is both structured and unstructured activity time, which youth are offered opportunities to speak into and shape.

Wellness – This broad area of programming includes two facets of wellness - physical and emotional. According to the Center for Disease Control, regular physical activity can help youth improve their physical health and reduce symptoms of anxiety and depression. Physical activity is integrated into daily programming with a focus on large motor activities including basketball, dance, and other activities to get youth moving and active. We rely on youth voice to share what activities are preferred and what new activities they would like to be introduced to. Equally important to getting regular physical activity is eating healthy, nourishing foods. Providing foods that are nutritious and healthy as well as delicious and culturally relevant is a priority for LCEC staff. Through both our partnership with Memorial High School Kids Café and volunteer support, youth receive a daily healthy snack and a daily hot, nutritious home-cooked meal. The snack and the meal incorporate fruits, vegetables and a culturally relevant protein (not all of our youth eat pork, so we supplement with beef) - all meals served are compliant with CACFP. Through a partnership with Forward Garden, youth visit the 12-acre garden weekly during growing season and have the opportunity to learn how various fruits and vegetables grow, how they are harvested, and how to use the produce to prepare healthy, nutritious foods. Additionally, the Youth Resource Center offers a weekly Cooking Club that teaches youth how to meal plan and how to cook for themselves using food items that are both financially accessible to their family, as well as relevant to the types of foods preferred.

Social Emotional Learning – We see power in telling young people, in particular, “You are important. You are powerful. You can make a difference in the world around you” - messages that are a critical piece of the social emotional learning crucial to any comprehensive OST program seeking to utilize a holistic approach to youth development. Through a partnership with Anesis Therapy, LCEC-specific programming in the Youth Resource Center starts with mindfulness skills development and activities that build the resiliency and self-efficacy of young people. We are learning that resilience isn't inherent to our youth - it is built through experience. As stated in positive youth development, positive experiences plus positive relationships plus positive environments leads to positive outcomes - youth can acquire the skills necessary to overcome issues as they arise and to bounce back from depression, anxiety, and other negative emotional states. Learning the skill of resiliency is foundational to programming at the LCEC.

Learning and Academics - Youth have the opportunity to opt into multiple activities around learning and academics. With the support of both college student volunteers as well as older adult volunteers, our staff engage middle school-aged youth in tutoring sessions led by credentialed teachers as well as homework help reliant on peer-to-peer support where students work together to support academic needs. Throughout our programming, we are looking for opportunities to ignite young people's passion for learning. While we recognize the importance of learning and academics, we also recognize the need for time to connect socially and purposefully create space where YRC students can simply exist with one another and participate in leisure activities of their choosing.

- B. Program Schedule: If you are proposing to provide a program at more than one location and the program schedule is the same for all locations, please list all of the locations in the “Location(s)” cell



in Table 1 below. If the program schedules vary amongst locations, please complete Table 2 and the question following the tables.

**Table 1**

| Location(s): Lussier Community Education Center |              |            |          |
|---|--------------|------------|----------|
| Day of the Week                                 | Time of Year | Start Time | End Time |
| Monday  | School Year  | 2:45 PM    | 6:00 PM  |
|   | Summer       | 8:30 AM    | 4:30 PM  |
| Tuesday   | School Year  | 4:17 PM    | 6:00 PM  |
|   | Summer       | 8:30 AM    | 4:30 PM  |
| Wednesday                                       | School Year  | 4:17 PM    | 6:00 PM  |
|   | Summer       | 8:30 AM    | 4:30 PM  |
| Thursday  | School Year  | 4:17 PM    | 6:00 PM  |
|   | Summer       | 8:30 AM    | 4:30 PM  |
| Friday  | School Year  | 4:17 PM    | 6:00 PM  |
|   | Summer       | 8:30 AM    | 4:30 PM  |
| Saturday  | School Year  |            |          |
|   | Summer       |            |          |
| Sunday  | School Year  |            |          |
|   | Summer       |            |          |

**Table 2**

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

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

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

|  | Frequency* | # of Program Hours Per Program Day | Annual Duration** | Adult to Youth Ratio | Anticipated Average Attendance |
|--|------------|------------------------------------|-------------------|----------------------|--------------------------------|
|  |            |                                    |                   |                      |                                |

|  |                 |                |          |        |                 |
|--|-----------------|----------------|----------|--------|-----------------|
|  |                 |                |          |        | per Program Day |
| <b>Location #1: Lussier Community Education Center</b> |                 |                |          |        |                 |
| School Year  | 5 days per week | 1.5-3.25 hours | 38 weeks | 1 : 15 | 29              |
| Summer   | 5 days per week | 8 hours        | 8 weeks  | 1 : 15 | 29              |
| <b>Location #2 (if applicable):</b>                    |                 |                |          |        |                 |
| School Year  |                 |                |          |        |                 |
| Summer   |                 |                |          |        |                 |

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

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

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

#### 4. ENGAGEMENT, COORDINATION AND COLLABORATION

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

Engagement with parents and guardians is foundational to our approach. The perspective of the parents of our youth enrolled in YRC help us shape the program to be as relevant and responsive as possible to the social-emotional and cultural needs of our youth. The Middle School Program Coordinator and the Middle School Lead Teacher interact daily with our youth - through these interactions, they discern the interests, concerns, and queries of our youth, which shape the direction of our activities and clubs. This approach relies on building strong relationships with our youth, which in turn fosters their capacity for resilience and their emotional wellbeing. Youth Programs staff engage families through regular communication and face-to-face interactions, gathering insights about their goals for their children and the specific needs they hope the program fulfills. Our monthly LCEC Community Dinners have been adapted to serve as a platform for deeper family engagement. This shared neighborhood meal, prepared by local chefs—which serves on-average over 100 community members each month—provides a space for parents to socialize with other parents, our staff, and children, allowing us to further understand their perspectives and desires for our program. These interactions play a crucial role in addressing the current demands of our community, by helping us to tailor our programming to foster social-emotional health among our youth.

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

As a grassroots nonprofit founded by the powerful advocacy and voice of community members, we understand the importance of engaging our community in both the development of our programs, and the implementation and assessment. Our approach to program development is two-fold: we engage relevant community stakeholders and we engage the volunteers supporting the program. We work closely with Jefferson Middle School teachers and faculty, as well as MSCR staff to better understand and address the academic and social needs of our young people at school. This partnership helps us to equip our youth with the necessary skills and resilience to navigate current challenges. LCEC staff engages volunteers through in-person, informal conversations held at the Center during programming and through an annual Volunteer Engagement Survey that requests feedback on their perceived impact, areas of success, and areas for improvement. In terms of organizational management and staff support, we create structures, practices, and a culture that encourages collaboration and elevates staff voices. Guided by the LCEC

Framework, we aim for clear goals and interconnected efforts, an organizational culture that is open to ideas and change, and a commitment to professional development. Our decisions are data-driven, allowing us to take calculated risks and stretch our capabilities, all in the service of better supporting our youth and their families.

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

| Partner Organization    | Role & Responsibilities   | Contact Person | Signed MOU (Yes/No)? |
|-------------------------|---|----------------|----------------------|
| Jefferson Middle School | Provides space for programming after school and during the summer, access to youth during the school day for tutoring/mentoring, and coordinated responses to crises in the lives of individual young people and their families | Melanie Thiel  | No                   |
| Maydm                   | Provide education to youth on STEM - youth will learn how to make video games.  | Ben Pate       | No                   |
| Rutabaga Paddle Sports  | Provides paddling/canoeing experiences and instruction to middle school summer campers weekly every summer.   | Chloe Machula  | No                   |
| Forward Gardens         | Provides weekly garden education to youth.  | Matt Lechmaier | No                   |
|                         |   |                |                      |
|                         |   |                |                      |

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

How do these partnerships enhance this proposal?

The list of four organizations above comprises partnerships that have been cultivated for the past ten years, as well as partnerships that are new to the LCEC YRC. Through these partnerships, youth enrolled in the YRC gain access to larger community-based initiatives and programs that they may have been excluded from previously due to both access and LCEC staff expertise. For example, without these partnerships, youth might not have access to canoe lessons, or STEM-based programming. And of course having a deep, thoughtful and mutually beneficial relationship with our feeder school is a critical collaboration for the success of the program. Whether they are providing space for programming, helping identify and recruit young people for program and summer camp, or simply filling us in on a particularly tough (or great) day at school, our connection and communication with all levels of staff at Jefferson is paramount to kids having successful days after school. Finally, our Board of Directors stands as a shining example of effective collaboration, with its members drawn directly from the communities we serve, including individuals who currently reside or have grown up in the neighborhoods we primarily support. This intimate familiarity with the community's needs and aspirations allows our Board to provide pertinent structure, innovative ideas, and guide the direction of our initiatives. Their deep-rooted connections and passion for the cause empower us to pursue and secure audacious funding opportunities, reinforcing our commitment to providing quality, accessible services to our community.

What are the decision-making agreements with each partner?

The partnership with our core collaborator – Jefferson Middle School - has been in effect since the Youth Resource Center was initiated. Elements of the partnerships have changed with staff transitions and the reprioritization of goals that reflect the current culture our youth are embedded

within, but overall it has remained strong, clear, and mutually supportive. We rely on regular cross-collaborative team meetings to reaffirm communication pathways and address barriers to youth success in the program. Currently we meet regularly with direct front line staff and semi-annually with leadership and front line staff. These meetings allow us to problem solve on a regular basis any specific youth or program needs and more strategically identify growth and development areas to work on year to year. We have MOUs with some of our partners which detail roles and responsibilities, timelines and designated contacts, while other partner agreements are more informal and developed between our Youth Programs Manager and their staff. At several partner organizations the staff have turned over, and we've been successful at maintaining the partnership and often enriching it as the new person brings new energy and desire to connect with kids. Our Youth Programs Manager works closely with each partner organization's leadership and front line staff to make mutually beneficial decisions about program focus, breadth and delivery method. We work hard to ensure that partners are coached about our Lussier Framework and gear their efforts to meld with our approaches. Of course we are always working to adjust and improve every partnership and will change our strategies as needed.

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

While the LCEC YRC exists as a resource for all youth within our service area, we recognize that the program primarily serves youth from marginalized backgrounds. Additionally, we recognize that youth enrolled in our program may come from households experiencing cumulative family risk - instead of factors occurring in isolation, multiple risk factors occur simultaneously leading to exacerbated negative outcomes. Because of this, the LCEC strives to offer a multitude of relevant resources for youth and their families. We are currently in the process of bringing on board a Communications Coordinator. This strategic move is designed to enhance our capacity to disseminate information about our programs and services effectively. While we currently create and personally distribute—door to door—a monthly newsletter detailing our updated services, events, and offerings, the aim is to ensure our community members are not only well-informed about the resources available to them, but also feel actively engaged in our shared journey towards community development and enrichment. Below you can find the LCEC Resource Linkage Plan that addresses various risk factors. We rely on three key resource tiers: our in-house resources and programming, collaborations with local social workers and case managers, and the extensive networks of LCEC staff.

Food Security - youth and their families have access to the following resources for finding food:

- The LCEC Food Pantry: open Wednesdays from 7-8pm and Saturdays from 11am-12pm, the LCEC Food Pantry is available to all households within Dane County and households can access this resource up to two times per month. At each visit, households will receive enough food supplies to supplement three full days of meals for each household member. Through a partnership with school social workers, youth who state an immediate need for food assistance are eligible for an emergency pantry run that allows the social worker to shop for their household outside of open pantry hours.
- LCEC Grab & Go: stocked with food supplies on Tuesdays and Fridays. This resource is available to all community members. There are no requirements to access.
- Monthly Community Dinner: scheduled for the first Friday of each month, youth and their families are invited to the Center for a healthy, home-cooked meal. There are no requirements to access.
- Staff are trained to share information on 211 Wisconsin, a resource that can connect youth and families to further food security assistance in the community.

Social Work / Case Management

- Through a partnership with Lisa Hemauer at Joining Forces for Families (JFF), we connect youth and their households to case managers and social workers who can address larger social issues that the LCEC does not have the capacity or expertise for. Lisa's JFF office is located in the Wexford Ridge Apartments, where many of our youth live.
- For Youth/Households Experiencing Homelessness - through a new partnership with Catalyst for Change, we can direct case management for folks experiencing homelessness to our contacts at this nonprofit. Catalyst for Change provides Comprehensive Community Services (CCS) through Dane

County Human Services. Through CCS, they are able to provide wrap-around services and build relationships with individuals experiencing homelessness.

#### Transportation:

- While LCEC staff relies on the buses and vans in our possession to transport youth to afterschool programming, we cannot always utilize our transportation resources to get them home after. Because of this limitation, we offer two options for transportation to youth: free access to 2-ride bus passes and limited cab rides through partnership with Union Cab. While we offer 2-riders and cab rides to students, we prioritize getting students from Tree Lane home via an LCEC van or bus.

#### Workforce Development Program

- Through this program, youth can receive assistance with applying for jobs and interview skills from knowledgeable volunteers.
- Through partnerships cultivated by the Community Engagement Manager, youth at the LCEC are often able to receive information on internship and employment opportunities at local area nonprofits and partner corporations prior to the release of applications.

#### Educational Opportunities for Folks with Limited English Proficiency / Cultural Programs

- Literacy Network offers tutoring as classes for folks seeking to learn English.
- Culturally relevant clubs meet at the Center (i.e. Arabic Language Class).

We understand that the broader Madison community has much more to offer our youth than can be provided directly by staff at the LCEC. Because of these, we are constantly seeking out new partnership opportunities that bring more resources into the Center. Much of what we pursue is informed by the needs stated from our youth and community members.

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

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

#### Introduction

The creation of our LCEC Framework was a powerful act of synergy, drawing from theories and strategies that harmoniously reflected the unique needs and strengths of our community. Over time, through a process of trial, success, and adaptive learning, we honed an approach that truly resonates with our community, ensuring the optimum growth and success of our youth.

As MOST delineated its Effective Practices, we found a resonant echo in our own foundational principles. These parallel frameworks not only complement each other, but they also intersect and intertwine in meaningful ways, reinforcing our commitment to holistically support our youth. MOST's Effective Practices are mirrored within our five Framework principles – Positive Youth Development, Trauma Informed Mindset, Intrinsic Motivation to Learn, Racial and Social Justice, and Organizing for Power. Each one of these principles reflects a facet of our community's identity, and together, they form a cohesive and inclusive tapestry of support.

By aligning our programming with both the LCEC Framework and MOST Effective Practices, we are reinforcing our commitment to cultural relevance, inclusivity, and community empowerment. We continue to adapt, learn, and grow alongside our community, always seeking to enhance our strategies to foster the very best outcomes for our youth.

#### Intentional Program Design

We continuously invoke the principle of "purposeful programming," whether it's within individual interactions or in the broader context of planning new partnerships or program components. Our programs are meticulously designed to interweave activities that build upon each other, fostering a progression of learning and engagement tailored to the evolving interests and developmental levels of our youth. Also, central to our intentional program design is a deep commitment to cultural relevance. We consistently align

our program construction with the unique needs of the communities we serve, integrating their cultural nuances and values into our program framework, thereby ensuring that our youth find resonance and familiarity within their learning environment.

At the helm of this endeavor is our Youth Programs Manager, who collaborates with the team to construct programs and forge partnerships that cater to our young participants' budding interests while introducing them to novel opportunities. We strive to create a diverse array of activities under our four pillars of programming, aiming to nurture not just academic growth but also social and emotional strength.

This approach empowers our youth to take the initiative, explore their creativity, and leverage their strengths in a safe and supportive environment. Furthermore, we consistently allocate time and structure for our young participants to reflect on their learning experiences, thereby fostering their holistic development. Our program goals are clear, mission-aligned, and attuned to the needs of the families and communities we serve.

### Supportive Relationships with Youth

In our pursuit of fostering supportive relationships with our youth, we prioritize genuine, consistent interactions that cultivate trust and mutual respect. Our staff utilizes positive guidance techniques and behavior management approaches tailored to value and celebrate the individuality of each child. We operate with an unwavering belief in the potential of every young person, emphasizing their growth not just academically but holistically. Clear understanding of roles and boundaries between youth and adults is maintained, while nurturing an environment that encourages youth to hold high expectations of our dedicated staff. Embodying cultural sensitivity and inclusivity in our relationships, we strive to make every young person feel seen, valued, and supported, regardless of their background or identity.

### Youth Voice & Leadership

Our Youth Resource Center profoundly acknowledges and celebrates the role of our youth in shaping our community. We believe that their voices, opinions, and ideas significantly contribute to our program's vibrancy and effectiveness, fostering a sense of ownership and belonging that transcends their individual experiences. This respect for youth voice and leadership is intricately woven into our program design, whether it's allowing the freedom to shape daily activities, contribute to menu planning, or influence the direction of our arts or sports programs.

Our approach is to continuously provide spaces and opportunities for our youth to exercise their leadership skills, exploring their potential and making significant contributions to the community. By involving them in decision-making processes and community-building activities, we foster a nurturing environment for developing empathy, self-awareness, and healthy communication. The result is a dynamic, culturally-inclusive program that empowers our youth to positively impact themselves, others, and the broader community.

### Racial & Cultural Inclusion

Day in and day out, the LCEC fosters a safe and inclusive space that encourages identity exploration and understanding - creating an environment where every individual can comfortably ask, "Who am I?" and "Who will I become?"

We consciously integrate these fundamental questions into our programming, guiding our young people towards a profound connection with their cultural roots and expressions. This exploration of identity and culture is most evident within our gender identity groups and social-emotional learning sessions, but it often emerges organically through day-to-day interactions and spontaneous discussions, amplifying the richness of our diverse community.

To uphold these principles, we commit to ongoing training and coaching for our staff and volunteers, ensuring that our team possesses the understanding and tools needed to foster an inclusive environment. We host bi-annual workshops focused on racial equity and continue to build upon these learnings in our regular staff meetings and individual check-in sessions. Our dedication to racial and cultural inclusion stems from our unyielding belief in the potential of all youth and families, regardless of their racial or cultural backgrounds.

### Community & Family Engagement

We deeply recognize that the strength of a successful community center lies in its ability to resonate with the community it serves. We foster meaningful, ongoing relationships with neighborhood and partner schools, local organizations, businesses, and most importantly, the families who are the heartbeat of our

community. Our program is informed—and actively shaped—by the diverse cultures and unique strengths of our families, ensuring our services are not just accessible but also relevant and empowering.

The LCEC Youth Resource Center thrives on dynamic collaboration with MSCR/Urban League and nurtures robust ties with Jefferson Middle School staff and faculty, alongside partnerships with various area organizations and businesses. Recognizing the value of diverse perspectives, we actively encourage and welcome feedback from parents through regular communication channels, community dinners, and other interactive platforms. Our approach ensures that families have a meaningful influence in our program's development and continuous improvement, shaping a program that is truly representative of the vibrant community we are privileged to serve.

#### Organizational Management and Staff Support

The fabric of the LCEC's operational core is woven with a culture of collaboration and inclusivity that extends beyond our programming and into our organizational structure and practices. We strive to build a community where every staff member's voice is heard, their cultural identity respected, and their professional growth nurtured.

Our mission—deeply embedded in the LCEC Framework—ensures unity in purpose and consistency in action. This unified understanding enables us to work collectively towards clear goals, with every effort contributing to our overarching objectives. We cultivate an atmosphere that embraces opportunity, innovation, and growth, giving room for our team to stretch, take risks, and drive change. We value professional development, investing in our staff's continuous learning and empowering them with the skills necessary to excel in their roles.

Guided by data, we maintain a robust system for program oversight and evaluation, which allows us to track progress, identify areas of improvement, and make informed decisions for our program's advancement. Our approach has led to commendable staff retention rates and a fiscally sound, well-managed program that consistently meets our mission.

Finally, we ensure accessibility and appropriateness of our resources, guaranteeing that our materials cater to the developmental needs of all the youth we serve, reinforcing our commitment to inclusivity and respect for diversity.

#### Environment & Safety

The Youth Resource Center is an environment that is not only safe and supportive, but also culturally responsive and conducive to the growth of our 6th - 8th graders. We understand that the unique needs of our community's youth are best met in a setting that reflects their developmental stages and respects their cultural backgrounds.

Our policies and procedures, formulated with the specific needs of an after-school and summer program in mind, are designed to foster both physical and emotional safety. Staff and volunteers are well-versed in these guidelines, using them as a compass to create an environment that encourages community-building, learning, and personal development.

Recognizing the essential role of nutrition and hygiene in fostering resilience in our youth, we make intentional decisions aimed at enhancing their overall well-being. This holistic approach extends to our communication practices, where we ensure that health, safety, and behavior procedures are clearly relayed to staff, participants, and families alike.

We also have a robust system in place to identify and address health concerns among our participants, underlining our commitment to their wellness. By aligning our practices with these ideals, we strive to create a haven where our youth can thrive both emotionally and physically.

#### Closing

As an organization, we believe in the transformative power of youth voices and make it a priority to actively seek and consider their insights in shaping our programs. We operate with the understanding that our middle school participants have a strong sense of autonomy - they 'vote with their feet,' choosing whether or not to engage based on the relevance and impact of our offerings.

Conversations with regular attendees are enlightening, but equally important are the dialogues with those whose attendance has waned. These interactions help us understand the evolving needs, interests, and concerns of our youth, shedding light on areas for improvement, such as enhancing program engagement, creating more culturally resonant experiences, or strengthening the safety and equity within our spaces. These informal, yet profound, methods of evaluation are fortified by semi-annual youth

surveys. The feedback collected is critically assessed and used to inform necessary adjustments in our programming, ensuring we remain responsive to our community's needs.

Looking forward, we aspire to incorporate the YPQA assessment and are open to collaboration with the MOST community. This will assist us in developing or identifying self-assessment tools that will further enhance our monitoring and alignment with the Effective Practices. By doing so, we continue our commitment to a culturally relevant, inclusive, and dynamic environment that truly serves and empowers our community's youth.

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

Total Annual Unduplicated Children or Youth participating in proposed program: 29

Total program hours annually: 576

## C. Program Outcomes

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

Belonging, connection, and attachment are important factors for the overall well-being and development of youth, particularly those enrolled in afterschool programming. There is extensive research highlighting the benefits of these factors and how they contribute to positive outcomes such as improved academic performance, social skills, and mental health.

One study conducted by the Harvard Family Research Project examined the role of afterschool programs in promoting positive youth development. The study found that afterschool programs that prioritize creating a sense of belonging and connection for youth had a significant impact on their overall development and well-being. Specifically, the study found that:

1. **Belonging:** Youth who felt a sense of belonging in their afterschool program were more likely to participate in program activities and develop positive relationships with youth and adults.
2. **Connection:** Youth who felt connected to their afterschool program and its staff were more likely to feel supported and have access to resources that could help them achieve their goals.
3. **Attachment:** Youth who had positive attachments to the adults in their afterschool program were more likely to have positive self-concepts, higher levels of self-esteem, and better academic outcomes.

These findings highlight the importance of creating a sense of belonging, connection, and attachment for youth enrolled in afterschool programming. By prioritizing these factors, the LCEC YRC can provide a supportive and nurturing environment for youth to thrive and develop into successful and healthy adults.

Enhancing the social-emotional competency and enhanced life skills of our youth is vital to accomplishing our goal of ensuring that children develop into physically, emotionally, and socially healthy individuals, prepared for success in their future. Per the extensive research available, enhancing social-emotional competency and enhanced life skills in our youth will help them thrive academically, socially, and emotionally, both in now and in the future. Some benefits include:

1. **Improved Academic Performance:** Research shows that students who participate in afterschool programs that focus on social-emotional learning and life skills have better academic outcomes. A meta-analysis of 68 afterschool programs found that those with a focus on social-emotional learning had a positive impact on academic achievement, particularly in reading and math (Durlak et al., 2010).
2. **Better Mental Health:** Social-emotional competency and life skills help youth manage their emotions, cope with stress, and build positive relationships. This, in turn, leads to improved mental health outcomes. A study by the Collaborative for Academic, Social, and Emotional Learning (CASEL) found that students who participated in social-emotional learning programs had fewer mental health problems and better social skills (Durlak et al., 2011).
3. **Reduced Risky Behaviors:** Youth who have strong social-emotional competency and life skills are less likely to engage in risky behaviors such as drug and alcohol use, violence, and



unsafe sex. A study by the Harvard Family Research Project found that afterschool programs that focused on social-emotional learning and life skills had a positive impact on reducing risky behaviors among youth (Little et al., 2009).

4. **Increased Employability:** Social-emotional competency and life skills are highly valued by employers. Youth who develop these skills in afterschool programs are more likely to succeed in the workforce and have better career opportunities. A survey by the Partnership for 21st Century Skills found that employers view social-emotional and life skills as essential for success in the workplace (Partnership for 21st Century Skills, 2006).

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

|   |                         |     |                        |    |
|---|-------------------------|-----|------------------------|----|
| <b>Outcome Objective #1:</b> Sense of belonging, connection and attachment to community and/or school   |                         |     |                        |    |
| <b>Performance Standard</b>   | <b>Targeted Percent</b> | 85% | <b>Targeted Number</b> | 25 |
| <p><b>Measurement Tool(s) and Comments:</b></p> <p>To measure the sense of belonging, connection, and attachment that youth enrolled in the LCEC Youth Resource Center have to both the community center and their peers, we will utilize a combination of quantitative and qualitative data collection methods.</p> <p>Quantitative data sources could include surveys or questionnaires that measure youths' sense of belonging, connection, and attachment to their community and school. One research-based tool that we are interested in utilizing is the Sense of School Community Scale (SSCS). The SSCS was developed by McNeely, Nonnemaker, and Blum in 2002.</p> <p>The SSCS consists of 12 items that assess youths' perceptions of the LCEEC YRC community, including feelings of belonging, trust, and respect among youths and staff. Youth are asked to rate their agreement with each statement on a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree."</p> <p>Example statements include:</p> <ul style="list-style-type: none"> <li>• "I feel like I am part of the LCEC YRC."</li> <li>• "Most youths in the LCEC YRC program are friendly and supportive."</li> <li>• "I feel like Youth Program staff care about me as a person."</li> </ul> <p>The scores from the SSCS can be used to assess the overall level of sense of belonging, connection, and attachment to the school community. Higher scores indicate a stronger sense of community and belonging.</p> <p>Qualitative data sources include focus groups or interviews with youth, parents, and community members to gain a deeper understanding of the factors that contribute to youths' sense of belonging and connection. These discussions could explore topics such as relationships with Youth Lead Teachers and Youth Program Coordinators, program activities, the perceived opportunities youth have to speak into the development of the program, and the overall culture of the LCEC YRC and the LCEC itself.</p> <p>Other potential data sources could include academic records, attendance data, and disciplinary records, which may provide insights into youths' overall engagement and investment in school. Additionally, information about the demographic makeup of the school and community could be important to consider, as factors such as race, ethnicity, socioeconomic status, and language proficiency can impact youths' sense of belonging and connection.</p> |                         |     |                        |    |

|  |                         |     |                        |    |
|--|-------------------------|-----|------------------------|----|
| <b>Outcome Objective #2:</b> Social-emotional competency and enhanced life skill |                         |     |                        |    |
| <b>Performance Standard</b>  | <b>Targeted Percent</b> | 85% | <b>Targeted Number</b> | 25 |

**Measurement Tool(s) and Comments:**

One research-based tool that can be used to measure changes in social-emotional competency and enhanced life skills is the Devereux Student Strengths Assessment (DESSA), developed by the American Educational Research Association. The DESSA is a standardized, strength-based assessment tool that measures a student's social-emotional competencies across eight domains: self-awareness, self-management, responsible decision-making, relationship skills, social awareness, personal responsibility, goal-directed behavior, and optimistic thinking.

The DESSA will be completed by the Lead Teachers and Youth Program Coordinators - the staff members who know the youth enrolled best and can provide a comprehensive picture of their youth's social-emotional strengths and areas for improvement. For the most accurate results, this assessment should be completed at both the beginning and the end of the 38-week program. Additionally, Lead Teachers and Youth Program Coordinators/Managers could use qualitative data, such as interviews or surveys, to gather more in-depth information about youths' experiences in the program and how it helped them develop these skills.

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

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

- D. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses?  
 LCEC Youth Program staff are trained on using the MOST MIS system to record attendance and student demographics. To collect the initial data imported into the MOST MIS, Youth Program Staff utilize a paper attendance system which documents youth attendance and programming hours. Using a physical instead of digital method allows staff more time to connect with each youth face-to-face as they are welcomed into program each day. Our program schedule and city quarterly reporting assist us in tracking the program activities that occur throughout the year. We measure our outcomes through a survey tool conducted with youth twice a year that requests their qualitative feedback on programming. Additionally, staff relies on Infinite Campus to check academic records and attendance - through monitoring school academics and attendance, staff can view trends in a student's academic performance that may speak to relevant socio-emotional issues occurring in the student's daily lived experience. The results are analyzed using Excel and a narrative report which is shared with staff and the youth who complete the survey. The results are then used to identify strengths, weaknesses and opportunities in the program.

The LCEC utilizes the accounting software Peachtree to track our expenses and income. Additionally, utilizing reports from Peachtree, staff affirms that expenses are allocated equitably amongst the four pillars of programming.

**6. PROGRAM LOCATION**

- A. Address(es) of the site where programs will occur:  
 55 South Gammon Road, Madison, WI. 53717

**7. PROGRAM STAFFING AND RESOURCES:**

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

\*Use one line per individual employee

| Position Title  | Qualifications or Required Training  | Location(s) | Indicate School Year (SY), Summer (SU) or Year-Round (YR)  | SY or YR FTE | Summer Only FTE |
|---|--|-------------|--|--------------|-----------------|
| Director of Programs  | Experience supporting staff working in youth programming.                      | LCEC        | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> | 1.0          |                 |
| Youth Programs Manager  | Experience developing, implementing, supervising and evaluating youth programs | LCEC        | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> | 1.0          |                 |
| Middle School Program Coordinator                                   | Experience working in youth programming.                                       | LCEC        | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> | 1.0          |                 |
| Middle School Program Lead  | Experience working in youth programming.                                       | LCEC        | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> | 0.5          |                 |
|   |  |             | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>            |              |                 |
|   |  |             | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>            |              |                 |
|   |  |             | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>            |              |                 |
|   |  |             | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>            |              |                 |
| <b>Please complete the total FTE for the applicable time period</b> | <b>School Year:</b>  |             |  |              |                 |
|   | <b>Year-Round</b>  |             |  | 3.5          |                 |
|   | <b>Summer</b>  |             |  |              |                 |

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

Prospect volunteers are required to complete a volunteer application, initial interview, caregiver background check, reference check, online orientation, and in-classroom training. The volunteer application requests general contact information, specific volunteer interests, and the names and contact information for two people who can serve as references to the prospect volunteer's ability to work successfully with youth. The initial interview asks prospect volunteers about their professional background, relevant volunteer experiences, intentions for applying to volunteer, experience working with folks from diverse backgrounds, understanding of positive youth development, racial and social justice, and identity development. Additionally, prospect volunteers are asked to describe their experience working with you and to share about a time when they successfully re-engaged a youth who was disengaged with the programming. The online orientation that volunteers are required to complete includes an overview of the Center's mission, vision and values, the five-tenant framework that guides and animates the work of the Center, and the Center's history. The orientation also includes information on expectations - both what can be expected from the Center, and what the Center expects. Lastly, all volunteers are required to have onsite training with a Youth Programs Manager about creating safe spaces for youth and vulnerable populations, mandatory reporting, classroom activities, schedules, and volunteer duties.

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

Other program resources include:

\* LCEC classroom space, LCEC gym space, LCEC kitchen, and LCEC playground and outdoor spaces.

\* LCEC 15-passenger vans.

\* Partnerships with MMSD and the Kids Café program through Second Harvest Food Bank: Year-round, the LCEC employs an industrious team of young adults with disabilities who benefit from essential vocational training. Memorial High School provides two extraordinary special education assistants who oversee menu planning, meal preparation, service, and clean-up. Youth in the LCEC Elementary Program get a hot, nutritious afternoon meal five days a week during the school year and a hot, nutritious breakfast five days a week during the eight weeks of summer camp.

\* The LCEC is privileged to have a diverse array of resources to fuel our programs' success. We host two major fundraising events annually, the Gallery Night and Harvest Celebration, which bring together community members, partners, and supporters for the cause of youth and community enrichment. In addition, our targeted donation appeals such as the Summer Camp Appeal, School Supplies Drive, Holiday Gift Drive, Giving Tuesday, and the Year-End Campaign, play an instrumental role in marshaling the resources necessary to execute our programs effectively. Beyond these, unrestricted funds provided by generous donors and community advocacy organizations through grants form a crucial backbone of our financial resources. These funds give us the flexibility to respond to emergent needs and innovate in our program delivery, furthering our mission to empower the youth in our community.

## 8. BUDGET

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

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

## 9. IF APPLICABLE, PLEASE COMPLETE THE FOLLOWING:

A. Disclosure of Conflict of Interest

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

NA

B. Disclosure of Contract Failures, Litigations

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

NA



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

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

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

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

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

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

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

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

|                             |  |  |                     |                               |
|-----------------------------|--|--|---------------------|-------------------------------|
| Legal Name of Organization: | Lussier Community Education Center, Inc. | Total Amount Requested for this Program: |                     | \$ 15,115                     |
| Program Name:               | Teen Build Up Program                    | Total Program Budget:                    |                     | \$ 239,052                    |
| Program Contact:            | Avé Thorpe                               | Email:                                   | avé@LCECmadison.org | Phone: (608) 833-4979 Ext 202 |

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

### Elementary

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

### Middle School

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

### High School

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

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

## 1. PROGRAM OVERVIEW

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

The need for Lussier Community Education Center's Teen Build Up (TBU) High School afterschool program becomes apparent when examining the state of mental health and socio-emotional wellbeing among Wisconsin's high school-aged population. As evidenced by the 2021 Youth Risk Behavior Survey conducted by the Wisconsin Department of Public Instruction a significant proportion of students face mental health challenges, with anxiety and feelings of sadness or hopelessness being most notably prevalent. These issues are even more pronounced among those who identify as members of the LGBTQ+ community, and among female students in general. Additionally, we see these issues exacerbated in another population that the LCEC works with closely - youth who are experiencing homelessness or who have recently left the experience of homelessness. The Tree Lane Family Apartments - a Section 8 housing complex - houses families who have recently left the experience of homelessness. This housing complex has 140 units that house various sizes of households. Many of the youth we serve reside in the The Tree Lane Family Apartments, often facing unique challenges associated with low-income households. An additional challenge for these families is their recent departure from the experience of homelessness. It's crucial that our services remain accessible to them, providing essential educational and developmental support that can help bridge the socio-economic gaps and offer them greater opportunities for success in their futures. Moreover, the LCEC proudly extends these indispensable services to over 200 youth in our community, a significant majority of whom identify as low-income youth of color. This emphasis not only addresses the socio-economic disparities but also fosters an inclusive environment that respects and celebrates diversity.

These data underscore the need for targeted interventions that address youth socio-emotional development and community connectedness. Additionally, the need for programs like the LCEC TBU has been amplified by the COVID-19 pandemic. This unprecedented event led to the closure of schools and youth programming centers worldwide, severely impacting the development pathways for young people. The resulting disconnection from Out of School Time (OST) programs disrupted vital environments for social connections, support, learning, and growth. The pandemic's negative impacts extended to family environments, mental health circumstances, and the capacity of supportive organizations to provide quality programming.

Youth programming - in general - is one of the main strategies for fostering positive youth development, which states that positive experiences plus positive relationships plus positive environments leads to positive outcomes. As we emerge from the pandemic, the question of how to best support youth with limited resources, and more specifically, how to better support OST providers and youth programming after this time of crisis, becomes paramount. This is why the LCEC has worked tirelessly to meet the needs of modernity; we have adapted our programs and services to fulfill the needs of our youth. This fluidity - fueled by our unbreakable bond with the community we serve - ensures that the youth attending our programming are equipped to attain the opportunities they rightfully deserve.

The feedback that we have gathered from our community and Center users over the past few years further emphasizes this need. Themes identified in 2019 continue to be echoed in recent inputs, such as the importance of youth

voice in and ownership of programs and activities; increased evening hours for middle and high school age youth, especially on Friday and Saturday night; program activities based on the interest of the participants; and the availability of both unstructured and structured program time that includes youth choice. In 2023, updated input highlighted the addition of two themes: the need for more wellness and/or Social Emotional Learning (SEL) programming and the need for more support for program staff. The LCEC firmly advocates for our youth while doing our best to support program staff in the highest capacity possible. The goal of the Lussier Community Education Center (LCEC) Teen Build Up (high school) Program is to ensure that children develop into physically, emotionally, and socially healthy individuals, prepared for success in their future. We are committed to fostering an environment that encourages curiosity, critical thinking, and the pursuit of knowledge. By instilling these values, we aim to widen the array of opportunities available to our youth as they grow. By equipping them with a robust set of skills and a strong sense of self-worth, we strive to empower them to build a brighter future for themselves and their communities.

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

The goal of the Lussier Community Education Center (LCEC) Teen Build Up (high school) Program is to ensure that children develop into physically, emotionally, and socially healthy individuals, prepared for success in their future. TBU relies on the guiding principles of the LCEC Framework to shape our operations and program design. This framework is anchored in five key ideals that encompass a holistic approach towards community development:

- Organizing & Power – We emphasize the importance of amplifying the collective power of those most affected by social injustices. By fostering a sense of shared power and agency, we strive to solve community issues and create a more equitable environment.

- Positive Youth Development – Our programs are designed around the equation of Positive Experience + Positive Relationships + Positive Environments = Positive Outcomes. This formula underlines all our endeavors, ensuring our young participants grow into healthy, thriving adults.

- Racial and Social Justice – We acknowledge the persistent and systemic injustices that exist in our community and wider society. We believe that we must actively pursue justice, or we risk passively perpetuating injustice. Our commitment to racial and social justice is integral to our mission.

- Intrinsic Motivation – We understand that individuals of all ages are intrinsically motivated to learn. We strive to create an environment where participants feel welcomed, safe, and included, where they have the freedom to pursue what is relevant to them, and where they are engaged in significant and challenging learning, thereby fostering their progress and growth.

- Trauma-Informed Mindset/Culture – Recognizing that traumatic experiences can severely impact a person's ability to cope, learn, and engage, we adopt a trauma-informed approach. This mindset guides our practices and interactions to support everyone, recognizing their experiences and working to foster resilience and healing.

Through these guiding principles, we aim to deliver a program that not only addresses the immediate needs of our youth but also plants the seeds for their long-term success and community development.

C. Program Summary (3-5 sentences):

Teen Build Up is the umbrella for an array of comprehensive youth development programs serving more than 130 high-school students annually with more than 300 hours of innovative and diverse programming. Every school day, teens from Memorial High School drop in for programming centered on wellness, social emotional development, academic learning, arts and creativity.

## 2. POPULATION SERVED

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

As a program located on the campus of Memorial High School and across the street from Capitol High West, the majority of the youth who attend the LCEC Teen Build Up program attend these schools. The majority of the youth in the TBU live in either the Wexford Ridge Apartments across the street from the Center or the Tree Lane Family Apartments located about 1 mile from our Center. While both of these apartment complexes are Section 8 affordable housing, the Tree Lane Family Apartments are specifically for youth and families who have recently left the experience of homelessness. This qualifier makes our work with youth from Tree Lane Family Lane Apartments an additional priority because we recognize that the trauma associated with the experience of homelessness exacerbates the negative impacts youth have been experiencing related to mental health and socio-emotional wellbeing.

According to the Neighborhood Atlas produced by the Applied Population Lab at UW-Madison, these apartment complexes are located centrally to a neighborhood with a score of 1 with 1 being defined as the "most advantaged block group". However, individuals and families residing in these apartment complexes have a household income that is less than 50% of the area median income - 85-90% of youth enrolled in the TBU are economically disadvantaged. Our service population is not reflective of the surrounding community, further emphasizing the disparities that our youth and their families experience.

The TBU is focused on supporting low income children of color in particular, rather than mirroring the demographics of the youth who happen to live within a particular distance from the LCEC. Over 70% of our youth are students of color (primarily Black, Latinx, Asian or multi-racial), yet our surrounding neighborhood does not mirror them with 85.2% of our area residents identifying as white. While all of our students speak English to some degree, about 10% identify as having limited English proficiency; a growing number live in households where English is not the first language. Additionally, approximately 55% of our youth enrolled in TBU live in female-headed or single adult households.

Many youth served by TBU have been connected to the Center previously, having attended either our free afterschool or summer camp program. Because of the consistency in relationships built through presence, youth develop program activities through sharing feedback collected by lead teachers, coordinators, and managers. Lead Teachers and Youth Program Coordinators collect qualitative feedback via bi-annual surveys that youth currently enrolled are asked to complete. Additionally, through both informal conversations and formal meetings, Youth Program Coordinators and Youth Program Managers seek feedback on program activities from the parents/guardians. When parents/guardians pick youth up at the end of the programming day, information conversations are often had during the family-style meal that each youth participates in. Through the feedback that we have received in previous years, Youth Program Managers have implemented new activities such as education around financial resources and identity development relevant to current cultural climates that youth face. Additionally, with the feedback, Youth Program Managers have sought out new partnerships relevant to activities youth want more of, such as the arts (Arts + Literature Laboratory), music and theater (Children's Theater of Madison), and physical activity oriented around having fun (Urban Air Adventure Park).

**B. 2022 Participant Demographics (if applicable):**

| Race                                   | # of Participants | % of Total Participants |
|--|-------------------|-------------------------|
| White/Caucasian                        | 21                | 16%                     |
| Black/African American                 | 84                | 64%                     |
| Asian                                  | 5                 | 4%                      |
| American Indian/Alaskan Native         | 1                 | 1%                      |
| Native Hawaiian/Other Pacific Islander | 1                 | 1%                      |
| Multi-Racial                           | 18                | 14%                     |
| Balance/Other                          | 0                 | 0%                      |
| <b>Total:</b>                          | <b>130</b>        |                         |
| Ethnicity                              |                   |                         |
| Hispanic or Latino                     | 18                | 14%                     |
| Not Hispanic or Latino                 | 112               | 86%                     |
| <b>Total:</b>                          | <b>130</b>        |                         |
| Gender                                 |                   |                         |
| Boy/Man                                | 68                | 52.17%                  |
| Girl/Woman                             | 62                | 47.83%                  |
| Non-binary/GenderQueer                 | 0                 | 0%                      |
| Prefer Not to Say                      | 0                 | 0%                      |
| <b>Total:</b>                          | <b>130</b>        |                         |



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

The majority of the youth in the TBU live in either the Wexford Ridge Apartments across the street from the Center or the Tree Lane Family Apartments located about 1 mile from our Center. While both of these apartment complexes are Section 8 affordable housing, the Tree Lane Family Apartments are specifically for youth and families who have recently left the experience of homelessness. This qualifier makes our work with youth from Tree Lane Family Lane Apartments an additional priority because we recognize that the trauma associated with the experience of homelessness exacerbates the negative impacts youth have been experiencing related to mental health and socio-emotional wellbeing.

According to the Neighborhood Atlas produced by the Applied Population Lab at UW-Madison, these apartment complexes are located centrally to a neighborhood with a score of 1 with 1 being defined as the "most advantaged block group". However, individuals and families residing in these apartment complexes have a household income that is less than 50% of the area median income - 85-90% of youth enrolled in the TBU are economically disadvantaged. Our service population is not reflective of the surrounding community, further emphasizing the disparities that our youth and their families experience.

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

The LCEC Teen Build Up recruitment process focuses on connecting directly with youth who attend Memorial High School and Capitol High. To recruit youth, LCEC staff utilizes multiple internal communication avenues such as our monthly printed newsletter, which is distributed to Wexford Ridge and Tree Lane Family Apartments, email newsletters disseminated to parents of youth, and our mass texting service. Additionally, LCEC staff uses external marketing avenues such as Memorial High School's Spartan News and direct contacts with teachers.

Families register their youth for the LCEC Teen Build Up program by completing a simple registration packet. While registration materials are required for emergency contact and health care information as well as parent permissions for field trips and photograph releases, our program is drop in and youth can choose to attend afterschool programming.

The greatest barrier to accessing our program is the lack of transportation after programming ends. Using the LCEC vans and buses, LCEC staff can transport high school students. Additionally - for students who live farther out - LCEC provides Madison Metro bus passes.

### 3. PROGRAM DESCRIPTION AND STRUCTURE

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

LCEC Teen Build Up program focuses on four mutually reinforcing areas of development for youth with program activities, partnerships and clubs:

**Wellness** – This broad area of programming includes two facets of wellness - physical and emotional. According to the Center for Disease Control, regular physical activity can help youth improve their physical health and reduce symptoms of anxiety and depression. Physical activity is integrated into daily programming with a focus on large motor activities including basketball, dance, and other activities to get youth moving and active. We rely on youth voice to share what activities are preferred and what new activities they would like to be introduced to. Equally important to getting regular physical activity is eating healthy, nourishing foods. Providing foods that are nutritious and healthy as well as delicious and culturally relevant is a priority for LCEC staff. Through both our partnership with Memorial High School Kids Café and volunteer support, youth receive a daily healthy snack and a daily hot, nutritious home-cooked meal. The snack and the meal incorporate fruits, vegetables and a culturally relevant protein (not all of our youth eat pork, so we supplement with beef) - all meals served are compliant with CACFP. Through a partnership with Forward Garden, youth visit the 12-acre garden weekly during growing season and have the opportunity to learn how various fruits and vegetables grow, how they are harvested, and how to use the produce to prepare healthy, nutritious foods. Additionally, the TBU Program offers a weekly Cooking Club that teaches youth how to meal plan and how to cook for themselves using food items that are both financially accessible to their family, as well as relevant to the types of foods preferred.

**Social Emotional Learning** – We see power in telling young people, in particular, “You are important. You are powerful. You can make a difference in the world around you” - messages that are a critical piece of the social emotional learning crucial to any comprehensive OST program seeking to utilize a holistic approach to youth development. Through a partnership with Anesis Therapy, LCEC-specific programming in the Teen Build Up Program starts with mindfulness skills development and activities that build the resiliency and self-efficacy of young people. We are learning that resilience isn't inherent to our youth - it is built through experience. As stated in positive youth development, positive experiences plus positive relationships plus positive environments leads to positive outcomes - youth can acquire the skills necessary to overcome issues as they arise and to bounce back from depression, anxiety, and other negative emotional states. Learning the skill of resiliency is foundational to programming at the LCEC.

**Learning and Academics** - Youth have the opportunity to opt into multiple activities around learning and academics. With the support of both college student volunteers as well as older adult volunteers, our staff engage high school-aged youth in tutoring sessions led by credentialed teachers as well as homework help reliant on peer-to-peer support where students work together to support academic needs. By incorporating college students as volunteers creates spaces for organic and organized conversations and experiences that expand young people's sense of college life and give them multiple chances and encouragement to see themselves as college bound and ready. The TBU Program hosts college-focused learning experience such as FAFSA workshops, ACT preparation support, college student panels about everything from living alone to financial literacy to athletics at college, and more. Throughout our programming, we are looking for opportunities to ignite young people's passion for learning. While we recognize the importance of learning and academics, we also recognize the need for time to connect socially and purposefully create space where TBU students can simply exist with one another and participate in leisure activities of their choosing.

**Arts and Creativity** – Extensive research demonstrates the benefits of engaging kids in the arts. One benefit we don't often hear articulated is this: In a context of pervasive racism and classism that works to undermine children's image of themselves and their communities, telling young people, “We value and admire what comes out of you and your creativity” is a powerful statement. With arts programming young

people are exploring creative expression, developing curious minds and building confidence and positive self-regard. Through partnerships with The Bubbler and Arts and Literature Lab we connect with artists of color and artist teaching in mediums that young people don't have access to in school. The skills, experience and passionate role modeling provided by these collaborators is priceless. Through their offerings we are able to ensure that young people explore their creativity, build confidence and persistence, and practice team work and respect for self and others. Regular field trips to experience the rich cultural and artistic offerings of Madison's vibrant arts community round out our arts programming. The LCEC Radio Station, WWMV-LP FM 95.5, has been a staple of Teen Build Up weaving together art appreciation and discussion of the making of podcasts and radio shows.

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

Table 1

| Location(s): Lussier Community Education Center |              |            |          |
|---|--------------|------------|----------|
| Day of the Week                                 | Time of Year | Start Time | End Time |
| Monday  | School Year  | 2:45 PM    | 6:00 PM  |
|   | Summer       | 12:30 PM   | 4:30 PM  |
| Tuesday   | School Year  | 4:17 PM    | 6:00 PM  |
|   | Summer       | 12:30 PM   | 4:30 PM  |
| Wednesday                                       | School Year  | 4:17 PM    | 6:00 PM  |
|   | Summer       | 12:30 PM   | 4:30 PM  |
| Thursday  | School Year  | 4:17 PM    | 6:00 PM  |
|   | Summer       | 12:30 PM   | 4:30 PM  |
| Friday  | School Year  | 4:17 PM    | 6:00 PM  |
|   | Summer       |            |          |
| Saturday  | School Year  |            |          |
|   | Summer       |            |          |
| Sunday  | School Year  |            |          |
|   | Summer       |            |          |

Table 2

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

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

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

|  | Frequency*      | # of Program Hours Per Program Day | Annual Duration** | Adult to Youth Ratio | Anticipated Average Attendance per Program Day |
|--|-----------------|------------------------------------|-------------------|----------------------|--|
| <b>Location #1: Lussier Community Education Center</b> |                 |                                    |                   |                      |  |
| School Year  | 5 days per week | 1.5-2.5 hours                      | 38 weeks          | 1 : 20               | 20   |
| Summer   | 4 days per week | 4 hours                            | 8 weeks           | 1 : 20               | 20   |
| <b>Location #2 (if applicable): N/A</b>                |                 |                                    |                   |                      |  |
| School Year  |                 |                                    |                   |                      |  |
| Summer   |                 |                                    |                   |                      |  |

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

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

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

NA

#### 4. ENGAGEMENT, COORDINATION AND COLLABORATION

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

Engagement with parents and guardians is foundational to our approach. The perspective of the parents of our youth enrolled in the TBU program help us shape the program to be as relevant and responsive as possible to the social-emotional and cultural needs of our youth. The High School Program Coordinator interacts daily with our youth - through these interactions, they discern the interests, concerns, and queries of our youth, which shape the direction of our activities and clubs. This approach relies on building strong relationships with our youth, which in turn fosters their capacity for resilience and their emotional wellbeing. Youth Programs staff engage families through regular communication and face-to-face interactions, gathering insights about their goals for their children and the specific needs they hope the program fulfills. Our monthly LCEC Community Dinners have been adapted to serve as a platform for deeper family engagement. This shared neighborhood meal, prepared by local chefs—which serves on-average over 100 community members each month—provides a space for parents to socialize with other parents, our staff, and children, allowing us to further understand their perspectives and desires for our program. These interactions play a crucial role in addressing the current demands of our community, by helping us to tailor our programming to foster social-emotional health among our youth.

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

As a grassroots nonprofit founded by the powerful advocacy and voice of community members, we understand the importance of engaging our community in both the development of our programs, and the implementation and assessment. Our approach to program development is two-fold: we engage relevant community stakeholders and we engage the volunteers supporting the program. We work closely with Memorial High School teachers and faculty, as well as MSCR staff to better understand and address the academic and social needs of our young people at school. This partnership helps us to equip our youth with the necessary skills and resilience to navigate current challenges. LCEC staff engages volunteers through in-person, informal conversations held at the Center during programming and through an annual Volunteer Engagement Survey that requests feedback on their perceived impact, areas of success, and areas for improvement. In terms of organizational management and staff support, we create structures, practices, and a culture that encourages collaboration and elevates staff voices. Guided by the LCEC Framework, we aim for clear goals and interconnected efforts, an organizational culture that is open to ideas and change, and a commitment to professional development. Our decisions are data-driven, allowing us to take calculated risks and stretch our capabilities, all in the service of better supporting our youth and their families.

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

| Partner Organization | Role & Responsibilities   | Contact Person  | Signed MOU (Yes/No)? |
|----------------------|---|-----------------|----------------------|
| Aldersperson         | Provides feedback and leadership to youth enrolled in Youth Action Summer Internship.           | Nikki Conklin   | No                   |
| Anesis Therapy       | Provides weekly group therapy sessions around various mental health topics.                     | Fiola Riza      | Yes                  |
| Bayview Neighborhood | Connect youth with youth; professional development opportunities.                               | Nanceney Fanny  | No                   |
| CommonWealth         | Provides work permits to youth and works with LCEC staff to provide youth summer course credit. | Ashley Hoeft    | No                   |
| Elver Park           | Connect youth with youth.   | Courtney Howard | No                   |
| Forward Garden       | Provides weekly gardent and nutrition education.  | Matt Lechmaier  | No                   |

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

- Kennedy Heights - connect youth with youth - Kira Ruechel
- Memorial High School Science Department - work with program to create onsite gardens - Sarah Murphy
- MMSD - Work with LCEC staff to provide youth with summer course credit; provides leadership certificates - Anne Johnston
- Olbrich Garden - Provides opportunities for field trips and environmental education
- Summit Credit Union - Provides education on financial management, topics including credit, retirement, and mortgages - Maria Lopez-Marquiz - financial ed, credit, retirement, mortgage
- Urban Underground - Connecting youth to youth - Milwaukee- Sharlen Moore
- Centro Hispano - connecting youth to youth
- ROYAL - connection to youth group in City of Chicago with the goal of broadening our youth's network and understanding of youth lived experiences.
- The Real Minneapolis - connecting youth to youth; participating in service projects

How do these partnerships enhance this proposal?

The list of organizations and individuals above comprises partnerships that have been cultivated for the past ten years, as well as partnerships that are new to the LCEC TBU. Through these

partnerships, youth enrolled in the TBU gain access to larger community-based initiatives and programs that they may have been excluded from previously due to both access and LCEC staff expertise. For example, without these partnerships, youth might not have access to college preparation or facilitated connection with youth from around the City of Madison. And of course having a deep, thoughtful and mutually beneficial relationship with our feeder school is a critical collaboration for the success of the program. Whether they are providing space for programming, helping identify and recruit young people for program and summer camp, or simply filling us in on a particularly tough (or great) day at school, our connection and communication with all levels of staff at Memorial is paramount to kids having successful days after school. Finally, our Board of Directors stands as a shining example of effective collaboration, with its members drawn directly from the communities we serve, including individuals who currently reside or have grown up in the neighborhoods we primarily support. This intimate familiarity with the community's needs and aspirations allows our Board to provide pertinent structure, innovative ideas, and guide the direction of our initiatives. Their deep-rooted connections and passion for the cause empower us to pursue and secure audacious funding opportunities, reinforcing our commitment to providing quality, accessible services to our community.

What are the decision-making agreements with each partner?

The partnership with our core collaborator – Memorial High School - has been in effect since the Teen Build Up Program was initiated. Elements of the partnerships have changed with staff transitions and the reprioritization of goals that reflect the current culture our youth are embedded within, but overall it has remained strong, clear, and mutually supportive. We rely on regular cross-collaborative team meetings to reaffirm communication pathways and address barriers to youth success in the program. Currently we meet regularly with direct front line staff and semi-annually with leadership and front line staff. These meetings allow us to problem solve on a regular basis any specific youth or program needs and more strategically identify growth and development areas to work on year to year. We have MOUs with some of our partners which detail roles and responsibilities, timelines and designated contacts, while other partner agreements are more informal and developed between our Youth Programs Manager and their staff. At several partner organizations the staff have turned over, and we've been successful at maintaining the partnership and often enriching it as the new person brings new energy and desire to connect with kids. Our Youth Programs Manager works closely with each partner organization's leadership and front line staff to make mutually beneficial decisions about program focus, breadth and delivery method. We work hard to ensure that partners are coached about our Lussier Framework and gear their efforts to meld with our approaches. Of course we are always working to adjust and improve every partnership and will change our strategies as needed.

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

While the LCEC TBU exists as a resource for all youth within our service area, we recognize that the program primarily serves youth from marginalized backgrounds. Additionally, we recognize that youth enrolled in our program may come from households experiencing cumulative family risk - instead of factors occurring in isolation, multiple risk factors occur simultaneously leading to exacerbated negative outcomes. Because of this, the LCEC strives to offer a multitude of relevant resources for youth and their families. We are currently in the process of bringing on board a Communications Coordinator. This strategic move is designed to enhance our capacity to disseminate information about our programs and services effectively. While we currently create and personally distribute—door to door—a monthly newsletter detailing our updated services, events, and offerings, the aim is to ensure our community members are not only well-informed about the resources available to them, but also feel actively engaged in our shared journey towards community development and enrichment. Below you can find the LCEC Resource Linkage Plan that addresses various risk factors. We rely on three key resource tiers: our in-house resources and programming, collaborations with local social workers and case managers, and the extensive networks of LCEC staff.

Food Security - youth and their families have access to the following resources for finding food:

- The LCEC Food Pantry: open Wednesdays from 7-8pm and Saturdays from 11am-12pm, the LCEC Food Pantry is available to all households within Dane County and households can access this resource up to two times per month. At each visit, households will receive enough food supplies to supplement three full days of meals for each household member. Through a partnership with school social workers, youth who state an immediate need for food assistance are eligible for an emergency pantry run that allows the social worker to shop for their household outside of open pantry hours.
- LCEC Grab & Go: stocked with food supplies on Tuesdays and Fridays. This resource is available to all community members. There are no requirements to access.
- Monthly Community Dinner: scheduled for the first Friday of each month, youth and their families are invited to the Center for a healthy, home-cooked meal. There are no requirements to access.
- Staff are trained to share information on 211 Wisconsin, a resource that can connect youth and families to further food security assistance in the community.

#### Social Work / Case Management

- Through a partnership with Lisa Hemauer at Joining Forces for Families (JFF), we connect youth and their households to case managers and social workers who can address larger social issues that the LCEC does not have the capacity or expertise for. Lisa's JFF office is located in the Wexford Ridge Apartments, where many of our youth live.
- For Youth/Households Experiencing Homelessness - through a new partnership with Catalyst for Change, we can direct case management for folks experiencing homelessness to our contacts at this nonprofit. Catalyst for Change provides Comprehensive Community Services (CCS) through Dane County Human Services. Through CCS, they are able to provide wrap-around services and build relationships with individuals experiencing homelessness.

#### Transportation:

- While LCEC staff relies on the buses and vans in our possession to transport youth to afterschool programming, we cannot always utilize our transportation resources to get them home after. Because of this limitation, we offer two options for transportation to youth: free access to 2-ride bus passes and limited cab rides through partnership with Union Cab. While we offer 2-riders and cab rides to students, we prioritize getting students from Tree Lane home via an LCEC van or bus.

#### Workforce Development Program

- Through this program, youth can receive assistance with applying for jobs and interview skills from knowledgeable volunteers.
- Through partnerships cultivated by the Community Engagement Manager, youth at the LCEC are often able to receive information on internship and employment opportunities at local area nonprofits and partner corporations prior to the release of applications.

#### Educational Opportunities for Folks with Limited English Proficiency / Cultural Programs

- Literacy Network offers tutoring as classes for folks seeking to learn English.
- Culturally relevant clubs meet at the Center (i.e. Arabic Language Class).

We understand that the broader Madison community has much more to offer our youth than can be provided directly by staff at the LCEC. Because of these, we are constantly seeking out new partnership opportunities that bring more resources into the Center. Much of what we pursue is informed by the needs stated from our youth and community members.

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

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

Introduction

The creation of our LCEC Framework was a powerful act of synergy, drawing from theories and strategies that harmoniously reflected the unique needs and strengths of our community. Over time, through a process of trial, success, and adaptive learning, we honed an approach that truly resonates with our community, ensuring the optimum growth and success of our youth.

As MOST delineated its Effective Practices, we found a resonant echo in our own foundational principles. These parallel frameworks not only complement each other, but they also intersect and intertwine in meaningful ways, reinforcing our commitment to holistically support our youth. MOST's Effective Practices are mirrored within our five Framework principles – Positive Youth Development, Trauma Informed Mindset, Intrinsic Motivation to Learn, Racial and Social Justice, and Organizing for Power. Each one of these principles reflects a facet of our community's identity, and together, they form a cohesive and inclusive tapestry of support.

By aligning our programming with both the LCEC Framework and MOST Effective Practices, we are reinforcing our commitment to cultural relevance, inclusivity, and community empowerment. We continue to adapt, learn, and grow alongside our community, always seeking to enhance our strategies to foster the very best outcomes for our youth.

### Intentional Program Design

We continuously invoke the principle of "purposeful programming," whether it's within individual interactions or in the broader context of planning new partnerships or program components. Our programs are meticulously designed to interweave activities that build upon each other, fostering a progression of learning and engagement tailored to the evolving interests and developmental levels of our youth. Also, central to our intentional program design is a deep commitment to cultural relevance. We consistently align our program construction with the unique needs of the communities we serve, integrating their cultural nuances and values into our program framework, thereby ensuring that our youth find resonance and familiarity within their learning environment.

At the helm of this endeavor are our Youth Programs Managers, who collaborate with the team to construct programs and forge partnerships that cater to our young participants' budding interests while introducing them to novel opportunities. We strive to create a diverse array of activities under our four pillars of programming, aiming to nurture not just academic growth but also social and emotional strength.

This approach empowers our youth to take the initiative, explore their creativity, and leverage their strengths in a safe and supportive environment. Furthermore, we consistently allocate time and structure for our young participants to reflect on their learning experiences, thereby fostering their holistic development. Our program goals are clear, mission-aligned, and attuned to the needs of the families and communities we serve.

### Supportive Relationships with Youth

In our pursuit of fostering supportive relationships with our youth, we prioritize genuine, consistent interactions that cultivate trust and mutual respect. Our staff utilizes positive guidance techniques and behavior management approaches tailored to value and celebrate the individuality of each child. We operate with an unwavering belief in the potential of every young person, emphasizing their growth not just academically but holistically. Clear understanding of roles and boundaries between youth and adults is maintained, while nurturing an environment that encourages youth to hold high expectations of our dedicated staff. Embodying cultural sensitivity and inclusivity in our relationships, we strive to make every young person feel seen, valued, and supported, regardless of their background or identity.

### Youth Voice & Leadership

Our Youth Programming profoundly acknowledges and celebrates the role of our youth in shaping our community. We believe that their voices, opinions, and ideas significantly contribute to our program's vibrancy and effectiveness, fostering a sense of ownership and belonging that transcends their individual experiences. This respect for youth voice and leadership is intricately woven into our program design, whether it's allowing the freedom to shape daily activities, contribute to menu planning, or influence the direction of our arts or sports programs.

Our approach is to continuously provide spaces and opportunities for our youth to exercise their leadership skills, exploring their potential and making significant contributions to the community. By involving them in decision-making processes and community-building activities, we foster a nurturing environment for developing empathy, self-awareness, and healthy communication. The result is a dynamic,



culturally-inclusive program that empowers our youth to positively impact themselves, others, and the broader community.

### Racial & Cultural Inclusion

Day in and day out, the LCEC fosters a safe and inclusive space that encourages identity exploration and understanding - creating an environment where every individual can comfortably ask, "Who am I?" and "Who will I become?"

We consciously integrate these fundamental questions into our programming, guiding our young people towards a profound connection with their cultural roots and expressions. This exploration of identity and culture is most evident within our gender identity groups and social-emotional learning sessions, but it often emerges organically through day-to-day interactions and spontaneous discussions, amplifying the richness of our diverse community.

To uphold these principles, we commit to ongoing training and coaching for our staff and volunteers, ensuring that our team possesses the understanding and tools needed to foster an inclusive environment. We host bi-annual workshops focused on racial equity and continue to build upon these learnings in our regular staff meetings and individual check-in sessions. Our dedication to racial and cultural inclusion stems from our unyielding belief in the potential of all youth and families, regardless of their racial or cultural backgrounds.

### Community & Family Engagement

We recognize that the strength of a successful community center lies in its ability to resonate with the community it serves. We foster meaningful, ongoing relationships with neighborhood and partner schools, local organizations, businesses, and most importantly, the families who are the heartbeat of our community. Our program is informed—and actively shaped—by the diverse cultures and unique strengths of our families, ensuring our services are not just accessible but also relevant and empowering.

LCEC Youth Programming thrives on dynamic collaborations and nurtures robust ties with the staff and faculty at our feeder schools, alongside partnerships with various area organizations and businesses. Recognizing the value of diverse perspectives, we actively encourage and welcome feedback from parents through regular communication channels, community dinners, and other interactive platforms. Our approach ensures that families have a meaningful influence in our program's development and continuous improvement, shaping a program that is truly representative of the vibrant community we are privileged to serve.

### Organizational Management and Staff Support

The fabric of the LCEC's operational core is woven with a culture of collaboration and inclusivity that extends beyond our programming and into our organizational structure and practices. We strive to build a community where every staff member's voice is heard, their cultural identity respected, and their professional growth nurtured.

Our mission—deeply embedded in the LCEC Framework—ensures unity in purpose and consistency in action. This unified understanding enables us to work collectively towards clear goals, with every effort contributing to our overarching objectives. We cultivate an atmosphere that embraces opportunity, innovation, and growth, giving room for our team to stretch, take risks, and drive change. We value professional development, investing in our staff's continuous learning and empowering them with the skills necessary to excel in their roles.

Guided by data, we maintain a robust system for program oversight and evaluation, which allows us to track progress, identify areas of improvement, and make informed decisions for our program's advancement. Our approach has led to commendable staff retention rates and a fiscally sound, well-managed program that consistently meets our mission.

Finally, we ensure accessibility and appropriateness of our resources, guaranteeing that our materials cater to the developmental needs of all the youth we serve, reinforcing our commitment to inclusivity and respect for diversity.

### Environment & Safety

The Youth Resource Center is an environment that is not only safe and supportive, but also culturally responsive and conducive to the growth of our 6th - 8th graders. We understand that the unique

needs of our community's youth are best met in a setting that reflects their developmental stages and respects their cultural backgrounds.

Our policies and procedures, formulated with the specific needs of an after-school and summer program in mind, are designed to foster both physical and emotional safety. Staff and volunteers are well-versed in these guidelines, using them as a compass to create an environment that encourages community-building, learning, and personal development.

Recognizing the essential role of nutrition and hygiene in fostering resilience in our youth, we make intentional decisions aimed at enhancing their overall well-being. This holistic approach extends to our communication practices, where we ensure that health, safety, and behavior procedures are clearly relayed to staff, participants, and families alike.

We also have a robust system in place to identify and address health concerns among our participants, underlining our commitment to their wellness. By aligning our practices with these ideals, we strive to create a haven where our youth can thrive both emotionally and physically.

### Closing

As an organization, we believe in the transformative power of youth voices and make it a priority to actively seek and consider their insights in shaping our programs. We operate with the understanding that our young people have a strong sense of autonomy - they 'vote with their feet,' choosing whether or not to engage based on the relevance and impact of our offerings.

Conversations with regular attendees are enlightening, but equally important are the dialogues with those whose attendance has waned. These interactions help us understand the evolving needs, interests, and concerns of our youth, shedding light on areas for improvement, such as enhancing program engagement, creating more culturally resonant experiences, or strengthening the safety and equity within our spaces. These informal, yet profound, methods of evaluation are fortified by semi-annual youth surveys. The feedback collected is critically assessed and used to inform necessary adjustments in our programming, ensuring we remain responsive to our community's needs.

Looking forward, we aspire to incorporate the YPQA assessment and are open to collaboration with the MOST community. This will assist us in developing or identifying self-assessment tools that will further enhance our monitoring and alignment with the Effective Practices. By doing so, we continue our commitment to a culturally relevant, inclusive, and dynamic environment that truly serves and empowers our community's youth.

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

Total Annual Unduplicated Children or Youth participating in proposed program: 130

Total program hours annually: 323

## C. Program Outcomes

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

Belonging, connection, and attachment are important factors for the overall well-being and development of youth, particularly those enrolled in afterschool programming. There is extensive research highlighting the benefits of these factors and how they contribute to positive outcomes such as improved academic performance, social skills, and mental health.

One study conducted by the Harvard Family Research Project examined the role of afterschool programs in promoting positive youth development. The study found that afterschool programs that prioritize creating a sense of belonging and connection for youth had a significant impact on their overall development and well-being. Specifically, the study found that:

1. Belonging: Youth who felt a sense of belonging in their afterschool program were more likely to participate in program activities and develop positive relationships with youth and adults.
2. Connection: Youth who felt connected to their afterschool program and its staff were more likely to feel supported and have access to resources that could help them achieve their goals.

3. Attachment: Youth who had positive attachments to the adults in their afterschool program were more likely to have positive self-concepts, higher levels of self-esteem, and better academic outcomes.

These findings highlight the importance of creating a sense of belonging, connection, and attachment for youth enrolled in afterschool programming. By prioritizing these factors, the LCEC TBU can provide a supportive and nurturing environment for youth to thrive and develop into successful and healthy adults.

Enhancing the social-emotional competency and enhanced life skills of our youth is vital to accomplishing our goal of ensuring that children develop into physically, emotionally, and socially healthy individuals, prepared for success in their future. Per the extensive research available, enhancing social-emotional competency and enhanced life skills in our youth will help them thrive academically, socially, and emotionally, both in now and in the future. Some benefits include:

1. **Improved Academic Performance:** Research shows that students who participate in afterschool programs that focus on social-emotional learning and life skills have better academic outcomes. A meta-analysis of 68 afterschool programs found that those with a focus on social-emotional learning had a positive impact on academic achievement, particularly in reading and math (Durlak et al., 2010).
2. **Better Mental Health:** Social-emotional competency and life skills help youth manage their emotions, cope with stress, and build positive relationships. This, in turn, leads to improved mental health outcomes. A study by the Collaborative for Academic, Social, and Emotional Learning (CASEL) found that students who participated in social-emotional learning programs had fewer mental health problems and better social skills (Durlak et al., 2011).
3. **Reduced Risky Behaviors:** Youth who have strong social-emotional competency and life skills are less likely to engage in risky behaviors such as drug and alcohol use, violence, and unsafe sex. A study by the Harvard Family Research Project found that afterschool programs that focused on social-emotional learning and life skills had a positive impact on reducing risky behaviors among youth (Little et al., 2009).
4. **Increased Employability:** Social-emotional competency and life skills are highly valued by employers. Youth who develop these skills in afterschool programs are more likely to succeed in the workforce and have better career opportunities. A survey by the Partnership for 21st Century Skills found that employers view social-emotional and life skills as essential for success in the workplace (Partnership for 21st Century Skills, 2006).

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

|   |                         |     |                        |     |
|---|-------------------------|-----|------------------------|-----|
| <b>Outcome Objective #1:</b> Sense of belonging, connection and attachment to community and/or school |                         |     |                        |     |
| <b>Performance Standard</b>   | <b>Targeted Percent</b> | 85% | <b>Targeted Number</b> | 110 |
| <b>Measurement Tool(s) and Comments:</b>  |                         |     |                        |     |

To measure the sense of belonging, connection, and attachment that youth enrolled in the LCEC Teen Build Up Program have to both the community center and their peers, we will utilize a combination of quantitative and qualitative data collection methods.

Quantitative data sources could include surveys or questionnaires that measure youths' sense of belonging, connection, and attachment to their community and school. One research-based tool that we are interested in utilizing is the Sense of School Community Scale (SSCS). The SSCS was developed by McNeely, Nonnemaker, and Blum in 2002.

The SSCS consists of 12 items that assess youths' perceptions of the LCEEC TBU community, including feelings of belonging, trust, and respect among youths and staff. Youth are asked to rate their agreement with each statement on a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree."

Example statements include:

- "I feel like I am part of the LCEC TBU."
- "Most youths in the LCEC TBU program are friendly and supportive."
- "I feel like Youth Program staff care about me as a person."

The scores from the SSCS can be used to assess the overall level of sense of belonging, connection, and attachment to the school community. Higher scores indicate a stronger sense of community and belonging.

Qualitative data sources include focus groups or interviews with youth, parents, and community members to gain a deeper understanding of the factors that contribute to youths' sense of belonging and connection. These discussions could explore topics such as relationships with Youth Program Coordinators and Managers, program activities, the perceived opportunities youth have to speak into the development of the program, and the overall culture of the LCEC TBU and the LCEC itself.

Other potential data sources could include academic records, attendance data, and disciplinary records, which may provide insights into youths' overall engagement and investment in school. Additionally, information about the demographic makeup of the school and community could be important to consider, as factors such as race, ethnicity, socioeconomic status, and language proficiency can impact youths' sense of belonging and connection.

**Outcome Objective #2: Social-emotional competency and enhanced life skill**

|                             |                         |     |                        |     |
|-----------------------------|-------------------------|-----|------------------------|-----|
| <b>Performance Standard</b> | <b>Targeted Percent</b> | 85% | <b>Targeted Number</b> | 110 |
|-----------------------------|-------------------------|-----|------------------------|-----|

**Measurement Tool(s) and Comments:**

One research-based tool that can be used to measure changes in social-emotional competency and enhanced life skills is the Devereux Student Strengths Assessment (DESSA), developed by the American Educational Research Association. The DESSA is a standardized, strength-based assessment tool that measures a student's social-emotional competencies across eight domains: self-awareness, self-management, responsible decision-making, relationship skills, social awareness, personal responsibility, goal-directed behavior, and optimistic thinking.

The DESSA will be completed by the Youth Program Coordinators and Managers - the staff members who know the youth enrolled best and can provide a comprehensive picture of their youth's social-emotional strengths and areas for improvement. For the most accurate results, this assessment should be completed at both the beginning and the end of the 38-week program. Additionally, Lead Teachers and Youth Program Coordinators/Managers could use qualitative data, such as interviews or surveys, to gather more in-depth information about youths' experiences in the program and how it helped them develop these skills.

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

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

- D. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses?  
 LCEC Youth Program staff are trained on using the MOST MIS system to record attendance and student demographics. To collect the initial data imported into the MOST MIS, Youth Program Staff utilize a paper attendance system which documents youth attendance and programming hours. Using a physical instead of digital method allows staff more time to connect with each youth face-to-face as they are welcomed into program each day. Our program schedule and city quarterly reporting assist us in tracking the program activities that occur throughout the year. We measure our outcomes through a survey tool conducted with youth twice a year that requests their qualitative feedback on programming. Additionally, staff relies on Infinite Campus to check academic records and attendance - through monitoring school academics and attendance, staff can view trends in a student's academic performance that may speak to relevant socio-emotional issues occurring in the student's daily lived experience. The results are analyzed using Excel and a narrative report which is shared with staff and the youth who complete the survey. The results are then used to identify strengths, weaknesses and opportunities in the program.

The LCEC utilizes the accounting software Peachtree to track our expenses and income. Additionally, utilizing reports from Peachtree, staff affirms that expenses are allocated equitably amongst the four pillars of programming.

**6. PROGRAM LOCATION**

- A. Address(es) of the site where programs will occur:  
 55 South Gammon Road, Madison, WI. 53717

**7. PROGRAM STAFFING AND RESOURCES:**

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

| Position Title         | Qualifications or Required Training  | Location(s) | Indicate School Year (SY), Summer (SU) or Year-Round (YR)  | SY or YR FTE | Summer Only FTE |
|------------------------|--|-------------|--|--------------|-----------------|
| Director of Programs   | Experience supporting staff working in youth programming.                      | LCEC        | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> | 1.0          |                 |
| Youth Programs Manager | Experience developing, implementing, supervising and evaluating youth programs | LCEC        | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> | 1.0          |                 |

|  |  |      |  |     |  |
|--|--|------|--|-----|--|
| Teen Build Up and Buffett Scholars Coordinator               | Experience working in youth programming. | LCEC | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> | 1.0 |  |
|  |  |      | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>            |     |  |
|  |  |      | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>            |     |  |
|  |  |      | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>            |     |  |
|  |  |      | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>            |     |  |
| Please complete the total FTE for the applicable time period | School Year:                             |      |  |     |  |
|  | Year-Round                               |      |  | 3.0 |  |
|  | Summer                                   |      |  |     |  |

\*Use one line per individual employee

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

Prospect volunteers are required to complete a volunteer application, initial interview, caregiver background check, reference check, online orientation, and in-classroom training. The volunteer application requests general contact information, specific volunteer interests, and the names and contact information for two people who can serve as references to the prospect volunteer's ability to work successfully with youth. The initial interview asks prospect volunteers about their professional background, relevant volunteer experiences, intentions for applying to volunteer, experience working with folks from diverse backgrounds, understanding of positive youth development, racial and social justice, and identity development. Additionally, prospect volunteers are asked to describe their experience working with you and to share about a time when they successfully re-engaged a youth who was disengaged with the programming. The online orientation that volunteers are required to complete includes an overview of the Center's mission, vision and values, the five-tenant framework that guides and animates the work of the Center, and the Center's history. The orientation also includes information on expectations - both what can be expected from the Center, and what the Center expects. Lastly, all volunteers are required to have onsite training with a Youth Programs Manager about creating safe spaces for youth and vulnerable populations, mandatory reporting, classroom activities, schedules, and volunteer duties.

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

Other program resources include:

- \* LCEC classroom space, LCEC gym space, LCEC kitchen, and LCEC playground and outdoor spaces.
- \* LCEC 15-passenger vans.
- \* Partnerships with MMSD and the Kids Café program through Second Harvest Food Bank: Year-round, the LCEC employs an industrious team of young adults with disabilities who benefit from essential vocational training. Memorial High School provides two extraordinary special education assistants who oversee menu planning, meal preparation, service, and clean-up. Youth in the LCEC Elementary Program get a hot, nutritious afternoon meal five days a week during the school year and a hot, nutritious breakfast five days a week during the eight weeks of summer camp.
- \* The LCEC is privileged to have a diverse array of resources to fuel our programs' success. We host two major fundraising events annually, the Gallery Night and Harvest Celebration, which bring together community members, partners, and supporters for the cause of youth and community

enrichment. In addition, our targeted donation appeals such as the Summer Camp Appeal, School Supplies Drive, Holiday Gift Drive, Giving Tuesday, and the Year-End Campaign, play an instrumental role in marshaling the resources necessary to execute our programs effectively. Beyond these, unrestricted funds provided by generous donors and community advocacy organizations through grants form a crucial backbone of our financial resources. These funds give us the flexibility to respond to emergent needs and innovate in our program delivery, furthering our mission to empower the youth in our community.

## 8. BUDGET

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

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

## 9. IF APPLICABLE, PLEASE COMPLETE THE FOLLOWING:

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

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

**1. ORGANIZATION CONTACT INFORMATION**

|                            |  |
|----------------------------|--|
| Legal Name of Organization | Lussier Community Education Center (LCEC) Inc. |
| Mailing Address            | 55 S. Gammon Road                              |
| Telephone                  | 608-833-4979                                   |
| FAX                        | 608-833-6919                                   |
| Director                   | Arturo Ambriz                                  |
| Email Address              | arturo@lcecmadison.org                         |
| Additional Contact         | Christopher Libert                             |
| Email Address              | Chris@lcecmadison.org                          |
| Legal Status               | Private: Non-Profit                            |
| Federal EIN:               | 39-1938173                                     |

**2. PROPOSED PROGRAMS**

| Program Name:         | 2024   |                  | If currently City funded |
|-----------------------|--------|------------------|--------------------------|
|                       | Letter | Amount Requested | 2023 Allocation          |
| Elementary Program    | A      | \$167,613        | \$151,003                |
| Contact:              |        |                  |                          |
| Middle School Program | B      | \$116,478        | \$105,889                |
| Contact:              |        |                  |                          |
| High School Program   | C      | \$15,115         | \$13,741                 |
| Contact:              |        |                  |                          |
|                       | D      |                  | \$0                      |
| Contact:              |        |                  |                          |
|                       | E      |                  | \$0                      |
| Contact:              |        |                  |                          |
| <b>TOTAL REQUEST</b>  |        | \$299,206        |                          |

**DEFINITION OF ACCOUNT CATEGORIES:**

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

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

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

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





3. SIGNATURE PAGE

**AFFIRMATIVE ACTION**

If funded, applicant hereby agrees to comply with City of Madison Ordinance 39.02 and file either an exemption or an affirmative action plan with the Department of Civil Rights. A Model Affirmative Action Plan and instructions are available at [cityofmadison.com/civil-rights/contract-compliance](http://cityofmadison.com/civil-rights/contract-compliance).

**CITY OF MADISON CONTRACTS**

If funded, applicant agrees to comply with all applicable local, State and Federal provisions. A sample contract that includes standard provisions may be obtained by contacting the Community Development Division at 266-6520. If funded, the City of Madison reserves the right to negotiate the final terms of a contract with the selected agency.

**INSURANCE**

If funded, applicant agrees to secure insurance coverage in the following areas to the extent required by the City Office of Risk Management: Commercial General Liability, Automobile Liability, Worker's Compensation, and Professional Liability. The cost of this coverage can be considered in the request for funding.

4. SIGNATURE

Enter name:

By entering your initials in the box you are electronically signing your name and agreeing to the terms listed above.

DATE

INITIALS:

ice  
nal Liability.

**6. BOARD-STAFF DEMOGRAPHICS**

Indicate by number the following characteristics for your agency's current board and staff. Refer to application instructions for definitions. You will receive an "ERROR" until you finish completing the demographic information.

| DESCRIPTOR                             | BOARD        |         | STAFF  |         | MADISON*           |                    |
|--|--------------|---------|--------|---------|--------------------|--------------------|
|  | Number       | Percent | Number | Percent | GENERAL<br>Percent | POVERTY<br>Percent |
|  | <b>TOTAL</b> | 6       | 100%   | 23      | 100%               |                    |
| <b>GENDER</b>                          |              |         |        |         |                    |                    |
| MAN                                    | 0            | 0%      | 11     | 48%     |                    |                    |
| WOMAN                                  | 6            | 100%    | 12     | 52%     |                    |                    |
| NON-BINARY/GENDERQUEER                 | 0            | 0%      | 0      | 0%      |                    |                    |
| PREFER NOT TO SAY                      | 0            | 0%      | 0      | 0%      |                    |                    |
| TOTAL GENDER                           | 6            | 100%    | 23     | 100%    |                    |                    |
| <b>AGE</b>                             |              |         |        |         |                    |                    |
| LESS THAN 18 YRS                       | 0            | 0%      | 0      | 0%      |                    |                    |
| 18-59 YRS                              | 4            | 67%     | 21     | 91%     |                    |                    |
| 60 AND OLDER                           | 2            | 33%     | 2      | 9%      |                    |                    |
| TOTAL AGE                              | 6            | 100%    | 23     | 100%    |                    |                    |
| <b>RACE</b>                            |              |         |        |         |                    |                    |
| WHITE/CAUCASIAN                        | 2            | 33%     | 8      | 35%     | 80%                | 67%                |
| BLACK/AFRICAN AMERICAN                 | 3            | 50%     | 9      | 39%     | 7%                 | 15%                |
| ASIAN                                  | 0            | 0%      | 2      | 9%      | 8%                 | 11%                |
| AMERICAN INDIAN/ALASKAN NATIVE         | 0            | 0%      | 0      | 0%      | <1%                | <1%                |
| NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER | 0            | 0%      | 0      | 0%      | 0%                 | 0%                 |
| MULTI-RACIAL                           | 1            | 17%     | 1      | 4%      | 3%                 | 4%                 |
| BALANCE/OTHER                          | 0            | 0%      | 3      | 13%     | 1%                 | 2%                 |
| TOTAL RACE                             | 6            | 100%    | 23     | 100%    |                    |                    |
| <b>ETHNICITY</b>                       |              |         |        |         |                    |                    |
| HISPANIC OR LATINO                     | 1            | 17%     | 3      | 13%     | 7%                 | 9%                 |
| NOT HISPANIC OR LATINO                 | 5            | 83%     | 20     | 87%     | 93%                | 81%                |
| TOTAL ETHNICITY                        | 6            | 100%    | 23     | 100%    |                    |                    |
| <b>PERSONS WITH DISABILITIES</b>       | 0            | 0%      | 0      | 0%      |                    |                    |

\*REPORTED MADISON RACE AND ETHNICITY PERCENTAGES ARE BASED ON 2009-2013 AMERICAN COMMUNITY SURVEY DATA. AS SUCH, PERCENTAGES REPORTED ARE ESTIMATES. See Instructions for explanations of percentages.

\*\*R/POV=Percent of racial group living below poverty level

7. Does the board composition and staff of your agency represent the racial and cultural diversity of the residents you serve? If not, what is your plan to address this? (to start a new paragraph, hit ALT+ENTER)  
 Yes LCEC's board and staff composition represents the racial & cultural diversity of the residents it serves.

|                |
|----------------|
|                |
| <b>R/POV**</b> |
| <b>Percent</b> |
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| <b>39%</b>     |
| <b>28%</b>     |
| <b>32%</b>     |
| <b>0%</b>      |
| <b>26%</b>     |
| <b>28%</b>     |
|                |
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| <b>26%</b>     |
| <b>74%</b>     |
|                |
|                |

IRVEY FIGURES.  
 f these categories.  
 w the poverty line.

8. AGENCY GOVERNING BODY

How many Board meetings were held in 2022

How many Board meetings has your governing body or Board of Directors scheduled for 2023?

How many Board seats are indicated in your agency by-laws?

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

|                |  |       |         |     |
|----------------|--|-------|---------|-----|
| <b>Name</b>    | <b>Opal Tomashevskva</b>                 |       |         |     |
| Home Address   | 9930 Watts Rd. Apt 331 Verona, WI. 53593 |       |         |     |
| Occupation     | Director of Multicultural                |       |         |     |
| Representing   | Service Area - At Large                  |       |         |     |
| Term of Office | 1st                                      | From: | mm/yyyy | To: |
| <b>Name</b>    | <b>Fredi Bove</b>                        |       |         |     |
| Home Address   | 234 Carillon Drive Madison, WI. 53705    |       |         |     |
| Occupation     | Retired                                  |       |         |     |
| Representing   | Treasurer                                |       |         |     |
| Term of Office | 2nd                                      | From: | mm/yyyy | To: |
| <b>Name</b>    | <b>Beth Mastin</b>                       |       |         |     |
| Home Address   | 1226 Wellesley Rd. Madison WI. 53705     |       |         |     |
| Occupation     | Retired                                  |       |         |     |
| Representing   | Service Area - At Large                  |       |         |     |
| Term of Office | 1st                                      | From: | mm/yyyy | To: |
| <b>Name</b>    | <b>Cristina Johnson</b>                  |       |         |     |
| Home Address   | 1216 Drake Street Madison, WI. 53715     |       |         |     |
| Occupation     | Director of Engagement                   |       |         |     |
| Representing   | Service Area - At Large                  |       |         |     |
| Term of Office | 1st                                      | From: | mm/yyyy | To: |
| <b>Name</b>    | <b>Jen Shaub</b>                         |       |         |     |
| Home Address   | 3722 Lynn St. Middleton, WI. 53562       |       |         |     |
| Occupation     | Sr. Manager/Proj Management              |       |         |     |
| Representing   | President                                |       |         |     |
| Term of Office | 2nd                                      | From: | mm/yyyy | To: |
| <b>Name</b>    | <b>Ashley Outlaw</b>                     |       |         |     |
| Home Address   | 56 S. Gammon Rd. #A Madison, WI 53717    |       |         |     |
| Occupation     | Entrepreneur                             |       |         |     |
| Representing   | Secreteray                               |       |         |     |
| Term of Office | 2nd                                      | From: | mm/yyyy | To: |
| <b>Name</b>    | <b>Vacant at this time</b>               |       |         |     |
| Home Address   |  |       |         |     |
| Occupation     |  |       |         |     |
| Representing   |  |       |         |     |
| Term of Office |  | From: | mm/yyyy | To: |
| <b>Name</b>    | <b>Vacant at this time</b>               |       |         |     |
| Home Address   |  |       |         |     |
| Occupation     |  |       |         |     |
| Representing   |  |       |         |     |
| Term of Office |  | From: | mm/yyyy | To: |

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AGENCY GOVERNING BODY cont.

|                |                            |               |     |
|----------------|----------------------------|---------------|-----|
| <b>Name</b>    | <b>Vacant at this time</b> |               |     |
| Home Address   |                            |               |     |
| Occupation     |                            |               |     |
| Representing   |                            |               |     |
| Term of Office |                            | From: mm/yyyy | To: |
| <b>Name</b>    | <b>Vacant at this time</b> |               |     |
| Home Address   |                            |               |     |
| Occupation     |                            |               |     |
| Representing   |                            |               |     |
| Term of Office |                            | From: mm/yyyy | To: |
| <b>Name</b>    | <b>Vacant at this time</b> |               |     |
| Home Address   |                            |               |     |
| Occupation     |                            |               |     |
| Representing   |                            |               |     |
| Term of Office |                            | From: mm/yyyy | To: |
| <b>Name</b>    | <b>Vacant at this time</b> |               |     |
| Home Address   |                            |               |     |
| Occupation     |                            |               |     |
| Representing   |                            |               |     |
| Term of Office |                            | From: mm/yyyy | To: |
| <b>Name</b>    | <b>Vacant at this time</b> |               |     |
| Home Address   |                            |               |     |
| Occupation     |                            |               |     |
| Representing   |                            |               |     |
| Term of Office |                            | From: mm/yyyy | To: |
| <b>Name</b>    | <b>Vacant at this time</b> |               |     |
| Home Address   |                            |               |     |
| Occupation     |                            |               |     |
| Representing   |                            |               |     |
| Term of Office |                            | From: mm/yyyy | To: |
| <b>Name</b>    | <b>Vacant at this time</b> |               |     |
| Home Address   |                            |               |     |
| Occupation     |                            |               |     |
| Representing   |                            |               |     |
| Term of Office |                            | From: mm/yyyy | To: |
| <b>Name</b>    | <b>Vacant at this time</b> |               |     |
| Home Address   |                            |               |     |
| Occupation     |                            |               |     |
| Representing   |                            |               |     |
| Term of Office |                            | From: mm/yyyy | To: |
| <b>Name</b>    | <b>Vacant at this time</b> |               |     |
| Home Address   |                            |               |     |
| Occupation     |                            |               |     |
| Representing   |                            |               |     |
| Term of Office |                            | From: mm/yyyy | To: |





**\*\*Instructions: Complete this workbook in tab order, so the numbers will autofill correctly. Only fill in the yellow cells. Only use whole numbers, if using formulas or amounts with cents, convert to whole number before submitting to CDD.**

Please fill out all expected revenues for the programs you are requesting funding for in this application. All programs not requesting funding in this application, should be combined and entered under NON APP PGM (last column)

| REVENUE SOURCE                  | AGENCY<br>2024 | PROGRAM<br>A | PROGRAM<br>B | PROGRAM<br>C | PROGRAM<br>D | PROGRAM<br>E |
|---------------------------------|----------------|--------------|--------------|--------------|--------------|--------------|
| DANE CO HUMAN SVCS              | 74,665         |              | 74,665       |              |              |              |
| UNITED WAY DANE CO              | 41,528         | 21,000       |              | 20,528       |              |              |
| CITY CDD (This Application)     | 299,206        | 167,613      | 116,478      | 15,115       |              |              |
| City CDD (Not this Application) | 110,000        |              |              |              |              |              |
| OTHER GOVT*                     | 128,565        |              |              |              |              |              |
| FUNDRAISING DONATIONS**         | 975,341        | 208,211      | 86,151       | 203,409      |              |              |
| USER FEES                       | 81,791         |              |              |              |              |              |
| TOTAL REVENUE                   | 1,711,096      | 396,824      | 277,294      | 239,052      | 0            | 0            |

\*OTHER GOVERNMENT: Includes all Federal and State funds, as well as funds from other counties, other Dane County Departments, and all other Dane villages, and townships.

\*\*FUNDRAISING: Includes funds received from foundations, corporations, churches, and individuals, as well as those raised from fundraising events.

S

| NON APP<br>PGMS |
|-----------------|
|                 |
|                 |
|                 |
| 110,000         |
| 128,565         |
| 477,570         |
| 81,791          |
| 797,926         |

≈ County cities,

Enter all expenses for the programs in this application under the PGM A-E columns. Enter the amount you would like the City to pay for with this funding under the CITY SHARE column

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

| ACCOUNT CATEGORY            | AGENCY<br>2024   | TTL CITY<br>REQUEST | PGM<br>A       | CITY<br>SHARE  | PGM<br>B       | CITY<br>SHARE  | PGM<br>C       | CITY<br>SHARE | PGM<br>D | CITY<br>SHARE | PGM<br>E | CITY<br>SHARE | NON APP<br>PGMS |
|-----------------------------|------------------|---------------------|----------------|----------------|----------------|----------------|----------------|---------------|----------|---------------|----------|---------------|-----------------|
| <b>A. PERSONNEL</b>         |                  |                     |                |                |                |                |                |               |          |               |          |               |                 |
| Salary                      | 884,693          | 154,520             | 221,689        | 96,014         | 119,169        | 50,933         | 117,412        | 7,573         |          |               |          |               | 426,423         |
| Taxes/Benefits              | 260,403          | 49,257              | 61,406         | 26,595         | 46,594         | 19,914         | 42,609         | 2,748         |          |               |          |               | 109,794         |
| <b>Subtotal A.</b>          | <b>1,145,096</b> | <b>203,777</b>      | <b>283,095</b> | <b>122,609</b> | <b>165,763</b> | <b>70,847</b>  | <b>160,021</b> | <b>10,321</b> | <b>0</b> | <b>0</b>      | <b>0</b> | <b>0</b>      | <b>536,217</b>  |
| <b>B. OTHER OPERATING</b>   |                  |                     |                |                |                |                |                |               |          |               |          |               |                 |
| Insurance                   | 25,488           | 4,611               | 6,869          | 2,975          | 3,324          | 1,421          | 3,333          | 215           |          |               |          |               | 11,962          |
| Professional Fees/Audit     | 133,681          | 34,353              | 21,032         | 9,109          | 55,649         | 23,785         | 22,613         | 1,459         |          |               |          |               | 34,387          |
| Postage/Office & Program    | 111,324          | 19,085              | 21,633         | 9,380          | 20,148         | 8,610          | 16,921         | 1,095         |          |               |          |               | 52,622          |
| Supplies/Printing/Photocopy | 0                | 0                   |                |                |                |                |                |               |          |               |          |               |                 |
| Equipment/Furnishings/Depr. | 86,378           | 4,902               | 7,303          | 3,163          | 3,534          | 1,510          | 3,543          | 229           |          |               |          |               | 71,998          |
| Telephone                   | 2,594            | 469                 | 699            | 303            | 338            | 144            | 339            | 22            |          |               |          |               | 1,218           |
| Training/Conferences        | 16,020           | 2,981               | 4,226          | 1,830          | 2,385          | 1,019          | 2,050          | 132           |          |               |          |               | 7,359           |
| Food/Household Supplies     | 0                | 0                   |                |                |                |                |                |               |          |               |          |               |                 |
| Travel                      | 15,968           | 4,059               | 4,924          | 2,132          | 3,391          | 1,449          | 7,410          | 478           |          |               |          |               | 243             |
| Vehicle Costs/Depreciation  | 0                | 0                   |                |                |                |                |                |               |          |               |          |               |                 |
| Other                       | 0                | 0                   |                |                |                |                |                |               |          |               |          |               |                 |
| <b>Subtotal B.</b>          | <b>391,453</b>   | <b>70,460</b>       | <b>66,686</b>  | <b>28,892</b>  | <b>88,769</b>  | <b>37,938</b>  | <b>56,209</b>  | <b>3,630</b>  | <b>0</b> | <b>0</b>      | <b>0</b> | <b>0</b>      | <b>179,789</b>  |
| <b>C. SPACE</b>             |                  |                     |                |                |                |                |                |               |          |               |          |               |                 |
| Rent/Utilities/Maintenance  | 82,371           | 14,901              | 22,201         | 9,615          | 10,742         | 4,591          | 10,770         | 695           |          |               |          |               | 38,658          |
| Mortgage Principal/Interest | 55,659           | 10,068              | 15,000         | 6,497          | 7,258          | 3,102          | 7,277          | 469           |          |               |          |               | 26,124          |
| Depreciation/Taxes          | 0                | 0                   |                |                |                |                |                |               |          |               |          |               |                 |
| <b>Subtotal C.</b>          | <b>138,030</b>   | <b>24,969</b>       | <b>37,201</b>  | <b>16,112</b>  | <b>18,000</b>  | <b>7,693</b>   | <b>18,047</b>  | <b>1,164</b>  | <b>0</b> | <b>0</b>      | <b>0</b> | <b>0</b>      | <b>64,782</b>   |
| <b>D. SPECIAL COSTS</b>     |                  |                     |                |                |                |                |                |               |          |               |          |               |                 |
| Assistance to Individuals   | 0                | 0                   |                |                |                |                |                |               |          |               |          |               |                 |
| Contractors/Subcontractors  | 0                | 0                   |                |                |                |                |                |               |          |               |          |               |                 |
| Pymt to Affiliate Orgs      | 0                | 0                   |                |                |                |                |                |               |          |               |          |               |                 |
| Other                       | 36,517           | 0                   | 9,842          |                | 4,762          |                | 4,775          |               |          |               |          |               | 17,138          |
| <b>Subtotal D.</b>          | <b>36,517</b>    | <b>0</b>            | <b>9,842</b>   | <b>0</b>       | <b>4,762</b>   | <b>0</b>       | <b>4,775</b>   | <b>0</b>      | <b>0</b> | <b>0</b>      | <b>0</b> | <b>0</b>      | <b>17,138</b>   |
| <b>TOTAL (A.-D.)</b>        | <b>1,711,096</b> | <b>299,206</b>      | <b>396,824</b> | <b>167,613</b> | <b>277,294</b> | <b>116,478</b> | <b>239,052</b> | <b>15,115</b> | <b>0</b> | <b>0</b>      | <b>0</b> | <b>0</b>      | <b>797,926</b>  |

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

| Title of Staff Position*        | 2024<br>Program A<br>FTE** | 2024<br>Program B<br>FTE** | 2024<br>Program C<br>FTE** | 2024<br>Program D<br>FTE** | 2024<br>Program E<br>FTE** | 2024<br>Total FTE | 2024<br>Annualized<br>Salary | 2024<br>Payroll Taxes<br>and Fringe<br>Benefits | 2024<br>Total<br>Amount | 2024<br>Hourly<br>Wage*** | 2024<br>Amount<br>Requested from<br>the City of<br>Madison |
|---------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-------------------|------------------------------|---|-------------------------|---------------------------|--|
| Executive Director              | 0.15                       | 0.15                       | 0.15                       |                            |                            | 0.45              | 88,000                       | 17,368  | 105,368                 | 42.31                     | 14,166   |
| Program Director                | 0.17                       | 0.20                       | 0.20                       |                            |                            | 0.57              | 68,017                       | 33,403  | 101,420                 | 32.70                     | 17,291   |
| Development Director            | 0.17                       | 0.17                       | 0.17                       |                            |                            | 0.51              | 68,017                       | 15,111  | 83,128                  | 32.70                     | 12,918   |
| Elementary Programs Manager     | 0.90                       |                            |                            |                            |                            | 0.90              | 56,491                       | 22,352  | 78,843                  | 27.16                     | 30,732   |
| Youth Programs Manager          |                            | 0.35                       | 0.35                       |                            |                            | 0.70              | 56,491                       | 32,150  | 88,641                  | 27.16                     | 15,107   |
| Community Engagement Manager    | 0.06                       | 0.06                       | 0.06                       |                            |                            | 0.18              | 56,491                       | 13,858  | 70,349                  | 27.16                     | 3,901  |
| Operations Manager              | 0.04                       | 0.04                       | 0.04                       |                            |                            | 0.12              | 68,017                       | 15,111  | 83,128                  | 32.70                     | 3,076  |
| Community & Development Coordin | 0.10                       |                            | 0.10                       |                            |                            | 0.20              | 44,965                       | 11,460  | 56,425                  | 21.62                     | 2,808  |
| Administrative Assistant        |                            | 0.10                       |                            |                            |                            | 0.10              | 19,405                       | 2,163   | 21,568                  | 18.66                     | 461  |
| Program Coordinators            | 1.00                       | 1.00                       | 0.80                       |                            |                            | 2.80              | 134,895                      | 56,108  | 191,003                 | 21.62                     | 58,071   |
| TBU Lead & Assistants           |                            |                            | 0.35                       |                            |                            | 0.35              | 13,038                       | 1,469   | 14,507                  | 17.91                     | 115  |
| Elementary Lead & Assistants    | 2.02                       |                            |                            |                            |                            | 2.02              | 78,226                       | 8,663   | 86,889                  | 18.62                     | 37,631   |
| Custodian                       | 0.08                       | 0.22                       | 0.08                       |                            |                            | 0.38              | 41,558                       | 12,236  | 53,794                  | 19.98                     | 7,200  |
|                                 |                            |                            |                            |                            |                            | 0.00              |                              |   | 0                       | 0.00                      | 0  |
|                                 |                            |                            |                            |                            |                            | 0.00              |                              |   | 0                       | 0.00                      | 0  |
|                                 |                            |                            |                            |                            |                            | 0.00              |                              |   | 0                       | 0.00                      | 0  |
|                                 |                            |                            |                            |                            |                            | 0.00              |                              |   | 0                       | 0.00                      | 0  |
|                                 |                            |                            |                            |                            |                            | 0.00              |                              |   | 0                       | 0.00                      | 0  |
|                                 |                            |                            |                            |                            |                            | 0.00              |                              |   | 0                       | 0.00                      | 0  |
|                                 |                            |                            |                            |                            |                            | 0.00              |                              |   | 0                       | 0.00                      | 0  |
|                                 |                            |                            |                            |                            |                            | 0.00              |                              |   | 0                       | 0.00                      | 0  |
|                                 |                            |                            |                            |                            |                            | 0.00              |                              |   | 0                       | 0.00                      | 0  |
|                                 |                            |                            |                            |                            |                            | 0.00              |                              |   | 0                       | 0.00                      | 0  |
| <b>SUBTOTAL/TOTAL:</b>          | 4.69                       | 2.29                       | 2.30                       | 0.00                       | 0.00                       | 9.28              | 793611.00                    | 241452.00                                       | 1035063.00              | 340.29                    | 203477.00  |

**CONTINUE BELOW IF YOU NEED MORE ROOM FOR STAFF POSITIONS**

\*List each staff position separately. Indicate number of weeks to be employed if less than full year in parentheses after their title.

\*\*Full Time Equivalent (1.00, .75, .60, .25, etc.) 2,080 hours = 1.00 FTE



### Program Summary

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

| Pgm Letter                    | Program Name          | Program Expenses | 2024 City Request |
|-------------------------------|-----------------------|------------------|-------------------|
| A                             | Elementary Program    | PERSONNEL        | 122,609           |
|                               |                       | OTHER OPERATING  | 28,892            |
|                               |                       | SPACE            | 16,112            |
|                               |                       | SPECIAL COSTS    | 0                 |
|                               |                       | <b>TOTAL</b>     | <b>167,613</b>    |
| B                             | Middle School Program | PERSONNEL        | 70,847            |
|                               |                       | OTHER OPERATING  | 37,938            |
|                               |                       | SPACE            | 7,693             |
|                               |                       | SPECIAL COSTS    | 0                 |
|                               |                       | <b>TOTAL</b>     | <b>116,478</b>    |
| C                             | High School Program   | PERSONNEL        | 10,321            |
|                               |                       | OTHER OPERATING  | 3,630             |
|                               |                       | SPACE            | 1,164             |
|                               |                       | SPECIAL COSTS    | 0                 |
|                               |                       | <b>TOTAL</b>     | <b>15,115</b>     |
| D                             | 0                     | PERSONNEL        | 0                 |
|                               |                       | OTHER OPERATING  | 0                 |
|                               |                       | SPACE            | 0                 |
|                               |                       | SPECIAL COSTS    | 0                 |
|                               |                       | <b>TOTAL</b>     | <b>0</b>          |
| E                             | 0                     | PERSONNEL        | 0                 |
|                               |                       | OTHER OPERATING  | 0                 |
|                               |                       | SPACE            | 0                 |
|                               |                       | SPECIAL COSTS    | 0                 |
|                               |                       | <b>TOTAL</b>     | <b>0</b>          |
| <b>TOTAL FOR ALL PROGRAMS</b> |                       |                  | <b>299,206</b>    |



# LUSSIER COMMUNITY EDUCATION CENTER

building community. creating opportunities. enriching education.

## MEMORANDUM OF UNDERSTANDING BETWEEN LUSSIER COMMUNITY EDUCATION CENTER AND ANESIS CENTER FOR MARRIAGE AND FAMILY THERAPY

*JANUARY 1 2023 through DECEMBER 31, 2023*

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the Lussier Community Education Center, and Anesis Center for Marriage and Family Therapy who are jointly supporting the mental health needs for underserved middle and high school youth participants of the Lussier Community Education Center After-School Program. This will be accomplished by combining the skills and expertise of the two organizations and providing youth assessment and referrals; along with group counseling services and mental health resources.

**MOU period:** January 1, 2023 through December 31, 2023

**Grant:** Dane County Community Center Behavioral Health Services

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### LCEC will be responsible for the following tasks:

- Work collaboratively with Anesis staff to develop plans and procedures for
  - Anesis staff to have a regular, ongoing presence in LCEC middle and high school out of school time programs
  - regular 6- to 8-week therapeutic groups run by licensed therapists from Anesis to be run separately for middle school (MS) and high school (HS) youth, for 1.5 hours per week
  - stand-alone or short series of workshops will be offered within existing LCEC youth program groups such as Girls Inc., MENS, or Youth Action
  - summer anti-stigma PSA/media series with youth
  - semi-annual family engagement events
  - intake and referral and follow up protocols with Anesis
  - semi-annual staff in-service trainings on behavioral health
- Collaborate with Anesis to complete and submit reporting to Dane County as required
- Process all payments for submitted invoices by Anesis within 30 days of receipt
- Notify Anesis regarding any changes in the scope of the ability of LCEC to continue responsibilities related to this partnership

55 S Gammon Rd  
Madison WI 53717  
tel: 608.833.4979  
fax: 608.833.6919

[LCECmadison.org](http://LCECmadison.org)







# LUSSIER COMMUNITY EDUCATION CENTER

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## **Anesis Center for Marriage and Family Therapy will be responsible for the following tasks:**

- Collaborate with Lussier Community Education Center staff to develop plans and procedures for
  - Anesis staff to have a regular, ongoing presence in LCEC middle and high school out of school time programs
  - regular 6- to 8-week therapeutic groups run by licensed therapists from Anesis to be run separately for middle school (MS) and high school (HS) youth, for 1.5 hours per week
  - stand-alone or short series of workshops will be offered within existing LCEC youth program groups such as Girls Inc., MENS, or Youth Action
  - summer anti-stigma PSA/media series with youth
  - semi-annual family engagement events
  - intake and referral and follow up protocols with LCEC
  - semi-annual staff in-service trainings on behavioral health
- Anesis will provide a standard intake packet which includes confidentiality and HIPAA policies, release of information, grievance policy, informed consent and any other assessments as needed
- Submit invoices by the 5th of each month
- Notify LCEC regarding any changes in the scope of services Anesis can provide
- Assist in county reporting only for clients seen by Anesis
- Provide supervision and administrative support for clinical staff from Anesis for LCEC mental health programming

55 S Gammon Rd  
Madison WI 53717  
tel: 608.833.4979  
fax: 608.833.6919

[LCECmadison.org](http://LCECmadison.org)





# LUSSIER COMMUNITY EDUCATION CENTER

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## Shared Collaborative Work by all partner agencies includes:

- Designated staff from both partner agencies, will meet regularly to, reaffirm expectations and coordinate resources for the upcoming month's training sessions, and jointly create/approve all topics that will be discussed during group therapy sessions
- Designated staff from both partner agencies, will meet monthly to debrief successes, challenges, improvements, and discuss any pertinent information needed to complete any Dane County Reporting,
- If a partner agency brings additional funding to the LCEC program budget for mental health services, both partner agencies will agree upon use of those additional dollars if it increases the overall budget for the program.
- If there are opportunities for publicity related to the partnership between LCEC and Anesis (tv, newspaper, radio), all partners will be involved in that activity unless a partner chooses to opt out.

## Budget

**\$30,071** – Anesis staff: Licensed Facilitation, Planning and Support  
**\$26,672** – LCEC staff: Planning, Supervision, Facilitation and Support  
**\$3,210** – Anti-stigma materials, posters, etc.



# LUSSIER COMMUNITY EDUCATION CENTER

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## Authorization

The undersigned agree to the conditions expressed in this document and responsibilities outlined for the Goodman Community Center and Anesis Therapy.

### Duration

- This MOU shall become effective upon signature of the authorized officials from both partnering agencies.
- This MOU will be in effect until either its termination by any of the parties with 90 days' notice, the signing of a new MOU replacing this one, or the termination of funding for the program, whichever comes first.

### Upon Execution of MOU

- Each partner agency will receive a copy of the signed MOU.
- A copy of the signed MOU will be provided to the Dane County Department of Human Services.
- Documentation of trainer qualifications will be provided to both partner agencies and the Dane County Department of Human Services contract agent.

Avé Thorpe (Director of Programming) \_\_\_\_\_

**Lussier Community Education Center**

Date \_\_\_\_\_

Myra McNair (LMFT CEO) \_\_\_\_\_

**Anesis Center for Marriage and Family Therapy**

Date \_\_\_\_\_

