

SECTION 1. ELEMENTARY MULTI-FOCUS AFTERSCHOOL AND SUMMER PROGRAMS

Program Name: LCEC Elementary Program

Brief Project Description: Expanding year round multi-focus elementary OST programming to serve children living in the Tree Lane Family Apartments

Amount Requested: \$115,000

Total Proposed Program Budget: \$391,884

1. PROGRAM DESCRIPTION

- a. 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 Elementary Program (LCEC EP) is that children grow up physically, emotionally and socially healthy and successful - and in the words of our Madison Metropolitan School District partners "graduate high school ready for college, career and community" - by countering the effects of the persistent and pervasive systems of race- and class-based oppression that shape the lives of children and families in Madison.

The LCEC EP meets and exceeds the scope of work described in the RFP for affordable, stable, quality neighborhood-based elementary school-age programming for low-income children, children of color, and homeless children. Using the 2019 funding that the City provided in order to serve children living in the Tree Lane Family Apartments, the LCEC expanded operations, licensed and opened a third program space at Muir Elementary School, hired additional staff, purchased program equipment, purchased an additional vehicle for transporting children and youth, and began serving twenty elementary age children living at the Tree Lane Family Apartments (the number of children we could safely add and be within our license requirements).

The program structure exceeds the scope requirements in frequency, hours, duration, ratios, and average attendance. Our program meets five days per week, two hours per day, for forty weeks in the school year and 8 weeks in the summer, with ratios of 1 staff to 12 children and average attendance of over 40.

As described elsewhere in this proposal, the LCEC EP outcomes fit well with those envisioned in the RFP, and the program utilizes the MOST Effective Practices (and was in fact involved in helping to develop them).

- b. Intended Service Population: Describe the grade or age range of intended service population that will be impacted by this program.

This proposal is specifically to support twenty children living in the Tree Lane Family Apartments to participate in our Elementary Program.

Elementary students from Muir Elementary School make up the vast majority of the LCEC Elementary Program kids. Young people most frequently live in the Wexford Ridge Apartments across the street from the Center or - newly this year - in the Tree Lane Family Apartments (about 1 mile from our Center). About 90-95% of our young people are kids of color (primarily Black, Latinx or multi-racial) who qualify for free and reduced lunch, and approximately 60% live in female-

headed or single adult households. While all of our students speak English fluently, a growing number live in households where English is not the first language.

The LCEC Elementary Program is focused on supporting low income children of color in particular, rather than mirroring the demographics of the young people who happen to live within a particular distance from the LCEC. In the ¼ radius around the LCEC 30 – 39.9% of young people are economically disadvantaged compared to the 90 – 95% of the young people who attend our after school and summer camp. Similarly, only 5.9% of households in our neighborhood are single adult/female headed while almost 60% of our young people live with just one parent, most frequently their mothers. And while 80-90% of young people who join our program are kids of color, our surrounding neighborhood does not mirror them with 79.9% of our area residents being white. The LCEC takes pride in this success at creating a welcoming and affirming space for low income kids of color.

- c. Recruitment, Engagement, Intake and Assessment: Describe your plan to recruit, engage and address barriers to participation for elementary age children. Provide a specific plan for outreach to potential participants residing at the Tree Lane Apartments. Explain the intake and assessment procedure you will use for this program.

The LCEC Elementary Program is a licensed program authorized to engage 62 young people in our three classrooms. We recently received license approval for an additional classroom at Muir Elementary in order to increase to sixty-two children. We run enrollment periods in April/May for summer and July/August for school year. If spaces come available during the year, we work from our waiting list and with the school social worker and case managers at the Tree Lane Family Apartments to identify other kids in need of care.

We inform families of our enrollment windows in writing (and verbally with currently enrolled families) and through our community newsletter. The newsletter is delivered to every door in Wexford Ridge and Tree Lane Family Apartments and is handed out at the Center. We work with the Muir social worker and Tree Lane staff to identify families that might be in need of care. We host gatherings such as pizza parties in their onsite community room to ensure all families at Tree Lane Family Apartments know about our programs and get to meet our staff. In addition to seeking to meet families at their home, we've scheduled meet ups at Muir through the school social worker. These meetings help to build bridges with the family, school and afterschool setting.

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, d) is the sibling of a current participant, and e) 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.

- d. Activities: Describe your proposed program activities. Include information about key parts of your program and explain how you will accomplish your goals. 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 young people with program activities, partnerships and clubs:

- Learning and Academics are a priority for 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 3rd grade rooms volunteer Reading Buddies, from high school students to retirees, read one-on-one for 30 minutes two times per week during the school year and summer. Older elementary school students are supported by staff and volunteers with homework help, quiet reading, and stealth educational activities that embed learning in STEAM and other enrichment activities during twice weekly LEAP 2 College sessions. Through Badger Athletics our 4th – 5th graders exchange letters with college athletes of color in an effort to expand their sense of college life and improve their literacy. Throughout our programming, we are looking for opportunities to ignite young people's passion for learning.

- Health and Fitness – This broad area of programming includes engaging kids in outdoor adventure and experiences of the natural world, providing (and introducing children to new) healthy nutritious foods, and regular physical activity from dance to basketball to new sports they've never tried. Volunteers and our collaborative with Memorial High School Kids Café provide daily nutritious, home-cooked meals during school and summer with an eye to introducing young people to new foods, and nurturing lovers of vegetables, fruit and healthy snacks. Staff offer daily nutrition tips and encouragement for healthy eating and specific nutrition education sessions monthly. We offer regular cooking clubs with a UW dietetics interns to teach young people how to cook for themselves, weaving in math and literacy skills. Physical activity starts with elementary kids walking from school to the Center every day and continues with indoor/outdoor daily large motor activities. In summer swimming, canoeing, hiking and field games get the kids moving and active.
- 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. 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 (Children's Theater Madison, Wisconsin Chamber Orchestra, UW Dance Performing Ourselves, Madison Youth Choir, Overture Center for instance). 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 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.
- Community Service and Leadership – As with arts and creativity, 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." And these messages are a critical piece of the social emotional learning and civic engagement crucial to any comprehensive OST program seeking to utilize a holistic approach to youth development. LCEC Elementary Program start with 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 and monthly (or weekly in the summer) community service clubs ask young people to build community and look beyond themselves to care about others. While our staff are working on leadership development throughout the program, we have built partnerships to support positive identity and relationship development in gender based groups. At the Elementary level we participate in Girls Inc. of Greater Madison and FACE-Kids initiative in conjunction with Rainbow Project.

The LCEC Elementary Program (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 welcome, 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.

We should note that we do not claim to be experts in all of these areas, nor are we stating that our programs have fully implemented everything that could be done in each of these areas. These are the areas where we are focused and continuously striving to improve and deepen our work.

OST-SPECIFIC RESEARCH

In combination with the evidence base outlined above, we also ground our work in the longstanding and extensive base of research on OST programming specifically.

- The LCEC Elementary Program supports development of the Search Institute's 40 Developmental Assets, including both external assets strongly and consistently related to positive and healthful development (such as support, empowerment, boundaries/expectations and constructive use of time) and internal assets leading directly to commitment to learning (such as youth is actively engaged in learning). Examples include making sure that youth have three or more non-parent adults supporting them, reinforcing that adults value them, and allocating more than three hours/week for youth to spend in extracurricular activities through programming and community service, and more.
- The LCEC Elementary Program provides comprehensive and varied activities/supports, not solely tutoring or homework help. According to a 2009 Columbia University research review, afterschool programs with both a strong academic component AND youth development components showed the greatest promise for increasing academic performance of low-income youth. (Gardner, Roth, & Brooks-Gunn, 2009)
- The LCEC Elementary Program focuses on children and youth attending two or more times per week. According to Harvard Family Resource Project's 2008 "After School in the 21st Century" report, sustained participation in quality afterschool programming contributes to positive academic, social and emotional outcomes. More specifically, a study of 10 afterschool programs found that participation of at least two times a week (for 12-18 months) is sufficient to achieve positive behavioral outcomes and improve youth's attitudes about school.
- e. Transportation: Describe the plan for transporting program participants between school, the program site and home.

The LCEC EP has two different transportation plans, one for academic year and the other for summer. During the academic year staff meet children at Muir Elementary School at the end of the school day. Children in our 2nd-3rd and 4th-5th grade rooms are transported to the LCEC (during good weather, they walk as a group, and during inclement weather and regularly in the winter, they are driven in LCEC vehicles). The K-1st grade children proceed to the Muir classroom used for programs. At dinnertime, the K-1st grade children are transported to the LCEC to eat a hot meal with the rest of the children. After the meal all children living in the Tree Lane Family Apartments are driven home in LCEC vehicles.

During summer we are planning to utilize space at Jefferson Middle School for our third program space. Children living at the Tree Lane Family Apartments are picked up at the beginning of the day and dropped off at the end of the day using LCEC vehicles.

f. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
Multi-focused After School Program	September (first day of school) – June (last week of school)
Multi-focused Summer Camp	June 22 – Aug 14, 2020

Other milestones, notes or comments about the proposed timeline (if applicable):

g. Family and Community Resources and Engagement: Briefly describe how children and families who will benefit from the proposed program have been involved in the development of this proposal and will be involved in the implementation and assessment of program activities and outcomes. How are families of the participants engaged with the program and provided other services or resources through your organization?

LCEC has a long history of the grassroots organizing needed to build programs driven and informed by community needs and goals. LCEC Elementary Program brings together the input of young people and their parents first and foremost with support and guidance from deeply connected community partners such as schools and other youth serving organizations.

Through daily interaction with young people staff are continuously building the list of what activities to host next, what direction to take a club, what is on kids’ minds, and what questions they are asking. All these interactions influence the direction and delivery of LCEC Elementary Program. Similarly, during formal parent meetings and informal discussions with parents at pick up and drop off we gain reflection from parents about their hopes and dreams, not only for their individual children, but also for the program as a whole and how it/we could work better for their kids. By incorporating vibrant family activities into our monthly LCEC Community Dinners, we build events where our parents spend social time with our staff and their kids, adding another opportunity to learn about their impressions and desires for our program.

LCEC staff work closely whenever possible with Muir teachers and faculty to understand and support the academic needs and social engagement at school of our young people. We meet regularly with the principal and engage directly with social workers and individual teachers. We attend Muir social events and seek to incorporate school staff into LCEC sponsored social events. Through all these means we seek input, feedback and enhancements for our work with young people.

LCEC staff regularly interact with Sankofa staff at Tree Lane Family Apartments to support the inclusion of new children and families into the elementary program. Once children have been enrolled in the program LCEC staff connect with Sankofa staff to promote parent involvement in the program and the Center as a whole as well as in efforts to support children in their successful participation in the program.

Families of children in our program are considered part of the life of the LCEC. They are invited to engage in everything from community dinners to volunteer opportunities to the Neighborhood Organizing Institute. They are also referred, as appropriate, to programs and services for by the LCEC and our partners. Those include the BEATS Job Clinic, LCEC Food Programs and many programs and services offered by partner organizations. There is more discussion of referral and linkages in the response to Question 3(b) below.

g. 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.

As our Language Access Plan indicates we make every effort to communicate with prospective families in their language of origin using interpreter services and our bilingual staff (Spanish and

Hmong). We have the means to translate our materials into other languages and always ensure that our outreach materials are provided in Spanish. We include Spanish announcements of our program openings in the Wexford Ridge neighborhood and at the Tree Lane Family Apartments. If young people join our program, we translate all our materials and ensure that regular contact with parents is conducted with interpretation provided.

As our LCEC Framework indicates, relevance of programming is at the forefront of our efforts to connect with young people and their families. We seek to build relationships with individuals and organizations who mirror the cultures and identities of the young people in our programs. As we reach out to organizations for partnerships and seek volunteers to build relationships with young people, we draw upon individuals and groups of people of color and allies who can support young people's cultural growth. We ask our white, mainstream partners to identify and hold up the works of people of color in their field so young people might see themselves in the role models and stories we are bringing to them. For instance, in our partnership with Badgers Give Back we've built a pen pal program for our 4th – 5th graders where young people are paired with athletes of color from the UW.

- h. 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 if the program during implementation to assess continued alignment with the [MOST Effective Practices](#)?

When we established our LCEC Framework we pulled from the theories and strategies that most matched what we instinctively and collaboratively built with our community. Over the years we learned what worked and brought success for young people. As MOST identified its Effective Practices, we realized that these two scaffolds for programming supported and dovetailed with each other. The first five Effective Practices overlap with the five components of the Lussier Framework – Positive Youth Development, Trauma Informed Mindset, Intrinsic Motivation to Learn, Racial and Social Justice and Organizing for Power.

Intentional Program Design – “Purposeful programming” is a phrase we continually reference whether we are speaking about individual interactions with young people to planning a new partnership or component of programming. We build programming that scaffolds together and takes young people through a progression of learning and engagement. Our Elementary Program Manager works with staff to design programming and partnerships which focus on young people's burgeoning interests and exposes them to new opportunities which match their developmental level. Weaving together elements from our four pillars of programming and choosing varied teaching methods brings a variety of activities and opportunities to young people which fosters development of attitudes and skills, helping them be strong academically, socially and emotionally.

Supportive Relationships with Youth – Embedded within LCEC Framework is a relational model of youth development and growth. Every aspect of our work is built on our emphasis on relationship first - relationships between staff and young people, among young people, between staff, volunteers and young people, and between staff and parents. Being authentic, reliable and consistent are critical qualities of the people and the programming we build.

Youth Voice & Leadership - The contributions of youth as decision makers, teachers and guides is highly valued in the LCEC Elementary Program. From simply deciding what's happening during free choice to helping to plan the menu to influencing what arts or sports we pursue next, even our kindergarteners are learning the value of their voice and how to express, their opinions. Community building – whether in their room, their elementary program or the LCEC community – brings young people together and supports their demonstration of empathy and self-awareness.

Racial and Cultural Inclusion - Racial and social justice starts with safe and inclusive environments which recognize and promote identity exploration and understanding. “Who am I?” and “Who will I Become?” are questions woven throughout the purposeful projects within the LCEC Elementary Program. We ask these questions alongside young people and point them toward their racial and cultural roots and expressions. These efforts occur specifically and most comfortably in our gender identity groups and social emotional learning sessions, but they are frequently the most powerful when they organically grow out of interactions between young people, staff and the culture at large. All this work could not be done without repeated and structured training and coaching with staff and volunteers. Twice a year we have formal workshops focused on racial equity and justice, and throughout the year we build on these experiences during staff meetings and individual sessions.

Community & Family Engagement - The beauty of the neighborhood center is that community is at the core. Building relationships with community members/residents, schools, local organizations, and businesses inherently supports the advancement and growth of young people and our effort to make the community a more just, warm and lively place. We work to connect with parents – those that show up every day to pick up their child as well as those who can’t make it in and trust us to provide their child with a place to grow and thrive. We receive lots of informal feedback and input from parents and seek out more formal input during parent-staff meetings; at community dinners and during regular phone calls/emails. The LCEC Elementary Program has strong connections with Muir Elementary School staff and faculty and are building relationships with Sankofa staff at Tree Lane Family Apartments. It partners with more than 20 area organizations and businesses and at least 50 volunteers per school year.

Organizational Management and Staff Support – We strive to create organizational structures, practices and culture that engender collaboration and staff voice; clear goals and interconnectedness of efforts; a sense of purpose guided by the LCEC Framework; an organizational culture that finds ways to say yes to opportunity, ideas and change; a valuing of professional development, and data driven decisions which allow for risk and stretching.

Environment & Safety – The spaces, resources and people that make up the LCEC Elementary Program are geared toward the developmental levels of the kindergarten to 5th graders in program. Our policies and procedures developed as a licensed elementary after school program promote an environment of physical and emotional safety and health. Staff and volunteers understand and use the guidance of these policies to ensure that our environment builds a community that’s conducive to learning and growing. We value the role nutrition and hygiene play in building strong and resilient kids.

Monitoring and Assessment

We currently use the School Age Care Environment Rating Scale (SACERS) tool to monitor program quality and attention to these MOST Effective Practices. The tool however is limited in measuring Organizational Management and Staff Support and Community & Family Engagement and is devoid of any reflection on Racial and Cultural Inclusion. We welcome working with the MOST community to develop or identify self-assessment tools which will assist us in monitoring our efforts toward each of the Effective Practices.

2. PROGRAM STRUCTURE AND STAFFING

- a. Anticipated Frequency, Duration and Attendance: Please complete the table below. If you are proposing to provide an elementary multi-focused afterschool and summer 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 two locations, please complete the rows for “Location #2”.

Elementary Multi-Focused	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location(s): LCEC & Muir Elementary School					
Afterschool	5 days/week	2 (3 on Monday)	38 weeks	1 to 12	50
Summer	5 days/week	7	8 weeks	1 to 12	50

*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)

- b. Total Annual Unduplicated Elementary-Age Children: Anticipated unduplicated number of individual elementary-age children in the proposed program. Please include information on the percent of unduplicated participants who reside at the Tree Lane apartments:

In 2018, we had a daily capacity of approximately 40 children and served an unduplicated count of 63. This was due to some children leaving after fifth grade, some entering as kindergarteners and some children who only attended during the academic year or summer.

In 2020 we will have a daily capacity of 62 children. Based on similar dynamics, we might assume an unduplicated count of 90.

During 2019 as we expand to serve children living in the Tree Lane Family Apartments, we are enrolling 20 children from that complex. We will expect to maintain roughly a third (33%) of the children in the program living in the Tree Lane Family Apartments (i.e. children living in Tree Lane Family Apartments will make up roughly a third (33%) of our annual count.

- c. Program Schedule: If you are proposing to provide a multi-focused afterschool and summer 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.

Table 1

Location(s):			
Day	Elementary Multi-Focused	Start Time	End Time
Mon.	School Year	End of school (EOS)	5:45pm
	Summer	9am	4pm
Tues.	School Year	EOS	5:45pm
	Summer	9am	4pm
Wed.	School Year	EOS	5:45pm

	Summer	9am	4pm
Thur.	School Year	EOS	5:45pm
	Summer	9am	4pm
Fri.	School Year	EOS	5:45pm
	Summer	9am	4pm
Sat.	School Year		
	Summer		
Sun.	School Year		
	Summer		

Table 2

Location #2 (if applicable):			
Day	Elementary Multi-Focused	Start Time	End Time
Mon.	School Year		
	Summer		
Tues.	School Year		
	Summer		
Wed.	School Year		
	Summer		
Thur.	School Year		
	Summer		
Fri.	School Year		
	Summer		
Sat.	School Year		
	Summer		
Sun.	School Year		
	Summer		

vulnerable populations, along with a section on mandated reporting. Volunteers sign an expectation agreement following the orientation. Additionally, volunteers are introduced to the Lussier Framework which communicates the foundation for which all engagement, activities and daily exchanges should be grounded for purposeful programming. Volunteers receive shared supervision from both a program manager and the Community Engagement Manager and sometimes trained program staff. All program volunteers receive a name tag and sign-in and out for shifts. All staff receive a training called Working with Volunteers.

3. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

- a. **Collaboration:** Please complete the table below and respond to the narrative questions regarding program collaboration with community partners. Provide explicit details regarding collaboration and coordination with Heartland Housing and Sankofa Behavioral and Community Health, Inc.

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
John Muir Elementary School	Assist with alignment between school and after school; support mental health and other basic needs of children and families; communication academic and SEL needs of individual children	Andrea Kreft, Principal	No
UW Badger Athletics	Provides Badger Athletes as pen pals writing weekly with all 3rd-5th graders, donates tickets to multiple sporting events, sends athletes to volunteer at Community Dinners, host kids on campus for events, provides summer interns	Jackie Davenport	No
Children's Theater Madison	Builds from once a month (at the beginning of the school year) to weekly spring drama sessions where kids write, choreograph and perform a play for each other and their families	Jenna Grossman Spiers	Yes
Madison Christian Community Children's Garden	Nick Uphtall and Sonja Ingebriksen	Provides a volunteer-run summer-long gardening experience for elementary age children including growing/tending, harvesting, cooking, and other activities twice a week in a multi-acre garden	Madison Christian Community Children's Garden
FACE – Kids; Rainbow Project	Provides three six- to eight-week small group social emotional skill building groups per year tailored to the current strengths and needs of children; consults when needed about the particular mental health needs of individual youth	Madison Solomon	No
Rutabaga Paddle Sports	Provides weekly paddling/canoeing experiences and instruction in Lake Monona every summer	Tucker Moore	No

Specific details on collaboration with Heartland Housing and Sankofa Behavioral and Community Health

The LCEC has been involved with the Tree Lane Family Apartments since before it was completed. We met with Heartland during the development process and helped to connect them to supportive neighbors. We have participated in collaborative meetings with Heartland, YWCA, The Road Home, Sankofa and City of Madison staff.

Since the opening of TLFA we have ensured all children living there get access to school supplies and holiday gifts, connected MMSD Play & Learn and MPL Anji Play to staff at TLFA, referred volunteers, provided a workshop on trauma informed approaches for members of Friends of Tree Lane, and hosted outreach pizza parties to sign up children and youth for our programs.

We are currently meeting with Sankofa BCH to coordinate our efforts so that we can provide access to everything we can, and they can focus efforts on complementary programming and resources for any families or kids we cannot serve.

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

Partners	Contact	Roles & Responsibilities	MOU
Overture Center for the Arts	Alanna Medaris	Provide year-long partnership including tickets to performances at the Overture Center and residencies, including opportunities for children to work directly with visiting artists	No
UW Madison Dance Department - Performing Ourselves	Stephanie Richards	Provides year round dance-based self-esteem programming culminating in performances at the LCEC and UW School of Dance	No
Wisconsin Chamber Orchestra	Matt Wilshire	Provides weekly violin instruction and regular access to Concerts on the Square and regular season performances	No
Madison Youth Choir	Lisa Kjenvet	Provides a six- to eight-week residency each spring offering weekly group vocal workshops leading to a April Gallery Night Community Dinner performance	No
UW Arboretum	Jennifer Mitchell	Provides regular outdoor experiences for children to gain exposure to nature, have fun and learn. Also does family outreach at 3-4 community dinners	No
Madison Public Libraries - Anji Play & Bubbler	Carissa Christner & Carlee Latimer	Provides weekly Anji Play activities in the K-2 afterschool classroom both during the school year and summer, Bubbler provides periodic experiential learning activities at the LCEC and at their space.	No
Milwaukee Bucks	Jack Snow	Provides tickets to 1-5 games per year for elementary and middle school kids including transportation, food and Bucks merchandise	No
UW School of Education	Thomas Owenby	Provide four education student volunteers each summer working 14 hours per week in elementary and middle school summer camps	No
UW African American Studies	Michael Thornton	Provides 3-5 students per semester volunteering 25 hours with elementary, middle and high school students	No
UW Madison School of	Amanda	Provides 1 intern working 17 hours per week	No

Social Work	Zuehlke	throughout the academic year with children afterschool	
Madison College Human Services Program	Cemil Nuriler	Provides 1-2 interns working 16 hours per week throughout the academic year with children afterschool	No
Edgewood Art Therapy Department	Molly Tomony	Provides one 10 hour per week intern each semester to offer arts programming two days per week and an art therapy group one day per week	No
UW Madison Morgridge Center for Public Service - Badger Volunteers	Ruben Sanon	Provides three cohorts of 3-4 UW student volunteers to work with children afterschool three days per week each semester	No
UW African Studies/Young African Leaders Initiative Mandela Washington Fellowship	Meghan Doll	Provides a cohort of 4-6 young adult leaders from across Africa to volunteer one afternoon per week in the elementary middle school summer camps and Youth Action Summer Interns program.	No

How do these partnerships enhance this proposal?

The list of organizations above represents the partnerships that we've developed over the last 10 years and longer. These partnerships represent and mirror our four pillars of programming at LCEC – Arts & Creativity; Health & Wellness; Leadership & Community Service, and Academic Support. Our program offerings and the breadth of relationships developed with kids are much broader than they would be without these partnerships. We would not have violin lessons, dance workshops, a multi-acre children's garden, or gender-based programming that connects young people to peers across the city just to name a few. 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 our third classroom, helping arrange transportation for temporarily homeless or relocating families, 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. This relationship is also critical to our connection with kids living in the Tree Lane Family Apartments. Through staff at the school we are able to support young people in building relationships in school and succeeding academically and socially.

What are the decision-making agreements with each partner?

We have developed specific MOUs with several of our partners which detail roles and responsibilities, timelines and designated contacts. With others the agreements are more informal and developed between our Elementary Program Manager and their staff. At several partner organizations the staff have turned over, and we've been successful at maintaining and often enriching the partnership as the new person brings new energy and desire to connect with kids. For instance, our relationship with the Wisconsin Chamber Orchestra has grown from Andrew Sewel coming to teach kids violin one summer (because he lives in our neighborhood and heard we provided great programs with kids) to year-round twice a week lessons by one of the principal violinists for the past two years. Our Elementary Program 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.

- b. 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?

The Lussier Community Education Center is fortunate to have a broad and deep network of relationships that we can draw on. There are three main methods we use to make these needed program referrals and connections. These are: our own resources and community center programming, working relationships with local social/case workers, and LCEC staff networks.

One of the advantages of our Elementary Program operating in a multigenerational, multi-program community center, is that there are a number of needed services and resources right in our building. We are able to meet some transportation needs (such as providing transportation to and from program for children living at the Tree Lane Family Apartments or getting other young people home after extended field trips) with our own vehicles. We have a Food Pantry and fresh produce gleaners program for families facing food insecurity. Often we send home food with young people, especially when we know their family is facing specific hardships. We offer weekly Job Clinic to support adults in need of employment with resume building, interview preparation and support with online applications and job search. We coordinate annual school supplies and holiday gifts for not only the young people in our program, but also their siblings and other young people living in their homes.

For more complex situations we work closely with our local Joining Forces for Families (JFF) social worker and school social workers. The initial identification of an issue may come from us or from them, and once issues are identified, we coordinate our support for children and families. Frequently we work together over multiple months to help families secure new housing, deal with landlord tenant issues, transition to new housing and get needed household goods or access mental health services for their children or adult family members. We have worked with social work staff at the Tree Lane Family Apartments in this same way in the past and are beginning to develop this relationship with Sankofa staff as well.

Lastly we also draw on the networks of LCEC staff. LCEC managers and directors alone have over 80 years of combined experience in Madison nonprofits, and former LCEC staff are working in many local service agencies.

4. DATA USE, MANAGEMENT AND MEASURES OF SUCCESS

- a. Please identify the Community Indicator(s) of Success for School-Age Children and Youth, from the RFP Guidelines, that is addressed by your proposed program:
- Increase in proportion of low-income children and youth, and children and youth of color who exhibit developmentally-appropriate social, emotional and academic skills.
 - Improved third grade math and reading scores, by race and ethnicity
- b. 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.

Elementary Program Outcome
X Multi-focus School Year X Multi-focus Summer

Outcome Objective # 1	LCEC afterschool participants who attend 2 or more days per week will maintain or improve their school performance. (N = 62)		
Performance Standard	Targeted Percent	75%	Targeted Number 47
Measurement Tool(s) and Comments:			
Teachers complete surveys distributed at the end of the fall (Dec) and spring (May) semesters which rate student's progress in overall academic performance, school attendance, class participation (for all grades), and behavior, homework and classroom assignment completion (for 3 rd – 5 th grades) and working and playing with other children, demonstrating self-regulation and showing empathy toward others (for K – 2 nd grade). Our goal is that 75% of participants whose teacher's complete a survey will show some improvement in at least one area. To the best of our ability we report findings on a combined analysis of the May and December completed surveys. As these surveys are given during the school year we do not measure this outcome for summer only participants. Staff will use center attendance sheets/MOST MIS to document program attendance.			

Elementary Program Outcome x Multi-focus School Year x Multi-focus Summer			
Outcome Objective # 2	Children participate in the kind of high quality programming that has been shown to provide supportive learning experiences and support the healthy growth and development of children over time.		
Performance Standard	Targeted Percent	80%	Targeted Number 34
Measurement Tool(s) and Comments:			
School Age Care Environment Rating Scale (SACERS) will be used internally to measure the programs adherence to quality school age programming. The tool has 43 components in 6 overarching areas of program quality which are measured on a 7-point scale. Our goal is 80% of the components rated at 5 or above.			

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

- c. 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? Describe how client confidentiality and contract compliance with data and documentation will be maintained.

We have been using the MOST MIS system for the past year and intend to continue with it for documentation of attendance and student demographics. As a licensed program we use a paper attendance system which documents the times of young people's attendance and allows us to track the hours of programming. Our program schedule and city quarterly reporting assist us in tracking the program activities that occur throughout the year. We measure our outcomes via a survey tool conducted with teachers twice a year and through staff-led quality analysis. The results are analyzed using Excel and narrative report which is shared with our staff, the parents and the teachers who completed the survey. We use the results to identify where individual young people

can make improvements and where our program can support this improvement across the entire group.

We use Peachtree accounting software track our expenses and income and monitor that expenses are matching our four pillars of programming.

SECTION 2. MIDDLE SCHOOL MULTI-FOCUS AFTERSCHOOL AND SUMMER PROGRAM

Program Name: LCEC Youth Resource Center Middle School Program

Brief Project Description: Expanding year round multi-focus OST programming to serve youth living in the Tree Lane Family Apartments

Amount Requested: \$78,500

Total Proposed Program Budget: \$229,779

4. PROGRAM DESCRIPTION

- a. 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 Youth Resource Center Middle School Program (LCEC YRC) is that children grow up physically, emotionally and socially healthy and successful - and in the words of our Madison Metropolitan School District partners “graduate high school ready for college, career and community” - by countering the effects of the persistent and pervasive systems of race- and class-based oppression that shape the lives of children and families in Madison.

The academic year YRC programming is run as a collaboration between LCEC, MSCR and the Urban League of Greater Madison. Programming occurs in Jefferson Middle School and at the LCEC. There are several LCEC-specific projects for which sole support is provided by LCEC staff and funds. These collaborative efforts occur during the school year. In the summer LCEC runs an 8-week camp for rising 6 – 8th graders with our work experience offering, Summer Options for Unique Learning (SOUL) for rising 8th and 9th graders.

The LCEC YRC meets and exceeds the scope of work described in the RFP for affordable, stable, quality neighborhood-based elementary school-age programming for low-income children, children of color, and homeless children. Using the 2019 funding that the City provided in order to serve children living in the Tree Lane Family Apartments, the LCEC expanded outreach and programming, and began providing daily transportation for youth living at the Tree Lane Family Apartments attending our program.

The program structure exceeds the scope requirements in frequency, hours, duration, ratios, and average attendance. Our program meets five days per week, two hours per day, for thirty-eight weeks in the school year and 8 weeks in the summer, with ratios of 1 staff to 8 children and average daily attendance of 15 youth (100 unduplicated youth throughout the year).

Note: In our evaluation and reporting we do distinguish between the larger number of youth who attend the YRC drop in program generally – over 250 unduplicated and around 40 daily – from the core group who attend regularly and participate in focused LCEC-led programming like Girls, Inc., MENS, LEAP2College, etc.

As described elsewhere in this proposal, the LCEC YRC outcomes fit well with those envisioned in the RFP, and the program utilizes the MOST Effective Practices (and was in fact involved in helping to develop them).

We should note that in addition to serving middle school youth, the LCEC is also reaching out to high school youth living at the Tree Lane Family Apartments.

- b. Intended Service Population: Describe the grade or age range of the intended middle school service population that will be impacted by this project

As a program connected with Jefferson Middle School and located on their campus, the young people who attend the LCEC Youth Resource Center are almost exclusively 6th-8th graders attending Jefferson. Additionally, young people frequently live in the Wexford Ridge Apartments across the street from the Center or - newly this year - in the Tree Lane Family Apartments (about 1 mile from our Center). Between 80-85% of our young people are kids of color (primarily Black, Latinx, Asian or multi-racial). And 85-90% qualify for free and reduced lunch, with approximately 55% living in female-headed or single adult households. While all of our students speak English fluently, a growing number live in households where English is not the first language.

The LCEC Youth Resource Center is focused on supporting low income children of color in particular, rather than mirroring the demographics of the young people who happen to live within a particular distance from the LCEC. In the ¼ radius around the LCEC 30 – 39.9% of young people are economically disadvantaged compared to the 85 – 90% of the middle schoolers who attend our after school and summer camp. Similarly, only 5.9% of households in our neighborhood are single adult/female headed while almost 55% of our young people live with just one parent, most frequently their mothers. And while 80-90% of young people who join our program are kids of color, our surrounding neighborhood does not mirror them with 79.9% of our area residents being white. The LCEC takes pride in creating a welcoming and affirming space for low income kids of color.

During the summer and occasionally during the school year young people's parents support their attendance from other locations around the city. These young people often were connected with the Center previously – having attended elementary after school, families previously living in Wexford Ridge or Tree Lane Apartments or simply knowing about our free summer camp or afterschool program.

- c. Recruitment, Engagement, Intake and Assessment: Describe your plan to recruit, engage and address barriers to participation for the identified service population. Provide a specific plan for outreach to potential participants residing at the Tree Lane Apartments. Explain the intake and assessment procedure you will use for this program.

The LCEC Youth Resource Center runs in collaboration with MSCR/Urban League and as such coordinates registration for young people. Both LCEC's and Jefferson Middle School's websites feature information about after school through Youth Resource Center. LCEC monthly newsletter, which is distributed to Wexford Ridge and Tree Lane Family Apartments, includes details about the program operations dates and how to register. Students and families are informed about after school options when they enroll at Jefferson and at any time can stay after school and become part of the program.

Our outreach to the Tree Lane Family Apartments (TLFA) has involved close communication with staff from first the YWCA, then The Road Home, and now Sankofa. We are meeting regularly with their new Youth Coordinator to plan collaborative activities. During our 2019 outreach to families for summer camp, we hosted pizza parties in the TLFA community room to meet youth and families and get them signed up. These outreach activities are part of the LCEC's larger strategy to welcome TLFA families and make sure they know about programs and services at the Center. Every month we make sure LCEC newsletters are delivered to each family at TLFA, and our staff

have made sure that families there are included in the LCEC School Supplies Drive and Holiday Gift Program. We have also been able to provide transportation for families to some of our monthly community dinners.

Registration materials are required for emergency contact and health care information as well as parent permissions for field trip permissions and photograph releases. However, our program is drop in and young people can choose to attend one or all days of afterschool or camp. We seek to connect with Sankofa staff to ensure that if new families move into the apartments with middle school students we are making proactive connection with them about afterschool and summer options.

MSCR provides buses for young people at the end of program and LCEC supplements these rides with van transportation for young people, especially after extended field trips or activities, and daily for young people living in the Tree Lane Family Apartments.

For summer camps LCEC uses the same recruitment methods as the school year. In addition, connections are made with Muir Elementary social work staff to ensure that rising 6th graders learn of our free summer camp. We also work with MMSD summer school staff to connect our work experience camp, SOUL, with additional students who are seeking high school credits and activity during the summer. Our summer experiences require parents and young people to complete registration materials as well.

- d. Activities: Describe your proposed program activities. Include information about key parts of your program that help us understand how you will accomplish your goals. 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 four mutually reinforcing areas of development for young people with program activities, partnerships and clubs:

- Learning and Academics are a priority for the Youth Resource Center. Four days a week segments of afterschool are set aside to work on homework or be engaged in other productive exploration. Twice a week we offer the LCEC-specific LEAP2College program which focuses on Leadership, Education, Arts and Play. With the support from college student volunteers, our staff engage people in homework help, quiet reading, and stealth educational activities that embed learning in STEAM and other enrichment activities. By incorporating college students as volunteers LEAP2College 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. Field trips to area college campuses and education-based organizations such as the Geology Museum round out the program. Throughout our programming, we are looking for opportunities to ignite young people's passion for learning.
- Health and Fitness – This broad area of programming includes engaging kids in outdoor adventure and experiences of the natural world, providing (and introducing youth to new) healthy nutritious foods, and regular physical activity from dance to basketball to new sports they've never tried. Volunteers and our collaborative with Memorial High School Kids Café provide daily nutritious, home-cooked meals during school and summer with an eye to introducing young people to new foods, and nurturing lovers of vegetables, fruit and healthy snacks. Staff offer daily nutrition tips and encouragement for healthy eating and specific nutrition education sessions monthly. The Youth Resource Center offers a regular cooking club to teach young people how to cook for themselves, weaving in math and literacy skills. Physical activity is woven into every day with indoor/outdoor

large motor activities. In summer swimming, canoeing, hiking and field games get the kids moving and active.

- Community Service and Leadership – 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.” And these messages are a critical piece of the social emotional learning and civic engagement crucial to any comprehensive OST program seeking to utilize a holistic approach to youth development. 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. 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 and quarterly community service clubs ask young people to build community and look beyond themselves to care about others. While our staff are working on leadership development throughout the program, we have built partnerships to support positive identity and relationship development in gender based groups with DAIS’ Men Encouraging Non-Violent Strength (MENS) and Girls Inc. as part of the Girls Inc. of Greater Madison affiliates.
- 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. During six- to eight-week artist-in-residence clubs youth discover their creative side while developing relationships, working together and having fun. 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 specific Youth Resource Center 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.

We should note that we do not claim to be experts in all of these areas, nor are we stating that our programs have fully implemented everything that could be done in each of these areas. These are the areas where we are focused and continuously striving to improve and deepen our work.

OST-SPECIFIC RESEARCH

In combination with the evidence base outlined above, we also ground our work in the longstanding and extensive base of research on OST programming specifically.

- The LCEC-specific Youth Resource Center supports development of the Search Institute's 40 Developmental Assets, including both external assets strongly and consistently related to positive and healthful development (such as support, empowerment, boundaries/expectations and constructive use of time) and internal assets leading directly to commitment to learning (such as youth is actively engaged in learning). Examples include making sure that youth have three or more non-parent adults supporting them, reinforcing that adults value them, and allocating more than three hours/week for youth to spend in extracurricular activities through programming and community service, and more.

- The LCEC-specific Youth Resource Center provides comprehensive and varied activities/supports, not solely tutoring or homework help. According to a 2009 Columbia University research review, afterschool programs with both a strong academic component AND youth development components showed the greatest promise for increasing academic performance of low-income youth. (Gardner, Roth, & Brooks-Gunn, 2009)
 - The LCEC-specific Youth Resource Center focuses on children and youth attending two or more times per week. According to Harvard Family Resource Project's 2008 "After School in the 21st Century" report, sustained participation in quality afterschool programming contributes to positive academic, social and emotional outcomes. More specifically, a study of 10 afterschool programs found that participation of at least two times a week (for 12-18 months) is sufficient to achieve positive behavioral outcomes and improve youth's attitudes about school.
- e. Transportation: Describe the plan for transporting program participants between school, the program site and home.

The LCEC YRC has two different transportation plans, one for academic year and the other for summer. During the academic year, programming occurs at Jefferson Middle School and the LCEC starting immediately after the end of the school day, meaning no transportation is needed. At the end of the day, middle schoolers come to the LCEC to eat a hot meal. After the meal all youth living in the Tree Lane Family Apartments are driven home in LCEC vehicles.

During summer we utilize space at Memorial High School. Youth living at the Tree Lane Family Apartments are picked up at the beginning of the day and dropped off at the end of the day using LCEC vehicles. During the summer we commit to picking up young people who are enrolled in summer school from the summer school site. In 2019 summer school was hosted at Jefferson Middle School thus no mid-day transportation was needed.

f. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
Multi-focused After School Program	September 23, 2019 – June 5, 2020
Multi-focused Summer Camps (Daily camp and SOUL)	June 22 – August 14, 2020

Other milestones, notes or comments about the proposed timeline (if applicable):

- g. Family and Community Engagement: Briefly describe how youth and families who will benefit from the proposed program have been involved in the development of this proposal and will be involved in the implementation and assessment of program activities and outcomes. How are families of the participants engaged with the program and provided other services or resources through your organization?

LCEC has a long history of the grassroots organizing needed to build programs driven and informed by community needs and goals. LCEC Youth Resource Center brings together the input of young

people and their parents first and foremost with support and guidance from deeply connected community partners such as schools and other youth serving organizations.

Through daily interaction with young people staff are continuously building the list of what activities to host next, what direction to take a club in and what's on kids' minds and the questions they are asking. All these interactions influence the direction and delivery of LCEC Youth Resource Center. Similarly, during phone calls with parents and the occasional pick-ups after school or camp we gain reflection from parents about their hopes and dreams not only for their individual children but for the program as a whole and how it/we could work better for their kids. By incorporating vibrant family activities into our monthly LCEC Community Dinners, we build events where our parents spend social time with our staff and their kids, adding another opportunity to learn about their impressions and desires for our program.

LCEC staff work closely whenever possible with Jefferson teachers and faculty and MSCR/Urban League staff to understand and support the academic needs and social engagement at school of our young people. We meet regularly with the principal and engage directly with social workers and individual teachers. We attend social events and seek to incorporate school staff into LCEC sponsored social events. Through all these means we seek input, feedback and enhancements for our work with young people.

LCEC staff regularly interact with Sankofa staff at Tree Lane Family Apartments to support the inclusion of new children and families into LCEC-specific afterschool program. Once children have been enrolled in the program LCEC staff connect with Sankofa staff to promote parent involvement in the program and the Center as a whole as well as in efforts to support children in their successful participation in the program. Along with Sankofa staff we are soliciting feedback on ways we could improve the program and best meet the needs of middle schoolers living at Tree Lane Family Apartments.

- h. Cultural Relevance and Language Access: 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.

As our Language Access Plan indicates we make every effort to communicate with prospective families in their language of origin using interpreter services and our bilingual staff (Spanish and Hmong). We have the means to translate our materials into other languages and always ensure that our outreach materials are provided in Spanish. We include Spanish announcements of our program openings in the Wexford Ridge neighborhood and at the Tree Lane Apartments. If young people join our program, we translate all our materials and ensure that regular contact with parents is conducted with interpretation provided.

As our LCEC Framework indicates, relevance of programming is at the forefront of our efforts to connect with young people and their families. We seek to build relationships with individuals and organizations who mirror the cultures and identities of the young people in our programs. As we reach out to organizations for partnerships and seek volunteers to build relationships with young people we draw upon individuals and groups of people of color and allies who can support young people's cultural growth. We ask our white, mainstream partners to identify and hold up the works of people of color in their field so young people might see themselves in the role models and stories we are bringing to them.

- h. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements is addressed by your proposed program design. How will you monitor if the program during implementation to assess continued alignment with the [MOST Effective Practices](#)?

When we established our Lussier Framework we pulled from the theories and strategies that most matched what we instinctively and collaboratively built with our community. Over the years we learned what worked and brought success for young people. As MOST identified its Effective Practices, we realized that these two scaffolds for programming supported and dovetailed with each other. The first five Effective Practices overlap with our five Frameworks – Positive Youth Development, Trauma Informed Mindset, Intrinsic Motivation to Learn, Racial and Social Justice and Organizing for Power.

Intentional Program Design – “Purposeful programming” is a phrase we continually reference whether we are speaking about individual interactions with young people or planning a new partnership or component of programming. We build programming that scaffolds together and takes young people through a progression of learning and engagement. Our Youth Programs Manager works with staff to design programming and partnerships which focus on young people's burgeoning interests and exposes them to new opportunities which match their developmental level. Weaving together elements from our four pillars of programming and using varied engagement methods brings a variety of activities and opportunities to young people which fosters development of attitudes and skills, helping them be strong academically, socially and emotionally.

Supportive Relationships with Youth – Embedded within Lussier Framework is a relational model of youth development and growth. Every aspect of our work is built on our emphasis on relationship first - relationships between staff and young people, among young people, between staff, volunteers and young people, and between staff and parents. Being authentic, reliable and consistent are critical qualities of the people and programming we build.

Youth Voice & Leadership - The contributions of youth as decision makers, teachers and guides is highly valued in the LCEC Youth Resource Center. From simply deciding what's happening during

free choice to helping plan the menu to influencing what arts or sports we pursue next, everyone is learning the value of their voice, their opinions and how to express them. Community building – whether in a specific group like MENS, Youth Resource Center as a whole or the LCEC community – brings young people together and supports their demonstration of empathy, self-awareness and healthy communication.

Racial and Cultural Inclusion - Racial and social justice starts with safe and inclusive environments which recognize and promote identity exploration and understanding. “Who am I?” and “Who will I Become?” are questions woven throughout the purposeful projects within the LCEC Youth Resource Center. We ask these questions alongside young people and point them toward their racial and cultural roots and expressions. These efforts occur specifically and most comfortably in our gender identity groups and social emotional learning sessions but frequently are the most powerful when they organically grow out of interactions between young people, staff and culture at large. All this work could not be done without repeated and structured training and coaching with staff and volunteers. Twice a year we have formal workshops focused on racial equity, and throughout the year we build on these experiences during staff meetings and individual check in sessions.

Community & Family Engagement - The beauty of a successful neighborhood center is that community is at the core. Building relationships with schools, community members/residents, area organizations and businesses inherently supports the advancement and growth of young people and our effort to make the community a more just, warm and lively place. The LCEC Youth Resource Center is built on vibrant collaboration with MSCR/Urban League and fosters strong connections with Jefferson Middle School staff and faculty, partnerships with many area organizations and businesses and at least 10 volunteers per school year. We receive lots of informal feedback and input from parents and seek out more formal input during phone conversations during regular phone calls/emails and at community dinners.

Organizational Management and Staff Support – We strive to create organizational structures, practices and culture that engender collaboration and staff voice; clear goals and interconnectedness of efforts; a sense of purpose guided by the LCEC Framework; an organizational culture that finds ways to say yes to opportunity, ideas and change; a valuing of professional development, and data driven decisions which allow for risk and stretching.

Environment & Safety – The spaces, resources and people that make up the LCEC Youth Resource Center are geared toward the developmental levels of the 6th – 8th graders in program. Our policies and procedures developed as an after school and summer program promote an environment of physical and emotional safety and health. Staff and volunteers understand and use the guidance of these policies to ensure that our environment builds a community that’s conducive to learning and growing. We highly value the role nutrition and hygiene play in building strong and resilient kids.

We regularly ask young people for their input on ways to improve our program offerings and activities. At the middle school level, we often speak of their ability to vote with their feet. We talk with young people who regularly come to program but sometimes more importantly with those who came for some time and have dropped off in their attendance. Often young people’s lives change and they stop attending for external reasons but at times we learn about their boredom with our program or their interest in other experiences or their call for spaces to be safer or more equitable. These informal mechanisms of monitoring and assessing are buttressed with semi-annual youth surveys which we analyze and discuss with staff to drive change in programming and activities.

We would like to use the YPQA assessment in the future and welcome working with the MOST community to develop or identify self-assessment tools which will assist us in monitoring our efforts toward each of the Effective Practices.

5. PROGRAM STRUCTURE AND STAFFING

- a. Anticipated Frequency, Duration and Attendance: Please complete the table below. If you are proposing to provide an middle school multi-focused afterschool and summer 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 two locations, please complete the rows for "Location #2".

Middle School Multi-Focused	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location(s): Jefferson Middle School. LCEC & Memorial High School					
Afterschool	5 days/week	2 (3 on Mondays)	38 weeks	1:10	15 core/40 YRC-wide
Summer	5 days/week	7	8 weeks	1:8	20
Location #2 (if applicable):					
Afterschool					
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)

- b. Total Annual Unduplicated Middle School-Age Youth: Anticipated unduplicated number of individual middle school-age children in the proposed program Please include information on the percent of unduplicated participants will reside at the Tree Lane apartments:

We anticipate serving 250 for Youth Resource Center as a whole, with 100 of those attending LCEC-specific programs such as MENS, Girls Inc., LEAP2College, Media Club, Friday drop in, LCEC Summer Camp, SOUL, and the like.

Approximately 15-17 middle schoolers and a similar number of high schoolers live in the Tree Lane Family Apartments. We will aim to engage at least ten of them in our middle and high school programs in 2020. We also see this participation building over time. As young people connect with the Center and our staff they often maintain these relationships through their years of schooling no matter where they live. As long as they continue to attend Jefferson or Memorial (and even when their school changes) we work with them to stay engaged and support their continued growth and development.

- c. Program Schedule: If you are proposing to provide a multi-focused afterschool and/or summer 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 the locations, please complete Table 2.

Table 1

Location(s): Jefferson Middle School, LCEC, and Memorial High School			
Day	Middle School Multi-Focused	Start Time	End Time
Mon.	School Year	End of school (EOS)	6:00pm
	Summer	9am	4pm
Tues.	School Year	EOS	6:00pm
	Summer	9am	4pm
Wed.	School Year	EOS	6:00pm
	Summer	9am	4pm
Thur.	School Year	EOS	6:00pm
	Summer	9am	4pm
Fri.	School Year	EOS	6:00pm
	Summer	9am	4pm
Sat.	School Year		
	Summer		

Sun.	School Year		
	Summer		

Table 2

Location #2:			
Day	Middle School Multi-Focused	Start Time	End Time
Mon.	School Year		
	Summer		
Tues.	School Year		
	Summer		
Wed.	School Year		
	Summer		
Thur.	School Year		
	Summer		
Fri.	School Year		
	Summer		
Sat.	School Year		
	Summer		
Sun.	School Year		
	Summer		

recently lived out of state. We use reference checks for volunteers who are under 18 years of age. Potential volunteers receive an orientation focused on creating safe spaces for youth and vulnerable populations, along with a section on mandated reporting. Volunteers sign an expectation agreement following the orientation. Additionally, volunteers are introduced to the Lussier Frameworks which communicates the foundation for which all engagement, activities and daily exchanges should be grounded for purposeful programming. Volunteers receive shared supervision from both a program manager and the Community Engagement Manager and sometimes trained program staff. All program volunteers receive a name tag and sign-in and out for shifts. All staff receive a training called Working with Volunteers.

6. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

- a. 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	Tequila Kurth, Principal	No
MSCR	Provides half of the Schools of Hope Tutor Coordinator and Youth Resource Center Coordinator as well as program staff for middle school afterschool programming four of the five program days each week. Also provides weekly swim lessons to children in middle school summer camp.	Jake Wilson	No
Urban League of Greater Madison	Provides half of the Schools of Hope Tutor Coordinator and Youth Resource Center Coordinator focused on recruiting, training and matching tutors one-on-one and in small groups with struggling students.	Andrew Schilcher	No
DAIS MENS	Provide Men Encouraging Nonviolent Strength (MENS) Club curriculum and resources, work with LCEC staff to select and adapt activities, and co-facilitate weekly programming for middle school boys	Shannon Barry, Executive Director	No
Girls Inc of Greater Madison	Girls, Inc. through the Goodman Community Center provides curriculum resources, professional development, city-wide girls' activities, and technical assistance to LCEC staff implementing Girls, Inc. programming at the LCEC	Pahoua Vang	Yes
Rutabaga Paddle Sports	Provides paddling/canoeing experiences and instruction to middle school summer campers weekly every summer	Tucker Moore	No

Specific details on collaboration with Heartland Housing and Sankofa Behavioral and Community Health

The LCEC has been involved with the Tree Lane Family Apartments since before it was completed. We met with Heartland during the development process and helped to connect them to supportive neighbors. We have participated in collaborative meetings with Heartland, YWCA, The Road Home, Sankofa and City of Madison staff.

Since the opening of TLFA we have ensured all children living there get access to school supplies and holiday gifts, connected MMSD Play & Learn and MPL Anji Play to staff at TLFA, referred volunteers, provided a workshop on trauma informed approaches for members of Friends of Tree Lane, and hosted outreach pizza parties to sign up children and youth for our programs.

We are currently meeting with Sankofa BCH to coordinate our efforts so that we can provide access to everything we can, and they can focus efforts on complementary programming and resources for any families or kids we cannot serve.

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

Partner	Contact	Roles & Responsibilities	MOU
MMSD Experiential Learning	Sherry Steussey	Coordinates access to experiential learning academic credit for YASI and SOUL participants	No
Milwaukee Bucks	Jack Snow	Provides tickets to 1-5 games per year for elementary and middle school kids including transportation, food and Bucks merchandise	No
Partners for After School Success (PASS)	Connie Bettin	This multi-agency collaborative of which LCEC is a founding member provides access to full-time, half-time and summer AmeriCorps members working with middle and high youth afterschool and during the summer	No
UW School of Education	Thomas Owenby	Provide four education student volunteers each summer working 14 hours per week in elementary and middle school summer camps	No
UW African American Studies	Michael Thornton	Provides 3-5 students per semester volunteering 25 hours with elementary, middle and high school students	No
UW Madison Morgridge Center for Public Service - Badger Volunteers	Ruben Sanon	Provides three cohorts of 3-4 UW student volunteers to work with children afterschool three days per week each semester	No
UW African Studies/Young African Leaders Initiative Mandela Washington Fellowship	Meghan Doll	Provides a cohort of 4-6 young adult leaders from across Africa to volunteer one afternoon per week in the elementary, middle school summer camps and Youth	No

		Action Summer Interns program.	
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How do these partnerships enhance this proposal?

The list of organizations represents the partnerships that we've developed over the last 10 years and longer. Our program offerings and the breadth of relationships developed with kids are much broader than they would be without these partnerships. We would not have drum or canoe lessons, rich gender-based programming connecting young people to peers across the city or dynamic college visits, just to name a few. 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. . This relationship is also critical to our connection with kids living in the Tree Lane Family Apartments. Through staff at the school we are able to support young people in building relationships in school and succeeding academically and socially.

What are the decision-making agreements with each partner?

Our partnerships with our three core collaborators – Jefferson Middle School, MSCR and Urban League have been in effect since the Youth Resource Center was conceived. Elements of the partnerships have changed with new staff and developing trends in our organizations, but overall it has remained strong and clear. We have used regular cross-collaborative team meetings in the past to work through complications and hiccups. 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 our partners which detail roles and responsibilities, timelines and designated contacts. With others the 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.

- b. 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?

The Lussier Community Education Center is fortunate to have a broad and deep network of relationships that we can draw on. There are three main methods we use to make these needed program referrals and connections. These are: our own resources and community center programming, working relationships with local social/case workers, and LCEC staff networks.

One of the advantages of our Youth Resource Center operating in conjunction with a multigenerational, multi-program community center, is that there are a number of needed services and resources right in our building. We are able to meet some transportation needs (such as providing transportation to and from program for children living at the Tree Lane Family Apartments or getting other young people home after extended field trips) with our own vehicles. We have a Food Pantry and fresh produce gleaners program for families facing food insecurity.

Often we send home food with young people, especially when we know their family is facing specific hardships. We offer weekly Job Clinic to support adults in need of employment with resume building, interview preparation and support with online applications and job search.

For more complex situations we work closely with our local Joining Forces for Families (JFF) social worker and school social workers. The initial identification of an issue may come from us or from them, and once issues are identified, we coordinate our support for children and families. Frequently we work together over multiple months to help families secure new housing, deal with landlord tenant issues, transition to new housing and get needed household goods or access mental health services for their children or adult family members. We have worked with previous social work staff at the Tree Lane Family Apartments in this same way in the past and are beginning to develop this relationship with Sankofa staff as well.

Lastly we also draw on the networks of LCEC staff. LCEC managers and directors alone have over 80 years of combined experience in Madison nonprofits, and former LCEC staff are working in many local service agencies.

4. DATA USE, MANAGEMENT AND MEASURES OF SUCCESS

- a. Please identify the Community Indicator(s) of Success for School-Age Children and Youth, from the RFP Guidelines, that is addressed by your proposed program:
 - Improved eighth grade math and reading scores, by race and ethnicity.
 - Increase in high school graduation rate, by race and ethnicity.
- b. 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.

Middle School Program Outcome				
X Multi-focus School Year		X Multi-focus Summer		
Outcome Objective # 1	Youth who attend the YRC 2 days/week for at least three months will demonstrate positive progress towards graduation.			
Performance Standard	Targeted Percent	70%	Targeted Number	14
Measurement Tool(s) and Comments:				
LCEC Youth Program Manager and YRC staff work with students who attend YRC and LCEC-specific activities to access their infinite campus records and strive for completed assignments, improved grades and higher school attendance rates. We are also beginning to use MOST MIS to help with analysis of this outcome. With the school calendar running Sept of one year to June of the next reporting on this outcome will be split with mid school year reporting offered at the end of the funding cycle and end of school year reporting occurring in the middle of the next funding cycle.				
Middle School Program Outcome				
X Multi-focus School Year		X Multi-focus Summer		

Outcome Objective # 2	Youth who attend YRC 2 days/week for at least 3 months and complete a survey will report having a strong sense of self and access to engaging activities and resources along with a supportive relationship with the Center that will help them be more successful in life.			
Performance Standard	Targeted Percent	70%	Targeted Number	14
Measurement Tool(s) and Comments:				
With support from a team from UW LaFollette School of Public Affairs we developed a survey tool to measure success toward Objective #2. We administer the tool on paper or online using google forms in May and December. The tool uses a Likart 1 - 5 scale for 29 statements. Each outcome category has questions which group into three themes: Sense of Self, Engagement, Relationship to the Center.				

Middle School Program Outcome				
Multi-focus School Year		Multi-focus Summer		
Outcome Objective #				
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:

- c. 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? Describe how client confidentiality and contract compliance with data and documentation will be maintained.

We have been using the MOST MIS system for the past year and intend to continue with it for documentation of attendance and student demographics. We have chosen to use a paper attendance system which documents the times for young people's attendance and allows us to track the hours of programming. This way staff must connect with each young person face-to-face to welcome them to program and detail which activities they take part in for the day. Our program schedule and city quarterly reporting assist us in tracking the program activities that occur throughout the year. We measure our outcomes via a survey tool conducted with young people twice a year as well as through Infinite Campus and the MIS system. The results are analyzed using Excel and narrative report which is shared with our staff, the group of young people who completed the survey. We use the results to identify young people can make improvements and where our program can support this improvement across the entire group.

We use Peachtree accounting software track our expenses and income and monitor that expenses are matching our four pillars of programming.

SECTION 3: DISCLOSURES

If applicable, please include the following:

Disclosure of Conflict of Interest

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

Disclosure of Contract Failures, Litigations

Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation or
N/A

SECTION 4. BUDGET

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 Other Funding Opportunities webpage:

<https://www.cityofmadison.com/dpced/communitydevelopment/funding/other-funding-opportunities/477/>