Current City Funded Neighborhood Centers: Center Support Application for 2020

Submit Application to: cddapplications@cityofmadison.com

Deadline: 12:00 pm CST (noon) on July 29, 2019

Late applications will not be accepted. Applications will be considered late based on the time stamp of receipt in the CDD Applications inbox.

Please limit your proposal and responses to the spaces provided in this form. Any materials submitted in addition to this application form and requested documents will not be considered in the evaluation of the proposal. *Do not attempt to unlock or alter this form.*

If you need assistance with this proposal or are unclear about how to respond to any questions listed below, please contact CDD staff at 266-6520.

Neighborhood Center:	MSCR-Meadowood Neighborhood Center		
Contact Person:	Tauri Robinson	Email:	ltrobinson@madison.k12.wi.us
Address:	5740 Raymond Road	Telephone:	608-467-8918

Below are a series of questions about characteristics of the neighborhood center and how the agency meets or plans to meet a range of benchmarks. The answers to these questions will determine if the neighborhood center should receive be assigned to Tier 1 or Tier 2 for purposes of determining Center Support funding.

Section 1: Geography and Populations Served

To answer questions in section 1, please use the Neighborhood Center Data Toolkit. This toolkit is intended to help neighborhood centers view data on geographic areas surrounding their center. One data source in the toolkit specifically provides data on the ½ mile and ¾ mile around each City funded neighborhood center. CDD recognizes, however, that neighborhood centers often serve areas beyond the ½ mile or ¾ mile surrounding their center. As such, other data sources are provided with data both at the school-level and for neighborhoods beyond those immediately adjacent to each neighborhood center. Neighborhood centers are encouraged to amend and supplement the data provided to accurately reflect additional neighborhoods served or natural boundaries that exist which impact services areas.

Using the Data Toolkit (LINK)

1. Geography and Demographics

    a. Refer to the Neighborhood Center Data Toolkit and any other relevant data you wish to use. Review the ½ to ¾ mile area surrounding your neighborhood. Please share any information about how the geography or other features of the neighborhoods impact the ½ mile or ¾ geography around the neighborhood center. For example, note if there is a natural barrier (highway, lake, etc.) in your ¾ mile radius that makes access for nearby residents difficult (i.e. children don't cross the highway).

Meadowood Neighborhood Center is located on Madisons' West side, off of a major intersection of two busy and heavily traveled roads, Whitney Way and Raymond Road. We have two schools, Orchard Ridge Elementary School and Toki Middle School, located adjacent to the shopping center our building is located. Families have to navigate the intersection of Whitney Way and Raymond Road in order to get to and from the schools.

Directly behind the center is Russett Road, which consists of all rental properties and Balsam Road is across Raymond Road, and that area consists of mostly rental properties. As you go further from Raymond Road and Whitney Way, you will notice homeowners. Most of the rental properties are run down and have low to moderate income requirements for occupancy.

MNC is located in an area the City of Madison has identified as a Food Access - Food Focus area. We offer food pantries at MNC and surrounding churches.

MNC is located on major bus routes, however residence have expressed concern that the current route structures make travel longer than necessary. Metro is working on solutions.

Meadowood Park is located ⅓ mile away from MNC and has a big open green space, small shelter area, playground equipment and garden plots for community groups and residence to use.

b. Using at least 2 sources of data from the data toolkit, describe the population in the neighborhoods immediately surrounding your neighborhood center. Be sure to include data that describes the demographics and income level of children and families in the area. If you noted an area near to your neighborhood center that you do not serve due to natural barriers, you can exclude that in this description.

The neighborhoods immediately surrounding Meadowood Neighborhood Center are Orchard Ridge and Theresa Terrace. The Meadowood/Orchard Ridge area has 6.8% female headed families with children (City Funded Neighborhood Center Map) as compared to the City of Madison 5.3% (Neighborhood Indicators Project), which is 1.5% higher than the city of Madison overall average. Theresa Terrace has 11.6% female headed families with children, which is more than double that of the city of Madison overall average (City Funded Neighborhood Center Map). This info is relevant because we have cross over in people we serve

69% of our sample population self identified as being Extremely Low Income/Low Income (2017 Neighborhood Center Sampling).

We also work with Falk Elementary and have some students attend Meadowood who attend Falk.

By using the Neighborhood Indicators Project, you can see that:

22% of the population has youth age 0-17 as compared to 17.5% city wide.

10.5% of the population is Black or African American as compared to 7.1% city wide.

7.3% of the population identified as Hispanic or Latino as compared to 6.8% city wide.

25.2% of the population are families with children as compared to 20.9% city wide.

7.7% of adults have no diploma/GED as compared to 6.3% city wide.

10.7% of the population are high mobility students as compared to 5.1% city wide.

c. If your agency serves a significant number of individuals and families beyond the ¾ mile geographic area surrounding your neighborhood center, please identify the areas they come from, services used, and any support you provide to make the facility accessible (bus, vans, coordination with schools).

We serve individuals from the Theresa Terrace Neighborhood service area due to proximity and different programming options and accessibility in services. We work with Falk elementary MSCR after school to

provide programming to families in that area who may not have options or qualify for the youth programs at Falk and Theresa Terrace. We provide bus passes/tickets for youth who commute. Joining Forces For Families provides bus passes/tickets for adults who commute   Most people walk if the weather is permitting.   Most of the families use our food pantry, computers and youth services

d. Aside from the information shared based on the data in the toolkit, what other information is relevant to share about the individuals and families living in the areas near to the neighborhood center.

We have a high population of people with disabilities and mental health challenges, I did not see that information reflected in the toolkit, however it is reflected in our sampling. 37% of our sample population identified as having at least 1 person with disability in their household.

e. Describe any significant changes you anticipate in 2020 to the population and/or geographic area served.

As the economy worsens, the needs increase for a large population of the people we serve.

2. Meeting the Needs and Interests of Residents

a. Describe how your neighborhood center currently meets the needs and interests of the populations you described in the area immediately surrounding the neighborhood center.

Theresa Terrace and Meadowood are located in a food priority area, which means low-income families and individuals do not have access to a grocery store nearby. Meadowood offers a food pantry three times per week, with one being designated for only seniors due to our senior population of 17.1%, almost double that of the City's rate of 9.6% (City Funded Neighborhood Center Map)

We offere free youth programming to meet the area's needs based on the following statistics:

22% of the population has youth age 0-17 as compared to 17.5% city wide.

 10.7% of the population are high mobility students as compared to 5.1% city wide.

25.2% of the population are families with children as compared to 20.9% city wide.

69% of our sample population self identified as being Extremely Low Income/Low Income (2017 Neighborhood Center Sampling).

b. Does the population who participates in activities, services, and programs match the diversity reflected in your neighborhoods? Draw from your prior sampling reports and program participation information.

Yes, Based on our sampling, 48.28% of participants are Black/African American, 10.34% are Multi-racial and 8% identified as Hispanic/Latino. 24.14% identified having 1 family member with a disability, 6.9% identified having 2 family members with disabilities and 5.75% identified having 3 family members with disabilities. All these rates are higher than the city's overall rates of diversity.

c. Describe any significant changes you anticipate in 2020 to the way the neighborhood center meets the needs and interests of the population (for example: hiring bi-lingual staff, adding new programming, etc).

Meadowood will be implementing an advisory board to gain more engagement with community members and identify needs/desires more accurately.

Meadowood is also adding a teen employment program and more program options for Middle and High School age youth.

Section 2: Physical Description of the Neighborhood Center

Please put an "X" in the boxes below to indicate if your neighborhood center has the following spaces.

Description	Current	Specific Expansion Noted in Strategic Plan
Meeting Rooms/Classrooms for Public or Facility Users	x	
Gymnasium		
Large Activity Room	x	
Reception Area	x	
Executive Director Office	x	
Staff Office Space	x	
Commercial Kitchen		
Non-Commercial Kitchen	x	
Food Pantry	x	
Outdoor Green Space	x	
Outdoor Play Area - without Equipment	x	
Outdoor Play Area - with Equipment		
Exercise Room	x	
Computer Lab	x	
Recording Studio	x	
Performance Space		
Other:		

Directions for Sections 3-8:

The following sections are used to assess if the neighborhood center is a Tier 1 or Tier 2 facility. At the start of each section you will see a colored chart which reviews the benchmarks associated with the section. Please answer the questions in each section, which guide you through each benchmark. Then fill out the chart to indicate if your agency meets Tier 1 or Tier 2 expectations. **Mark only one box when indicating if you believe the neighborhood center meets Tier 1 or Tier 2 expectations.**

- Select "Tier 2" only if the neighborhood center currently meets **all** Tier 2 criteria for that benchmark.
- Select "Tier 1" only if the neighborhood center meets **all** Tier 1 criteria for that benchmark and not all Tier 2 criteria.
- Select "Neither Met" only if the neighborhood center does not currently meet all Tier 1 criteria for that benchmark.

Please note that at the end of the application there is space to share how the neighborhood center is working towards meeting Tier 1 or Tier 2 benchmarks, if appropriate.

Section 3: Ensure Surrounding Neighborhoods and Stakeholders have Access to the Facility

Requirement:	Benchmark:	Tier 1 Expectation:	Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? *Check only one box.*

Ensure Surrounding Neighborhoods and Stakeholders have Access to the Facility	Square footage	5,000-9,999 square feet	10,000+ square feet	☐Tier 2 Expectation Met ☒Tier 1 Expectation Met ☐Not yet meeting Tier 1 Expectation
Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility	Facility use hours	250-2,140 facility use hours per year	2,141+ facility use hours per year	☒Tier 2 Expectation Met ☐Tier 1 Expectation Met ☐Not yet meeting Tier 1 Expectation
Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility	Facility use participants	200-2,150 unduplicated facility use participants per year	2,151+ unduplicated facility use participants per year	☒Tier 2 Expectation Met ☐Tier 1 Expectation Met ☐Not yet meeting Tier 1 Expectation
Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility	Facility policies and plan	● Have a facility use policy that provides low/no cost options for residents. ● Have a maintenance and facility update plan. ● Have a language access plan for facility and programs.		☒ Expectations Met ☐Not yet meeting Tier 1 Expectation
Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility	Facility available for community use on weekends and evenings	● Center is available for facility use at least 5 or more Saturdays or Sundays per year. ● Center is available for facility use until 7pm at least 2 days per week.	● Center is available for facility use at least 12 Saturdays or Sundays per year. ● Center is available for facility use until 8 pm at least 3 days per week.	☒Tier 2 Expectation Met ☐Tier 1 Expectation Met ☐Not yet meeting Tier 1 Expectation

1. **Square Footage**

   a. List the current square footage of the neighborhood center:

   5367 SF for public area, 2058 Shared space with library and 971SF staff/support area.

   TOTAL: 8,396 SF

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b. Describe any anticipated changes to your square footage in 2020.

    none anticipated

List Rooms available for Facility Use	Square footage of Room	Room Features (tables, chairs, A/V)	Occupancy Capacity of space
Multi-purpose space	692	Storage closet, dance studio mirror and balancing railing in front of mirror.	125
Art Room	642	Tables, chairs, storage cabinets, sink, microwave and coffee maker.	25
Community Room A	725	Tables, chairs, AV and sound system	50
Community Room B	776	Tables, chairs, AV and sound system	54
Kitchen	454	Commercial grade stove, dishes, diswasher, extended counter that is movable and warming station for foods.	10
Community rooms A and B	1506	Tables, chairs, AV and sound system	104

2. Facility Use Hours

a. In 2018 how many hours did the neighborhood center report to CDD for facility use?

    13,863

b. Describe any anticipated changes to expected facility use hours in 2020.

    none

3. Facility Use Participants

a. In 2018 how many unduplicated facility use participants did the neighborhood center report to CDD?

    409

b. Is the neighborhood center open to residents for private events (baby showers, parties, etc.)? If yes, please provide examples. If no, please explain.

    No. Meadowoods' set up is not conducive to providing opportunity for private events. Per library policies, the shared space is not allowed for private event use.

Center Support App

c. Describe any anticipated changes to your expected facility use participants in 2020.

Discussion on making the space available for resident use with library and MMSD/MSCR. Ask for an exemption to policy due to service area needs.

4. Facility Policies and Plans

a. Do you have a maintenance and facility update plan?
☒Yes   ☐ No

Attach your maintenance and facility update plan.

b. Do you have a facility use policy that provides consistent low/no cost options for residents?
☒Yes   ☐ No

c. Is it posted on your website?
☒Yes   ☐ No

Attach your facility use policy.

d. Do you have a language access plan and resources for the facility?
☒Yes   ☐ No

Attach your language access plan and resources.

e. Describe any anticipated changes to your facility policies and plans in 2020.

Discussion on making the space available for resident use with library and MMSD/MSCR. Ask for an exemption to policy due to service area needs.

5. Facility is Available for Community Use on Nights and Weekends

a. How many Saturdays and Sundays is the center available per year for facility use?
☐ 0-4 days per year   ☐ 5-11 days per year ☒ 12 or more days per year

b. Is the center available for facility use until 7pm at least 2 days per week (excluding holidays and bi-yearly maintenance and cleaning weeks)?
☒Yes   ☐ No

c. Is the center available for facility use until 8pm at least 3 days per week (excluding holidays and bi-yearly maintenance and cleaning weeks)?
☒Yes   ☐ No

d. What is the schedule for evening and weekend availability (example: every M/W/F until 8pm and the first Saturday each month)? If the schedule is not yet set, how is it determined?

Tuesday - Thursday: 6pm - 8pm, Saturdays 12pm - 4pm.

e. How is the neighborhood center staffed during open hours on evenings and weekends?

We have a policy of two paid staff people in the building at all times when the building is open for use. One staff will work the front desk reception and the other staff will be available for support and run other activities going on in the center.

f. How does the community find out about available spaces and reserve rooms at the neighborhood center?

Contacting the front desk at Meadowood or the Library. They can also check the library's web page for availability of the shared space.

g. When are your scheduled closings (holidays, maintenance, cleaning, etc.)?

New Years Eve, New Years Day, MLK Day, Memorial Day Weekend and Memorial Day, 4th of July, Labor Day Weekend and Labor Day, Thanksgiving and Thanksgiving weekend, Christmas Eve and Christamas day.

Anytime MMSD/MSCR closes for poor weather conditions, in most cases, the center will close as well.

h. Describe any anticipated changes to your facility policies and plans in 2020.

Section 4: Engage and Connect with the Community

Requirement:	Benchmark:	Tier 1 Expectation:	Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? *Check only one box.*
Engage and Connect with the Community	Resident Involved Planning or Governing	● At least 4 events or processes that provide documented resident input into planning for center functions. ● Center staff should reflect the demographics of the participants served. ● Center Board should reflect the demographics of the participants served.		☐Expectations Met ☒Not yet meeting Tier 1 Expectation
Engage and Connect with the Community	Community outreach	● At least 2 resident informed community-building events per year.	● At least 4 resident informed community-building events per year.	☐Tier 2 Expectation Met ☒Tier 1 Expectation Met ☐Not yet meeting Tier 1 Expectation

1. **Resident Involved Planning or Governing**

a. How does the neighborhood center involve residents in planning or governing? Provide specific examples of how the input gathered from residents is reflected in planning, programming, activities, and/or services at the center. Describe the level of participation in these events and how you track number of participants.

We have resident driven activities such as Tales with Big T literacy program, Little Picasso's Saturday Art Enrichment program, balance ball classes, knitting group and other activities and events. We have a youth group called ELC (Equity Leadership Council) that serves as the voice of our youth in center programs.

Meadowood currently uses surveys and face to face interactions with residence to gather most input. An advisory board will be established in 2020.

b. How many events of this type did the Center have?
☐ 0-3 events   ☒ 4 or more events

c. Describe any anticipated changes to resident involved planning or governing in 2020.

Advisory board will be established in 2020

2. Community Outreach

a. How many community-building events did the center have in 2018?
☐ 0-1 events   ☐ 2-3 events ☒ 4 or more events

b. Describe the events.

•Night of The Arts: Tribute to Black History

- Family trip to Cascade for tubing, skiing and snowboarding
- March Madness basketball fundraiser @ Toki gym
- Mothers day celebration and tribute, "You Are Appreciated".
- End of the school year carnival and celebration
- Open House (August/September)
- Halloween Party
- Harvest for the community meal (October/November)
- Youth holiday party and gift giveaway

<u>Section 5: Offer Programs and Services to a Variety of Age Groups</u>

Requirement:	Benchmark:	Tier 1 Expectation:	Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? *Check only one box.*
Offer Programs and Services to a Variety of Age Groups	Programming and Resources Offered	● Programming for at least two of the following age groups offered: Elementary, Middle, and High School aged programming. ● 12 or more planned activities at the Center for adults per year. ● Have a plan to connect residents with needed resources and services. ● Have a food pantry in Center or relationship with food pantry in area.	● Elementary, Middle, and High School aged programming required. 24 or more planned activities at the Center for adults per year. ● Have a plan to connect residents with needed resources and services. ● Have a food pantry in Center or close relationship with food pantry in area. ● One or more of the following: Adult Employment, Early Childhood, and Older Adult programming.	☒Tier 2 Expectation Met ☐Tier 1 Expectation Met ☐Not yet meeting Tier 1 Expectation

1. Programming and Resources Offered

a. Please indicate what type of programming is available at the neighborhood center in the following chart.

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Program Type	Program Timing: *Select one*	City Funded? *Select one*	Continuing or Proposed Program? *Select one*
Elementary	Year Round	No	Continuing
Middle	Year Round	Yes	Continuing
High School	Year Round	No	Continuing
Early Childhood	Year Round	No	Continuing
Older Adult	Year Round	No	Continuing
Adult Employment	Year Round	No	Continuing

b. How many planned activities for adults did you have at the neighborhood center in 2018?
☐ 0-11 ☐ 12-23 ☒ 24 or more

Please describe the types of activities.

We have ongoing classes and activities: Balance, Simple Strength and Zumba. We also offer a Country Line Dancing class, Ping Pong, Cultural Dance, Knitting Group, Workshops and guest speakers.

c. Describe your plan to connect residents with needed resources and services that are not available at the neighborhood center.

Our front desk staff have access to printed and online community resources. We have bulletin boards and tables with brochures and flyers for community events and resources. Referrals to other agencies if we can not meet the need or provide the desired service.

d. Do you have a food pantry in-house?
☒ Yes ☐ No

f. If you do have a food pantry, please describe the types of food typically available (i.e. fresh produce, non-perishable items, toiletries), the hours it is available, the number of residents who use the pantry, and if it is staffed.

Fresh produce most of the year, more when we are in season, canned and dry goods, personal items and toiletries. Pantry is open Tuesdays 6pm - 7:30pm, Thursdays (Seniors only) 11am - 1pm and Saturdays 12:30pm - 2:30pm.

g. If you do not have a food pantry in-house, do you have a strong relationship with a food pantry in area? Describe your relationship and identify your contact at the food pantry.

h. Describe anticipated changes to your programs and resources offered in 2020.

none anticipated

Section 6: Build Organizations and Administrative Capacity

Requirement:	Benchmark:	Tier 1 Expectation:	Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? *Check only one box.*

Build Organizational and Administrative Capacity	Total Agency Budget	$200,000-$520,699	$520,700+	☒Tier 2 Expectation Met ☐Tier 1 Expectation Met ☐Not yet meeting Tier 1 Expectation
Build Organizational and Administrative Capacity	Total Agency FTE	3-7.9 FTE	8.0+ FTE	☐Tier 2 Expectation Met ☒Tier 1 Expectation Met ☐Not yet meeting Tier 1 Expectation
Build Organizational and Administrative Capacity	Policy and Planning	● Have a current strategic plan. ● Submit annual reports on board and staff demographics. ● Have an existing personnel policy that addresses key elements required in contract.	☐Tier 2 Expectation Met ☒Tier 1 Expectation Met ☐Not yet meeting Tier 1 Expectation

1. Total Agency Budget

   a. Indicate the total agency budget for 2019 for the neighborhood center.
     ☐Below $200,000 ☐ $200,000-$520,699 ☒ $520,700 or more

   b. If you anticipate significant changes to the total agency budget in 2020, please describe.

     Every year, MMSD does budgeting, this year, we are not anticipating any cuts however, due to staff raises budgets will be impacted. We could experience changes or cuts in the future budgeting cycles.

2. Total Agency FTE

   a. Indicate the total agency FTE for the neighborhood center.
     ☐Below 3.0 FTE ☒ 3.0-7.9 FTE ☐ 8 or more FTE

   b. Indicate staff positions that will be supported with Center Support Funds

Position Title *Enter one position title per line*	Qualifications or Required Training
Recreation Assistants: Front Desk	High school diploma or equivalent. • Two years successful clerical or receptionist experience in a busy office setting, and/or equivalent education, training and/or experience. • Two years experience with Microsoft Word and Excel, and experience with email, preferably Gmail.

	Must be physically capable of lifting chairs, moving tables, etc. up to 30 lbs.

c. If volunteers will have direct contact with program participants, how are volunteers vetted, trained and supervised?

All volunteers must complete the MMSD background check and fill out an application. Program directors are responsible for training and supervising volunteers.

d. If you anticipate significant changes to the total agency FTE in 2020 please describe.

3. Organizational Policies and Plans

a. Does the neighborhood center have a current strategic plan?
☒Yes ☐ No

b. Is it posted on your website? Please attach if it is not posted.
☐Yes ☒ No

c. When was it last updated?

2019

d. Do you agree to submit annual reports on board and staff demographics?
☒Yes ☐ No

e. Does the neighborhood center have existing agency and personnel policies that address key elements required in the contract? Check all currently in use by the center.
☒ Vulnerable Populations
☒ Ban the Box
☒ Weapons Prohibitions
☒ Use of City logo on website and communications about the neighborhood center
☒ ADA accessibility
☒ At least one meeting per year is open and accessible to the public

Section 7: Collect and Use Data

Requirement:	Benchmark:	Tier 1 and Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? *Check only one box.*
Collect and Use Data	Sampling and Data Informed Decision-Making	● Participate in sampling. ● Use data in decision-making (data toolkit and other resources). ● Collect data to track program outcomes.	☒Expectations Met ☐Not yet meeting Expectations

1. **Sampling and Data Informed Decision-Making**

    a. Describe how you anticipate using data in decision-making and what data you will likely use.

    Data gathered via sampling and internal surveys will be used to guide our work and evaluate our programs and needs of specific services. We will use data from professional development, trainings, publications and other relevant resources.

    b. How do you track facility use data?

    We have sign-in and attendance sheets we ask programs and groups to use and submit to us, that data is entered into our database. We also administer annual surveys to our facility use groups.

    c. Describe any anticipated changes to the way you use and track data in 2020.

    none

Section 8: Benchmark summary

Review sections three through seven and count the number of Tier 1 and Tier 2 benchmarks the neighborhood center met based on the boxes you checked in each table. To receive Tier 1 funding you must meet 12/12 Tier 1 benchmarks or propose a plan to meet all 12 over the next 2 years. To receive Tier 2 funding you must either meet 12/12 Tier 2 benchmarks or meet 10 or more Tier 2 benchmarks and propose a plan to meet all 12 over the next 2 years.

Total number of Tier 1 Benchmarks Currently Meeting: 11**/12**

Total number of Tier 1 Benchmarks not currently meeting: 1**/12**

1. If your agency is not currently meeting Tier 1 benchmarks, please list the benchmarks not yet met and describe how you plan to meet them in the next 2 years.
   Creation of community advisory board in 2020

Total number of Tier 2 Benchmarks Currently Meeting: 5**/12**

2. If your agency currently meets 10 or 11 Tier 2 benchmarks, and you aspire to be a Tier 2 Center, describe how you plan to meet the additional 1 to 2 benchmarks in the next 2 years.

Section 9: Funding Projection

Please enter your 2019 allocation amounts in the first blank column. Group your existing City funded child and youth programs into Elementary, Middle, and High School. In the second blank column indicate any dollar amounts shifting from Center Support to City funded programming. In the third blank column indicate the total amount of funding you anticipate receiving if the $80,000 and $100,000 tiered funding scenario is incorporated into the 2020 City budget. Please be sure to fill out sections 1-8 of the application for Center Support prior to determine which tier level your agency falls into. As you know, we are recommending a minimum of a 5% increase over the 2019 allocations for all City funded neighborhood centers. This is still being proposed, however, *do not include the additional 5% your agency may receive in this chart.* This will be incorporated into the detailed budget submitted with the 2020 contract.

Program Type	2019 Allocation	Amount Shifted	2020 Proposal
Center Support	28,661	0	$80,000
Elementary Programs	0	0	0
Middle School Programs	5,267	0	5,267.00
High School Programs	0	0	0
Other City-funded Programs			
Total	**33,928**	**0**	**33,928**

1. Describe uses of funds shifted to City funded programs. This includes dollars shifted from Center support and dollars shifted among Elementary, Middle, and High School age programming.

   no shift

2. Describe any anticipated, significant changes in your 2020 budget outside of impacts related to the new tiered system.

   MMSD/MSCR issued two raises, one for seasonal staff in 2018 and another for full time staff in 2019. This will and has had a significant impact on our staff budget.

Section 10: City Funded Child and Youth Program Schedule for 2020

Program Type	Start Time	End Time
MONDAY		
Elementary		
Multi Focused Afterschool	1:45pm	6pm
Multi Focused Summer	11:30am	5:30pm
Topical/Skill/ Population Focused	3:30pm	5pm
Middle School		
Multi Focused Afterschool	1:45pm	6:00pm
Multi Focused Summer	11:30am	5:30pm
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused	4:30pm	5:30pm
High School		

Program Type	Start Time	End Time
Multi Focused Afterschool	2:45pm	6pm
Multi Focused Summer	11:30am	5:30pm
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused	4:30pm	5:30pm
TUESDAY		
Elementary		
Multi Focused Afterschool	3:30pm	6:00pm
Multi Focused Summer	11:30am	5:30pm
Topical/Skill/ Population Focused	4:15pm	5:45pm
Middle School		

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Multi Focused Afterschool	1:45pm	6:00pm
Multi Focused Summer	11:30am	5:30pm
Summer Evening	6:00pm	8:00pm
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused	4:15pm	5:45pm
High School		

Multi Focused Afterschool	2:45pm	6:00pm
Multi Focused Summer	11:30am	5:30pm
Summer Evening	6:00pm	8:00pm
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		

Program Type	Start Time	End Time
WEDNESDAY		
Elementary		
Multi Focused Afterschool	3:30pm	6:00pm
Multi Focused Summer	11:30am	5:30pm
Topical/Skill/ Population Focused	4:15pm	5:45pm
Middle School		
Multi Focused Afterschool	2:45pm	6:00pm
Multi Focused Summer	11:30am	5:30pm
Summer Evening	6:00pm	8:00pm
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused	4:30pm	5:45pm
High School		
Multi Focused Afterschool	2:45am	6:00pm
Multi Focused Summer	11:30am	5:30pm
Summer Evening	6:00pm	8:00pm
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused	4:30pm	5:45pm

Program Type	Start Time	End Time
THURSDAY		
Elementary		
Multi Focused Afterschool	3:30pm	6:00pm
Multi Focused Summer	11:30am	5:30pm
Topical/Skill/ Population Focused	4:15pm	5:45pm
Middle School		
Multi Focused Afterschool	2:45pm	6:00pm
Multi Focused Summer	11:30am	5:30pm
Summer Evening	6:00pm	8:00pm
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused	4:30pm	5:45pm
High School		
Multi Focused Afterschool	2:45pm	6:00pm
Multi Focused Summer	11:30am	5:30pm
Summer Evening	6:00pm	8:00pm
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused	4:30pm	5:45pm

Center Support App

Program Type	Start Time	End Time
FRIDAY		
Elementary		
Multi Focused Afterschool	3:30pm	6:00pm
Multi Focused Summer	11:30am	5:30pm
Topical/Skill/ Population Focused		
Middle School		
Multi Focused Afterschool	2:45pm	6:00pm
Multi Focused Summer	11:30am	5:30pm
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		
High School		
Multi Focused Afterschool	2:45pm	6:00pm
Multi Focused Summer	11:30am	5:30pm
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		

Program Type	Start Time	End Time
SATURDAY		
Elementary		
Multi Focused Afterschool		
Multi Focused Summer		
Topical/Skill/ Population Focused	12:00pm	2:00pm
Middle School		
Multi Focused Afterschool		
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		
High School		
Multi Focused Afterschool		
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		

Center Support App

Program Type	Start Time	End Time
SUNDAY		
Elementary		
Multi Focused Afterschool		
Multi Focused Summer		
Topical/Skill/ Population Focused		
Middle School		
Multi Focused Afterschool		
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		
High School		
Multi Focused Afterschool		
Multi Focused Summer		
Topical/Skill/ Population Focused		

-SIGNATURE PAGE-

City of Madison Contracts:
The following information is provided in order to outline city requirements that will apply if your proposal is funded. All allocated funds will be administered through contracts with the City of Madison, Community Development Division. If funded, the City of Madison reserves the right to negotiate the final terms of a contract with the selected organization. City purchase of service contracts include requirements regarding non-discrimination, consideration of vulnerable populations along with specific requirements in the following three areas:

1. Affirmative Action:
   If funded, applicant hereby agrees to comply with City of Madison Ordinance 39.02, an Affirmative Action Plan with the City Department of Civil Rights (DCR) or an exemption if allowed by City DCR. A model Affirmative Action Plan and instructions are available at:
   https://www.cityofmadison.com/dcr/aaFormsCBO.cfm

2. Insurance
   If funded, applicant agrees to secure insurance coverage in the following areas to the extent required by the City Office of Risk Management:
   - Commercial General Liability
   - Automobile Liability
   - Worker's Comp
   - Professional Liability

The cost of this coverage can be considered in the request for funding. The Certificate of Insurance that will be required at the time of contracting is available on the City of Madison Risk Management website.

A sample contract that includes standard provisions is available on the CDD Funding Process website.

Attachment Checklist; the following materials are requested as part of the Center Support Application:

☒ Facility Maintenance and Update Plan
☒ Facility Use Policy
☒ Language Access Plan
☒ Strategic Plan

Signature:

Any applications submitted without a signature will be considered incomplete and will not be considered for funding.

Applicant Signature:

Enter Name:	Tauri Robinson
Date:	07/29/19

By entering your initials in the box,	TR	You are electronically signing your name and agreeing to the terms above.

School-Age Youth Services for 2020:
Middle School Services at Current
City-Funded Neighborhood Centers

Submit Application to: cddapplications@cityofmadison.com
Deadline: 12:00 pm CST (noon) on **July 29, 2019**

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

This application should be used to apply for multi-focused afterschool and multi-focused summer programs (section 1), weekend and summer evenings programs (section 2), and topical/skill/population focused programs (section 3) for middle school-age youth implemented by current City-funded Neighborhood Centers. The intent of this application and subsequent contract is for all organizations to present a set of opportunities within the umbrella of one contracted program for each age group, i.e. elementary, middle and high school. Only opportunities that involve both a completely different group of participants for that age group and staff who are not working in the comprehensive multi-focused afterschool and/or summer program, should be considered a stand-alone program with a separate narrative (#1-3) and placed in the Topical/Skill/Population (TSP) program structure, and schedule.

Please complete the relevant sections of this application, and the section in the Center Support Application that captures the Center's proposed programming schedule and staffing distribution across programs.

Organization:	MSCR-Meadowood Neighborhood Center	Amount Requested:	5,267.00

Programs applied for:	x Multi-focus School Year x Multi-focus Summer
	      Topical/ Skills/Population
	      Weekend and/or Summer Evenings		

Contact Person	Tauri Robinson	Email:	ltrobinson@madison.k12.wi.us
Address:	5740 Raymond Road	Telephone:	608-467-8918

SECTION 1: MIDDLE SCHOOL MULTI-FOCUSED PROGRAMMING

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 purpose of the Meadowood Neighborhood Center is to provide a safe, supervised place for youth during after school and evening hours, a place for neighbors to meet and socialize, a much needed space for neighborhood and community groups to meet, and a place to provide a variety of enrichment opportunities for all ages that are accessible to neighborhood residents.

b. Intended Service Population: Describe the intended service population that will be impacted by this program (e.g., ages, race/ethnicities, income ranges, English language proficiency etc.). Please refer to the Data Tool Kit.

Our service area has 832 youth ages 0-17, that is 25% of our service area population (population size: 3317). 8.2% are female headed households with children 0-17. Our intended service population are female headed households and families who have youth ages 12 -15, African-American and low to moderate income. Some English language learners and students with disabilities. 37% of our sample population identified as having at least 1 person with disability in their household.

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

Recruitment is done at Toki Middle School, Orchard Ridge Elementary school, Meadowood Neighborhood Center, Medowridge Library and online at www.mscr.org/meadowood. We have made our program free for families, eliminating the barrier to have to provide funding or provide documentation via the job center that they do not qualify or qualify for services. Families simply have to submit our application for their child. We do have waiting lists for the elementary program both summer and school year.

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.

Unsupervised time puts youth at risk for such negative outcomes as academic and behavioral problems, drug use and other types of risky behavior (Weisman & Gottfredson, 2001). On the positive side, young people benefit when they spend time engaged in structured pursuits that offer opportunities for positive interactions with adults and peers, encourage them to contribute and take initiative, and contain challenging and engaging tasks that help them develop and apply new skills and personal talents (American Youth Policy Forum, 2006; Carnegie Corporation, 1992; Larson & Verma, 1999; National

Research Council & Institute of Medicine, 2002). The following is a brief description of youth programming at Meadowood:

Recreation Time: Students have the free choice to do activities based on their interests at the time. This is unstructured time for kids to relax and be in charge of what they want to do.

Real Talk: Students participate in open dialog with staff about concerns and teen issues affecting them in the community, at home or school.

Equity Leadership Council: This group performs service learning projects, has guest speakers and attends workshops and events that promote equity and inclusion.

Healthy Self Club: This club helps participants explore different foods, life choices and activities focused on health and wellness. Activities include: healthy cooking/eating, mindfulness activities, yoga and other activities related to health and wellness.

Media Club: Participants have the opportunity to produce audio and visual media projects. We have an audio recording studio, DJ equipment and Adobe Suite for photo and video production.

Mind and Culture: This club focuses on mental health, finding knowledge of self and having an awareness of others around us and how we have an effect on one another.

MENS Group: MENS stands for Men Encouraging Non-Violent Strength. This is a nationally awarded program and has been implemented at the Meadowood Neighborhood Center as part of our clubs.

Girls Inc: This club is a national movement and supported by Girls Inc. This group focuses on women's empowerment, positive self-image, mental health awareness and other topics related to girls/women.

Film Study: This club examines different films and has reflective conversations on plots, themes, story lines and more.

e. <u>Proposed Timeline for Implementation</u>:

Activity	Estimated Start and Completion Date
All Activities	Year round

f. <u>Community Engagement</u>: Briefly describe how children, families and the community who may benefit from the proposed program have been involved in the development of this proposal and/or will be involved in the implementation and assessment of program activities and outcomes.

Meadowood works with numerous community organizations to reach neighborhood participants. Information is distributed through ongoing contact with these organizations, which includes flyers, newsletters, word of mouth and email databases. In addition, Meadowood publishes flyers, newsletters and an email network to reach those in the neighborhood. Since we are located in the heart of the community in a well-traveled strip mall, we get a lot of foot traffic. Some of our key partners for outreach are Curves, Dane County Public Health, DaneNet, Dept. of Public Instruction, Early Childhood Initiative, Good Sheppard Church, Home Health United, Joining Forces for Families, Madison Children's Museum, Madison Police Dept., Meadowood Neighborhood Association, Meadowridge Library, Memorial High School, Orchard Ridge Elementary School, Orchard Ridge Neighborhood Association, St Maria Goretti Church, St. Ignatius Church, Toki Middle School and Youth Services of Southern WI

Meadowood administers surveys to our families and children. The results from surveys are used in determining the direction of programming at the center. .

g. <u>Language Access and Cultural Relevance</u>: Please describe how the proposed program will serve non-English speaking youth and or their families. Describe aspects of the proposed programming that will have cultural relevance to the population served.

Madison Metropolitan School District and Madison School and Community Recreation provide materials on-line and in print in Spanish. Madison School and Community Recreation has a full time staff whose job is to translate materials and assist Spanish speaking participants with registrations and other general questions. Meadowood Neighborhood Center has one staff person on our youth program staff who speaks Spanish. Madison Metropolitan School District has interpretation and translation services available in multiple languages, including Spanish.

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

Intentional Program Design: Meadowood Neighborhood Center offers activities such as Girls Inc, MENS group, media club, tutoring and other similar activities that promote skill building, have ongoing sessions with progressive curriculum, are youth driven and encourages youth to explore identity (knowledge of self).

Supportive Relationship with Youth: Meadowood Neighborhood Center staff all go through training on best practices and MMSD/MSCR trainings. Meadowood Neighborhood Center uses Madison School and Community Recreation policies and practices for positive behavior support and behavior management.

Youth Voice and Leadership: Equity Leadership Council, MENS group and Girls Inc allow our youth to have voice and advocacy for their concerns. Both activities encourage youth to become leaders and promote positivity and advocate for themselves and others.

Racial and Cultural Inclusion: Meadowood Neighborhood Center recognizes the diversity of the population we serve. Meadowood Neighborhood Center staff are reflective of the population of the service area, which is mostly African American. Our middle school program offers clubs and activities that promote exploration of identity, are culturally relevant and promotes addressing inequities in the community.

Community and Family Engagement: Meadowood Neighborhood Center has established partnerships and collaborate with the following community agencies and groups; MSCR at Orchard Ridge, MSCR at Falk, MSCR at Toki, Madison Public Library, Teresa Terrace Community Center, Elver Park Community Center, Joining Forces For Families, MMSD Play and Learn, Common Wealth Development, Meadowood Neighborhood Association and Prairie Hills Neighborhood Association. In 2019-2020 Meadowood Neighborhood Center will establish an advisory board consisting of parents, community partners and residence to give input and help influence program development and continuous improvement.

Organizational Management and Staff Support: Meadowood Neighborhood Center provides training on a semi-annual basis, one summer training and a fall training. All staff are required to complete Madison Metropolitan School District anti-harassment, blood-borne pathogens and other trainings relevant to working in the public realm.

Environment and Safety: Meadowood Neighborhood Center uses Madison School and Community Recreation policies and procedures in programming and operations to ensure staff are properly trained, programming is developmentally appropriate and holistic. Madison

Metropolitan School District implemented a wellness and nutrition guidelines for students which Meadowood Neighborhood Center abides by.

2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

a. <u>Collaboration:</u> Please complete the table below and respond to the narrative question regarding program collaboration or coordination with community partners.

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Meadowridge Library	Manage shared space, share resources and collaborate on events.	Terrance Newell	YES
Americorps – PASS	Meadowood provides a host site, supervision and development of one full time and one part time member for service with the Americorps PASS program.	Connie Bettin	YES
MSCR-Toki Middle School	Share space and programming.	Donalvin Weatherby	NO

How do these partnerships enhance this proposal?

By providing more space and outlets for youth to widen the scope of services and opportunities available. Encourages youth to cooperate and contribute to community by having more adults on the same page and providing different layers of support for them.

What are the decision-making agreements with each partner?

Program related decisions are done by partners anything related to space use and the facility is Meadowoods' decision.

b. <u>Resource Coordination and Linkage:</u> Provide examples of other resource linkages provided by the proposed program for youth and their families.

Since Meadowood Neighborhood Center is operated by Madison School and Community Recreation and Madison School and Community Recreation is a department of Madison Metropolitan School District, we have access to an abundance of resources for families. We also are part of the Balsam and Russet Street Neighborhood Resource Team, which gives us access to city staff and resources.

3. PROGRAM STRUCTURE AND STAFFING

a. <u>Anticipated Frequency, Duration and Attendance:</u>

Middle School Multi-Focused Program	Frequency*	# of Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Multi-Focused Afterschool	5 days/wk	3.5	40wks	1:8	20
Multi-Focused Summer	5 days/wk	6	9	1:7	30

*Frequency=number of times per week, month, year (ie. 5 days per week, 2x per mth, 4x per yr)
**Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

b. Total Annual Anticipated Unduplicated Middle School-Age Youth: Anticipated unduplicated number of individual middle school-age children in the proposed programs: 100

c. Additional Activities: Do you anticipate providing activities for the multi-focused middle school program that are not included in the table above? Please describe these activities including frequency, hours and duration (i.e. special event, field trips, workshops or meetings).
Yes. We will be attending field trips on UW campus for guest speakers, in the winter we will be going to the ski hills and in the summer/fall we will be camping.

d. Program Staffing: Full-Time Equivalent – Include employees, Americorps members and adult interns. **1 FTE =2080 hours annually**

Position Title Use one line per individual employee	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total
Program Director	• High school diploma required, with a minimum of two years of post-high school education and two years' experience working in youth programs and supervising staff and/or volunteers; or any combination of education and experience that provides	.75	.25		1

	equivalent knowledge, skills and abilities. • Program Planning Experience • Previous experience working in a multi-cultural setting and with low-income families.				
Program Leaders	• Experience working with youth and families from diverse cultural and economic backgrounds. • Excellent problem solving abilities and conflict resolution skills. • Ability to perform when confronted with emergency, unusual and/or crisis situations. Ability to communicate effectively, verbally and in writing, with racially and culturally diverse youth, staff, parents, business owners, school staffs and the community	1	2		3
Americorps Members	None	.75		.25	1

e. <u>Volunteers</u>: If volunteers will have direct contact with program participants, how are volunteers vetted, trained and supervised?

All volunteers must complete the Madison Metropolitan School District background check and fill out an application. Program directors are responsible for training and supervising volunteers.

4. DATA MANAGEMENT AND MEASURES OF SUCCESS

a. What 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.

Meadowood Neighborhood Center uses Microsoft Access database to collect information. When reports are generated, participants' confidential information is not included in those reports and statistics. All data is managed by front desk staff, Assistant Director and Director. No other staff have access to the database.

> _PLEASE NOTE_: At the point of contract negotiation, all Centers will identify at least one of the Community Indicators of Success and one of the Program Outcomes described in the RFP Guidelines.

SECTION 2: MIDDLE SCHOOL WEEKEND AND SUMMER EVENING PROGRAM

If your responses to #1-2 below are duplicative of the responses provided in the Multi-focused After-school or Summer Program proposed, please state, "See Multi-focused Program Response."

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?

    b. Intended Service Population: Describe the intended service population that will be impacted by this program (e.g., ages, race/ethnicities, income ranges, English language proficiency etc.). Please refer to the Data Tool Kit.

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

    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.

    e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date

    f. Community Engagement: Briefly describe how children, families and the community who may benefit from the proposed program have been involved in the development of this proposal and/or will be involved in the implementation and assessment of program activities and outcomes.
    "See Multi-focused Program Response."

    g. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and or their families. Describe aspects of the proposed programming that will have cultural relevance to the population served.

    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 the program during implementation to assess continued alignment with the MOST Effective Practices?

2. **COLLABORATION, COORDINATION AND RESOURCE LINKAGE**

Middle School Services App

a. <u>Collaboration:</u> Please complete the table below and respond to the narrative question regarding program collaboration or coordination with community partners.

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?

How do these partnerships enhance this proposal?
"See Multi-focused Program Response."

What are the decision-making agreements with each partner?

b. <u>Resource Coordination and Linkage:</u> Provide examples of other resource linkages provided by the proposed program for youth and their families.

3. PROGRAM STRUCTURE AND STAFFING

a. <u>Anticipated Frequency, Duration and Attendance:</u>

Middle School Evening	Frequency*	# of Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
School Year					
Summer					

*Frequency=number of times per week, month, year (ie. 5 days per week, 2x per mth, 4x per yr)
**Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

b. <u>Total Annual Unduplicated Middle School-Age Youth:</u> Anticipated unduplicated number of individual middle school-age children in the proposed program**:**

c. <u>Additional Activities</u>: Do you anticipate providing activities for the weekend and summer evenings middle school program that are not included in the table above? Please describe these activities including frequency, hours and duration (i.e. special event, field trips, workshops or meetings).

d. <u>Program Staffing</u>: Full-Time Equivalent – Include employees, Americorps members and adult interns. **1 FTE =2080 hours annually**

Position Title Use one line per individual employee	Qualifications or Required Training	FTE			
		School Year	**Summer**	**Other**	**Total**

e. <u>Volunteers</u>: If volunteers will have direct contact with program participants, how are volunteers vetted, trained and supervised?

4. DATA MANAGEMENT AND MEASURES OF SUCCESS

a. What 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.
"See Multi-focused Program Response."

PLEASE NOTE: At the point of contract negotiation, all Centers will identify at least one of the Community Indicators of Success and one of the Program Outcomes described in the RFP Guidelines.

SECTION 3: MIDDLE SCHOOL
TOPICAL/SKILL/ POPULATION FOCUSED PROGRAM (TSP)

If your responses to #1-2 below are duplicative of the responses provided in the Multi-focused After-school or Summer Program proposed, please state, "See Multi-focused Program Response."

PROGRAM NAME: _____

1. PROGRAM DESCRIPTION

    a. <u>Goal Statement</u>: What is the goal of your program and how does it align with the strategies described in the RFP guidelines?

    b. <u>Intended Service Population</u>: Describe the intended service population that will be impacted by this program (e.g., ages, race/ethnicities, income ranges, English language proficiency etc.). Please refer to the Data Tool Kit.

    c. <u>Recruitment, Engagement, Intake and Assessment</u>: Describe your plan to recruit, engage and address barriers to participation for the identified service population; and explain the intake and assessment procedure you will use for this program.

    d. <u>Activities</u>: 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.

    e. <u>Proposed Timeline for Implementation</u>:

Activity	Estimated Start and Completion Date

    f. <u>Community Engagement</u>: Briefly describe how children, families and the community who may benefit from the proposed program have been involved in the development of this proposal and/or will be involved in the implementation and assessment of program activities and outcomes.

g. <u>Language Access and Cultural Relevance</u>: Please describe how the proposed program will serve non-English speaking youth and or their families. Describe aspects of the proposed programming that will have cultural relevance to the population served.

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

2. **COLLABORATION, COORDINATION AND RESOURCE LINKAGE**

a. <u>Collaboration:</u> Please complete the table below and respond to the narrative question regarding program collaboration or coordination with community partners.

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?

*Frequency=number of times per week, month, year (ie. 5 days per week, 2x per mth, 4x per yr)
**Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

How do these partnerships enhance this proposal?

What are the decision-making agreements with each partner?

b. <u>Resource Coordination and Linkage:</u> Provide examples of other resource linkages provided by the proposed program for youth and their families.

3. **PROGRAM STRUCTURE AND STAFFING**

a. <u>Anticipated Frequency, Duration and Attendance:</u>

Middle School Services App

Middle School TSP	Frequency*	# of Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
School Year					
Summer					

b. <u>Total Annual Unduplicated Middle School-Age Youth:</u> Anticipated unduplicated number of individual middle school-age children in the proposed programs:

c. <u>Additional Activities</u>: Do you anticipate providing activities for the topical, skill or population focused middle school program that are not included in the table above? Please describe these activities including frequency, hours and duration (i.e. special event, field trips, workshops or meetings).

d. <u>Program Staffing</u>: Full-Time Equivalent – Include employees, Americorps members and Adult Interns. **1 FTE =2080 hours annually**

Position Title Use one line per individual employee	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total

e. <u>Volunteers</u>: If volunteers will have direct contact with program participants, how are volunteers vetted, trained and supervised?

2. DATA MANAGEMENT AND MEASURES OF SUCCESS

a. What 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.

Middle School Services App

AGENCY NAME:

STAFF-BOARD-VOLUNTEER DEMOGRAPHICS

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

DESCRIPTOR	STAFF		BOARD		VOLUNTEER	
	Number	Percent	Number	Percent	Number	Percent
TOTAL	19	100%	0	0%	22	100%
GENDER						
MALE	9	47%	0	0%	6	27%
FEMALE	10	53%	0	0%	16	73%
UNKNOWN/OTHER	0	0%	0	0%	0	0%
TOTAL GENDER	19	100%	0	0%	22	100%
AGE						
LESS THAN 18 YRS	4	21%	0	0%	0	0%
18-59 YRS	14	74%	0	0%	18	82%
60 AND OLDER	1	5%	0	0%	4	18%
TOTAL AGE	19	100%	0	0%	22	100%
RACE*						
WHITE/CAUCASIAN	3	16%	0	0%	19	86%
BLACK/AFRICAN AMERIC	13	68%	0	0%	0	0%
ASIAN	0	0%	0	0%	0	0%
AMERICAN INDIAN/ALAS	0	0%	0	0%	0	0%
NATIVE HAWAIIAN/OTHE	0	0%	0	0%	0	0%
MULTI-RACIAL:	1	5%	0	0%	0	0%
Black/AA & White/Cauca	0	0%	0	0%	0	0%
Asian & White/Caucasia	0	0%	0	0%	0	0%
Am Indian/Alaskan Nativ	0	0%	0	0%	0	0%
Am Indian/Alaskan Nativ	1	5%	0	0%	0	0%
BALANCE/OTHER	2	11%	0	0%	3	0%
TOTAL RACE	19	100%	0	0%	22	86%
ETHNICITY						
HISPANIC OR LATINO	1	5%	0	0%	0	0%
NOT HISPANIC OR LATIN	18	95%	0	0%	22	100%
TOTAL ETHNICITY	19	100%	0	0%	22	100%
PERSONS WITH DISABILIT	1	5%	0	0%	0	0%

*These categories are identified in HUD standards.

Based on the demographics in the chart above and the demographic data on the neighborhoods surrounding your Center available in the Data Toolkit, how does your staff and board align with the demographics of the neighborhood?

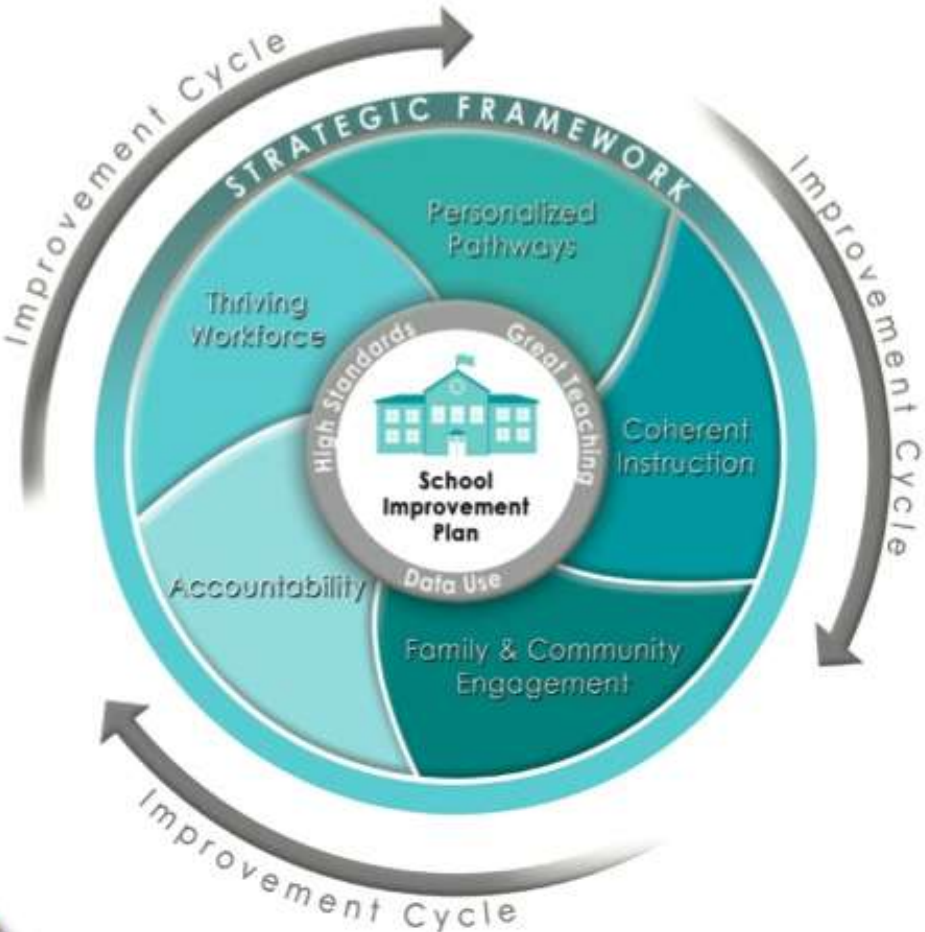| 1000 characters (with spaces) |
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English Language Learner
Three-year Plan

Table of Contents

MMSD ELL Plan 2015-18 Executive Summary

In 2013, the MMSD Board of Education created an English Language Learner (ELL) Policy that affirms our district's commitment to providing high-quality and appropriate services to students who are identified as English language learners (ELL). We recognize that students identified as ELL students are entitled to an effective instructional program and appropriate services to meet their needs, including equitable access to educational opportunities afforded to all other students. Our commitment includes engaging the families of ELL students through outreach to, communication with, and the inclusion of families in educational decisions that affect their students. The ELL Plan outlines the services necessary for ELLs to achieve the vision stated in the MMSD Strategic Framework and the MMSD Vision for College, Career, and Community Ready Graduates. While this plan describes the high-quality programming and supports that are necessary for ELLs, it is important to note that this work benefits and creates increased opportunities for all of our MMSD students.

The English Language Learner Three-year Plan consists of six main focus areas. These include ELL service/programming improvements in:

1) **ELL Communication and Monitoring Systems:** Accurate ELL enrollment, demographic, language, achievement and ELL service history data, and consistent procedures for communication that involves ELL families in decision making, will enhance and support strong ELL and bilingual learner programming across the district. The data and accompanying communication system will provide the information needed to support a continuous improvement process that is reviewed yearly.

2) **Professional Learning and Building System Capacity:** Support for all MMSD staff as they work to improve instruction for ELLs is essential. The ELL Plan ensures that we provide system-wide professional learning around consistent best practices for serving ELLs in both English as a Second Language (SL) and bilingual Developmental Bilingual Education (DBE) and Dual-Language Immersion (DLI) learning environments. Offering tuition assistance to support teacher certification (ESL and bilingual) as well as a shift from a 90/10 to a 50/50 bilingual program

model (DLI and DBE) will address the scarcity of bilingual teachers.

3) **English Language Learners: English as a Second Language Services**

Through implementation of the ELL Plan, we will ensure that the ESL support we provide is research-based, effective, and provided consistently in alignment with each ELL student's Individual Plan of Service (IPS). Improvements in ESL services are consistent with Board Policy, recommendations by the Wisconsin Department of Public Instruction (DPI), and Federal and State law, and are supported by language acquisition and ELL achievement research. (See bibliography). Services include implementing the Guided Language Acquisition Design (GLAD) ESL model at the 4K-5 level and the Sheltered Instruction Observation Protocol (SIOP) model at the 6-12 level.

4) **English Language Learners: Bilingual Education Services**

Improvements in bilingual education programming, as described in the ELL Plan, provide equitable access to research-based, effective, and consistent bilingual programs in both Hmong and Spanish for ELLs. This includes an expansion of program sites and, in some cases, transportation to those sites. Improvements are consistent with Board Policy and recommendations by the Wisconsin Department of Public Instruction (DPI) Federal and State law, and are supported by language acquisition and ELL achievement research (See bibliography.)

5) **Diversity within Bilingual Program**

Dual-language programs provide a needed service for Spanish-speaking ELLs while extending this opportunity to non-ELLs (speakers of English and other languages). The demographics of the non-ELL applicants, however, do not proportionately reflect the general school or district demographics. Improved outreach strategies and transportation are among the main recommendations to address this need. All students in a school with a strand program should receive high-quality instruction within the most integrated setting possible.

6) **Community Building**

When a dual-language program strand is implemented, it is critical that strategies are implemented to build community across strands. The recommendation in this area is to provide support to schools to create greater connections across strands.

Crafted through research and best practice review, with input from key stakeholders (parents, staff, community members, language acquisition experts), our vision for the ELL Plan is to provide equitable access to high-quality ELL services (ESL, DLI, DBE) for all ELLs enrolled in MMSD.

Acknowledgements

It is with great appreciation that we acknowledge the many stakeholders that have collaborated over the past six months to develop the MMSD Three-year ELL Plan. Staff members from the Office of Multilingual and Global Education (OMGE) have worked with members of the MMSD ELL Cross-functional Team and members of the MMSD ELL Guiding Coalition to complete this work. We would also like to thank Terry Walter, San Diego Unified School District; Dr. Tara Fortune, Center for Advanced Research on Language Acquisition (CARLA); and Dr. Beatriz Arias, Center for Applied Linguistics (CAL), who provided feedback and guidance throughout this process. (For a complete list of all contributors to the ELL plan, please refer to the Appendix.)

Introduction

The Madison Metropolitan School District (MMSD) has a uniquely rich and diverse student and community population. We promote culturally and linguistically responsive practices (CLRP) that acknowledge the strong cultural heritages of all racial, ethnic, and linguistic groups that live in Madison. Our promise is to build on and expand that rich heritage to ensure that all students have the tools they need to be college, career, and community ready.

The MMSD Vision for College, Career, and Community Ready Graduates (below) states that students, "have access to language learning opportunities which prepare them for engagement in linguistically and culturally diverse communities." In addition, the MMSD Vision calls for "cultural competence" where our graduates will, "interact adeptly in diverse settings, build meaningful relationships with people from different backgrounds, and value the diverse assets of the people with whom they interact."

MMSD Vision for College, Career, and Community Ready Graduates

The yearlong MMSD Vision 2030 process engaged more than 2,500 staff, students, and community members in 88 meetings, all focused on articulating our vision for the skills and abilities our student need to be successful. This document summarizes the vision that emerged from those conversations.

Mastery of Content

Our graduates possess strong literacy and math abilities, applied across content areas and learned through meaningful work. They are able to integrate ideas and ways of thinking across areas, including science, civics, and the creative arts. They have access to language learning opportunities which prepare them for engagement in linguistically and culturally diverse communities. They demonstrate critical thinking and problem solving skills, including the ability to be smart consumers of information. Our graduates are technologically savvy with knowledge of up-to-date technology and how and when to use it effectively. They have learned responsibility and planning, including organization, time management, study skills, financial literacy, and goal-setting. They also possess postsecondary and career knowledge, which enable them to weigh options beyond high school. **With in-depth, varied content knowledge, our graduates are ready for postsecondary education and opportunities across industries, disciplines, and careers.**

Growth Mindset

Our graduates believe they can learn anything and that abilities are developed through dedication and hard work. They embrace challenges, take calculated risks, have high expectations, and possess resilience and grit to help them overcome setbacks and adapt. Our graduates understand that success is based on hard work and that skills are developed through the productive struggle of learning, both in success and in failure.

Interpersonal Skills

Our graduates listen and communicate effectively both orally and in writing in various contexts. They have strong positive relationships with peers and adults, demonstrating respect, teamwork, leadership, and the ability to resolve conflict. Our graduates interact with others in ways that promote creative collaboration and problem-solving.

Self-Knowledge

Our graduates possess a strong sense of self, including an appreciation for their culture, language, and heritage. They know their strengths, areas for growth, and how they learn best, realized through grappling with challenging tasks and overcoming obstacles. Our graduates understand themselves and have insight into their character, abilities and limitations.

Confidence

Our graduates are independent and motivated self-advocates, able to articulate what they need from those around them to be successful. They trust in their capacity to make choices, exercise control over their lives, and have ownership of their learning. Our graduates believe in their abilities and take action in pursuit of their goals.

Creativity

Our graduates are creative thinkers who approach challenges with an open mind. Their curiosity and comfort with ambiguity cultivates excitement in exploration, discovery, and a lifelong love of learning. Our graduates are imaginative and flexible, able to turn new and imaginative ideas into reality.

Cultural Competence

Our graduates interact adeptly in diverse settings. They build meaningful relationships with people from different backgrounds and participate in sensitive and productive conversations about identity in a way that deepens understanding. Our graduates value how the diverse assets of the people with whom they interact give them access to ideas, experiences, and perspectives to help them grow.

Wellness

Our graduates can self-regulate, monitoring and adapting their behavior, emotions, and thoughts to the demands of a particular situation. They have strategies for coping with stressful situations and know when to ask for support. Our graduates know how to make choices that promote physical, mental, and emotional health and safety, helping them to be joyful and fulfilled.

Community Connection

Our graduates are prepared for civic engagement around contemporary issues, including equity and eco-consciousness. They have a strong connection to their families, local community, and environment but also identify as global citizens who know their actions have far-reaching impacts. Our graduates are active participants in their communities, recognizing that they are part of something bigger than themselves.

While the ELL Plan describes specific services and programs which are essential for ELLs to thrive and attain language proficiency and high academic achievement outcomes, this plan benefits all learners in that it provides strategies to help meet the cultural and linguistic needs of all students, in alignment with our definition of great teaching in MMSD.

Purpose

The purpose of the ELL Plan is to provide a clear outline of the changes needed to ensure that consistent, coherent services are provided to English language learners (ELL) and bilingual learners (BL) in alignment with our vision and goals as well as state and federal mandates. MMSD is committed to providing equitable access to quality ELL services (English as a Second Language and bilingual education) for all ELLs. This document is framed to focus on six categories: 1) English Language Learner Communication and Monitoring Systems, 2) Professional Learning and Building System Capacity, 3) English Language Learners: English as a Second Language Services, 4) English Language Learners: Bilingual Education Services, 5) Diversity within the Bilingual Program; and 6) Community Building for Global Awareness. A partner document, *ELL Plan and Program Implementation Guide*, will include greater detail for school staff.

Through our community outreach meetings, we have refined key aspects of the plan that are woven throughout. The input gathered from the six informational sessions on the ELL Plan revealed four consistent themes: programming, staffing, family engagement, and language development. Participants called for the expansion of ELL programming, with varying ideas on how this expansion could look, and specific thoughts on DLI. They believed the district should pay extra attention to staffing needs, both in training existing staff to support ELL students and in finding highly-qualified bilingual staff to expand existing capacity in schools. Participants stated that families should be involved in decisions around ELL programming early and often, and wanted communication in particular, to be more consistent and clear. Finally, participants expressed that ELL programming must prioritize language acquisition and retention, both emphasizing English proficiency and, specifically for ELL students, maintaining their native language as part of their skillset and cultural identity. (For full report see Appendix.)

In addition, after the Draft ELL Plan was first published, we obtained additional feedback through a series of sessions for staff, parents, and the greater community, as well as an online feedback form. The most common comments fell under the themes of: Student Needs and Equity, Expansion, and Access. Online feedback respondents expressed general support for the recommendations to the plan. (See the Appendix for the full report.)
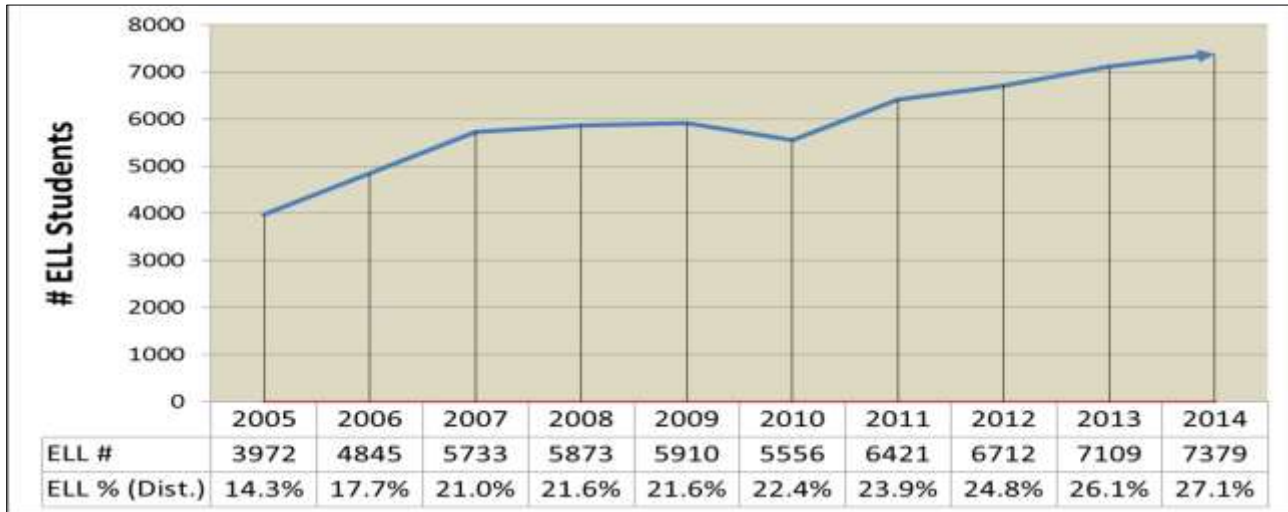

Data Overview

Enrollment
ELLs are the demographic subgroup that has grown the fastest in the district. In the past 10 years, their enrollment has nearly doubled. During the 2013-2014 school year, the overall percentage of ELLs was at 27%.

ELL Enrollment in the Last Ten Years

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
ELL #	3972	4845	5733	5873	5910	5556	6421	6712	7109	7379
ELL % (Dist.)	14.3%	17.7%	21.0%	21.6%	21.6%	22.4%	23.9%	24.8%	26.1%	27.1%

The following graph represents the diversity of home languages within MMSD. Currently, there are more than ninety languages spoken within the district. Spanish as a home language represents 58% of ELLs. The next most common language is Hmong at 10% of our ELL population. As a district, we value this linguistic diversity.

Most Common Languages for ELLs 2014-2015

Home Language	Students	% of ELL
Spanish	4154	58%
Hmong	701	10%
Mandarin	303	4%
Arabic	149	2%
Nepali	95	1%
Korean	95	1%
French	94	1%
Mandinka	92	1%
Lao	86	1%
Tibetan	82	1%
Other Languages	1337	19%
Total	7188	

Academics

The progress of ELLs must be measured on both language acquisition as well as attainment of academic knowledge and skills. While we have seen progress for ELLs on academic proficiency, there are significant challenges which must be addressed. We must accelerate the rate at which

our ELLs acquire both language proficiency and content mastery.

For example, in the chart below, PALS (Phonological Awareness Literacy Screening) data, which measures early literacy skills, show that both ELLs and non-ELLs meet benchmarks at high rates in English and Spanish. Non-ELLs, however, meet benchmarks at higher percentages than ELLs in both English and Spanish.

MAP (Measures of Academic Progress) which is an assessment in English, shows ELLs performing at lower levels on meeting benchmarks for reading and math proficiency. It is important to note, however, that growth for ELLs is similar or better than the growth that non-ELLs experience. Nevertheless, gaps still remain.

More detailed academic data reports can be found in the Appendix of the plan.

2014-15 Assessment Results by ELL Status
MAP and PALS

	Elementary Not ELL	Elementary ELL	Middle Not ELL	Middle ELL
Spring MAP Reading Proficiency	49%	23%	45%	18%
Spring MAP Math Proficiency	54%	33%	47%	23%
MAP Reading Met Typical Fall-Spring Growth	58%	58%	53%	56%
MAP Math Met Typical Fall-Spring Growth	65%	66%	62%	61%
PALS English Met Benchmark	84%	75%		
PALS Espanol Met Benchmark	87%	79%		
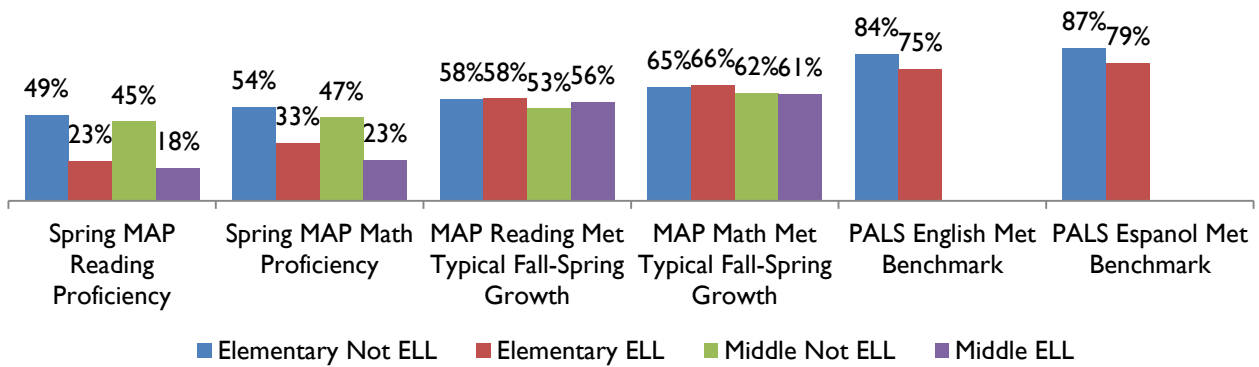
Language Acquisition
On average it should take ELLs five to seven years to become proficient in English (reading, writing, listening, and speaking). In addition to gaps in academic achievement, MMSD ELLs are taking a longer than acceptable span of time to achieve full proficiency in English.

The graph below shows average English proficiency levels for all students entering MMSD as DPI level 1 since 1996-1997, organized by starting grade. For example, follow the teal line on the far left to see average English proficiency levels for students entering MMSD as DPI level 1 in Kindergarten.

Overall, we see that regardless of the grade level at which a student enters MMSD, English language acquisition is rapid across the first several levels, later slowing, as students progress past average DPI levels of 3 and 4. For example, students beginning as DPI level 1 in kindergarten grow, on average, to a DPI level 3.3 by grade 3 (2.3 levels in three years) but to an average DPI level 4.7 by grade 12 (1.4 levels total in the subsequent nine years).

How Long Does it Take to Reach English Proficiency in MMSD?
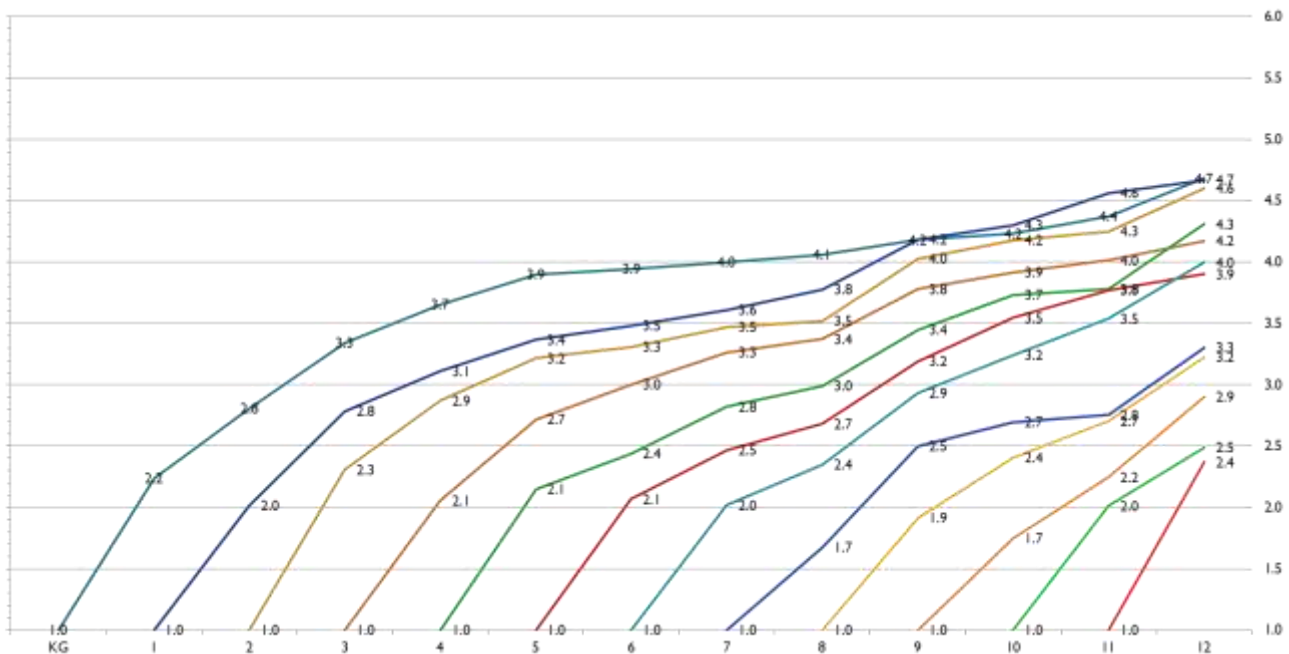
The table below shows the number of long-term ELLs, defined as students receiving ELL services for at least six consecutive years, disaggregated by English proficiency level. The majority of long-term ELLs who remain at levels 1-2 are students with disabilities. (See the report "ELL Data Snapshot 2014-15" in the Appendix for more detailed information.) Long-term ELLs at higher English proficiency levels are predominantly not students with disabilities. Currently, many long-term ELLs have proficiency levels 3 to 5. It is critical that they receive coherent, consistent instruction that moves them to higher proficiency levels.

2014-15 Long-Term ELLs (6+ Consecutive Years Served) by English Proficiency Level

DPI Level	Total Students	Students by Home Language		
		Spanish	Hmong	Other Languages
1	44	32	SPR	SPR
2	63	44	9	10
3	320	252	33	35
4	509	377	77	55
5	298	215	41	42

Graduation Rates

The chart below shows that the graduation rates for ELLs have improved from 2012-'13 to 2013-'14, from 47% to 61%. However, our ELLs are still not meeting the 85% target that has been set by the Wisconsin Department of Public Instruction (DPI). This graduation rate is below the 81% graduation rate for non –ELLs in the district.

MMSD AMAO (Annual Measurable Achievement Objective) Targets for Graduation
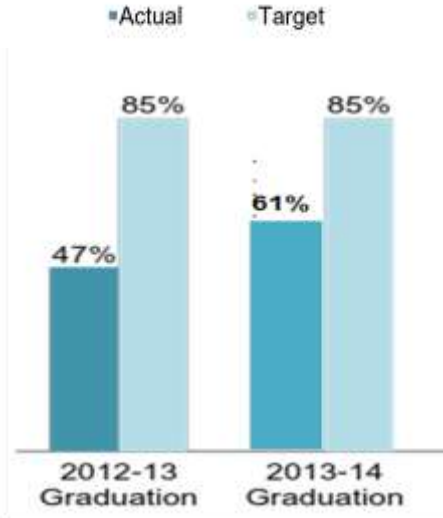
Given these disparities in academic, language acquisition and graduation rates, it is critical that steps be taken to address these needs. This plan addresses these needs through five main areas.

English Language Learners: Communication and Monitoring Systems

What is needed?

In the past, most of the data about ELLs in MMSD has been organized in separate "places," such as Infinite Campus, school-based ELL Student Folders, and Excel spreadsheets. Procedures for ensuring ELL family communication involving service decision making have been inconsistent and not well documented. In order to effectively serve English language learners (ELLs), it is important that we have accurate ELL enrollment, demographic, language, achievement, and ELL service history data as well as consistent procedures for communicating with and involving ELL families in decision making. This information allows us to:

- Continuously use a system-wide and school-based ELL-focused cycle of improvement using accurate and timely data about our ELLs to determine the impact programming has on ELL student outcomes.
- Engage ELL families as full partners and decision makers in their students' learning and ELL service decisions.
- Meet state and federal documentation and reporting requirements.

Evidence of Need

Due to the lack of a repository system for all the data related to the identification, monitoring, and exiting of ELLs from services, we also lack documentation of what services students have received. An example of this lack of service data is shown in the table below, as a sample of high school student needs. This table shows ELLs with proficiency levels of 1 through 5 whose parents have accepted ESL services in two MMSD high schools, based on IPS forms.

2014-15 ELLs Enrolled in Courses with ELL Services at Two MMSD High Schools

School	English Proficiency	Students	Taking Courses with ELL Services				No Core Courses with ELL Services
			English	Math	Science	Social Studies	
MMSD High School 1	1	12	9				SPR
	2	17	10		SPR	SPR	7
	3	32	21	SPR	SPR	SPR	9
	4	60	43	9	9	9	13
	5	53	30	13	12	11	14
	Total 1-5	174	113	26	26	26	46
MMSD	1	33	17	11	15	13	14

High	2	17	10	SPR	10	10	7
School 2	3	52	25	25	30	27	11
	4	54	25	20	29	23	15
	5	47	11	14	18	9	17
	Total 1-5	203	88	75	102	82	64

In total, slightly more than a quarter of students at ELL levels 1-5, whose parents have accepted ELL services, were not scheduled to receive any of their core courses with ELL services provided. With better monitoring systems in place, we will be able to provide guidance to schools so that ELL students receive the services indicated in their IPS forms.

How does the ELL 3 Year Plan address this need?
The following aspects of the Three-year ELL Plan will systematically address the needs identified in the area of ELL system accountability.

OASYS for ELLs

Oasys® is web-based software application that allows the district central office and schools to manage, monitor and report multiple sets of student learning and service data. Oasys interfaces with district databases (e.g., IC, Data Dashboard, AIMSweb) for reporting and data retrieval. By using Oasys for ELLs we will be able to:

- Organize and document our ELL service data from multiple sources into one location.
- Establish system-wide standards for assessing English language proficiency and develop more detailed plans of services that include information about the type, amount, and frequency of support being offered.
- Document our collaborative decision making about ELL services with ELL families in a proactive way, while simultaneously ensuring compliance with state and federal requirements.

By standardizing the procedures for assessment of ELLs (using ACCESS) and designing Individual plans of services (IPS) that are more detailed, schools will be able to monitor the service quantity, quality, and frequency impact on ELL student growth and achievement. By using a consolidated tool (Oasys for ELLs) to organize and document our efforts, we will be better able to evaluate the impact of services over time. This will allow us to focus on examining our progress toward continuous school improvement at both the school and district level, ultimately leading to better outcomes for our ELL students.

Case Management

In order to make the best use of the Oasys for ELLs system and to ensure we are addressing the needs identified in the prior section, we will be implementing a case management system for ELLs. This means that as soon as a student has been identified as an English language learner, the

building principal will assign this student to a Case Manager. Case Managers will come from two possible roles within a school: either ESL or Bilingual Resource Teacher (BRT) for K-12 or, for high schools, a Bilingual Counselor. ELL Case Managers will document the instructional services of each ELL, communicate the plan to parents/guardians and staff, and maintain correct data records. Supporting school staff to develop practices that reduce or remove barriers of language that would impede student instruction and parent/guardian participation in the educational process is also part of this role.

ELL STAT Data Dashboard

ELL STAT dashboard will be used to collect, review, and monitor ELL data across the district. Schools and central office staff will use this tool to review the extent to which our ELL students are meeting language learning and achievement proficiency benchmarks at each school. The Office of Multilingual and Global Education (OMGE) will work in collaboration with other central office departments to review the STAT Dashboard data on a monthly and quarterly basis to identify schools that may benefit from additional support related to serving ELLs.

K-5 Elementary Report Card

The new MMSD K-5 standards-based report card (to be implemented in 2016-17) will include reporting on English language development growth for all ELLs, as well as Spanish literacy development and Spanish language proficiency for students in DLI/DBE programs. Providing ELL parents with information about their child's language and learning growth will support them as partners and decision makers in their student's learning and ELL service decisions.

Annual ELL Plan Progress Review

As we implement the Three-year ELL Plan, providing programming and services to support ELLs, it is important that we monitor implementation and effectiveness. Annually we will review strategic framework milestones, as well as reporting to the Board of Education on the following:

- WI State Annual Measurable Achievement Outcome Report (academic, language proficiency, and graduation rate)
- Data about long-term ELL student achievement and language proficiency
- Completion rates of Individual plans of services (Oasys Data) (K-12)
- Rates of ELL parent communication – Case Managers (Oasys Data)
- Staffing reports: ESL, bilingual teacher hiring
- Professional development impact data (staff participation, satisfaction surveys)
- Demographic data of kindergarten DLI applicants

Professional Learning and Building System Capacity

What is needed?
Given that over 27% of MMSD students are classified as ELLs, we must continue to invest in supporting staff (ESL, Bilingual, General Education, and Special Education) to improve instruction for these students, ensuring that they graduate college, career, and community ready. In the past, system-wide professional learning for staff (teachers, administrators, etc.) around consistent best practices for serving ELLs in both ESL and bilingual (DBE and DLI) learning environments has been inconsistent, resulting in inconsistent program integrity and gaps in achievement. This was also identified as a concern beginning in 2011, based on a DLI evaluation completed by the Center for Applied Linguistics (see Appendix). The Great Teaching Framework and Culturally and Linguistically Responsive Practice resources address some of these needs; however, more focused support and training are needed to positively impact ELL and bilingual learner (BL) outcomes, specifically in the area of second language acquisition, as evidenced by our English language proficiency data.

In addition to implementing system-wide professional learning, we also need to improve how we recruit new staff and how we train current staff to fill positions that require either/both bilingual and ESL certification. Addressing these needs will allow us to:
- Continue to support learning about the Great Teaching Framework, which communicates MMSD's vision and goals for effective teaching that is responsive to the cultural and language assets of all students.
- Provide DLI and DBE teachers and principals with targeted professional development designed to support improved practices, enhance program integrity and model fidelity in both DLI and DBE program schools.
- Provide general education teachers and principals with targeted professional development specifically focused on language attentive instructional practices.
- Address the challenge of hiring qualified teachers to teach in our growing DLI and DBE programs and increase the number of general education teachers who are ESL certified.

Evidence of Need
There have been limited opportunities for professional learning about research-based ESL practices for general education and special education teachers. We have also never had district-wide professional learning specifically for bilingual classroom teachers who have expressed a desire to meet as a "cohort" to engage in grade-level planning. The district will continue to have a need for both ESL certified teachers and bilingually certified teachers. We hire 30 to40 new bilingual teachers yearly (depending on turnover and increased numbers of ELLs).

How does the ELL Three-year plan address this need?

The following aspects of the Three-year ELL Plan will systematically address the needs identified in the area of Professional Learning: Building System Capacity.

Professional Learning for all Staff

OMGE staff, in collaboration with Curriculum and Instruction staff, are updating the culturally and linguistically-responsive practices that undergird all of our work to include specific linguistically-responsive practices that support language and content learning for all students, including ELLs. These tools serve as a foundation for new teacher and administrator induction programs, coach training, and ongoing professional development. OMGE staff will be supporting coach training around these practices.

Professional Learning for DLI/DBE Staff and Principals

The ELL plan includes opportunities for targeted professional development for DLI and DBE teachers and principals specifically focused on foundational biliteracy, bilingual language proficiency, immersion instructional practices, and practices that enhance program integrity and model fidelity. (See Appendix for Three-year PD plan.)

Professional Learning for ESL/General Education Staff and Principals

In order to positively impact the large numbers of ELLs learning in general education classrooms, it is essential to focus specifically on language-attentive instructional practices that simultaneously develop ELL students' language and content learning knowledge and skills. To support this learning, opportunities for building staff capacity (K-12) will be offered. (See Appendix for Three-year PD plan.)

Professional Learning for Special Education Staff

In order to provide the support that ELLs and non-ELLs in bilingual programs need to thrive in an inclusive environment, it is critical that special education staff receive the professional development needed to coordinate the focus on language development with ESL/BRT staff as well as the supports mandated by IDEA. To support this learning, opportunities for building staff capacity (K-12) will be offered. (See Appendix for Three-year PD plan.)

DLI/DBE Program Model Change from 90/10 to 50/50

One of the challenges that MMSD has faced when implementing DLI and DBE programs has been locating staff with bilingual certifications and high Spanish-language proficiency. Changing to a 50/50 model *gradually* over time helps us address some of this challenge by reducing the overall number of fully bilingual teachers needed to implement current and future programs. It also

allows us to extend the opportunity to teach in a DLI/DBE program to many of our highly-skilled English-speaking staff. To teach on the English side of DLI programs, teachers must have both ESL and general education certifications. Both teachers will collaborate to provide integrated biliteracy instruction (See Appendix for details regarding how this change impacts projected needs for certified bilingual teachers.)

Tuition Assistance for ESL/DLI/DBE Classroom Teachers

To support current or newly hired MMSD teachers interested in pursuing ESL and/or bilingual certification, we will be offering ESL and bilingual certification tuition support funded out of Title III. This program will begin in 2015-16 and is projected to provide support for more than 50 staff members each year. We will be offering tuition reimbursement (up to $150 per credit up to a maximum of 12 credits) during the first year of the Three-year ELL Plan. Interested staff members will submit an application which includes principal approval. Concordia University will be one of the partners, offering an on-site ESL certification cohort program. Staff members enrolled in other DPI-approved programs will be able to continue with or enroll in other institutions as part of this partnership.

Recruitment Practices- DLI/DBE/ESL-Certified General Education and Special Education Teachers

To support the increased hiring of bilingual teachers, the Human Resources Department has developed a menu of strategies, some of which are used as general strategies to diversify the workforce, of which bilingual staff is a subgroup. Many involve collaboration with OMGE.

- Grow Our Own Program
- Targeted Outreach via Print /Web Media
- Early Hire Committees
- Recruitment Events

- The TEEM Scholars Program
- Community Group Collaboration
- Spain Visiting Teacher Program

See Appendix for a more detailed explanation of these practices.

English Language Learner: English as a Second Language Services

What is needed?

While ESL services have been provided to support ELLs enrolled in general education classrooms, the type, amount, and frequency of the support vary by school and are inconsistently documented. ESL support looks different for individual students based on their needs and grade level, but must also align with research-based best practices. In addition, due to the growing number of ELLs and the amount of time that ESL teachers or BRTs are available to work with students in the classroom, this support alone is insufficient to meet the needs of our ELL learners.

Data on achievement gaps and on insufficient language growth provide evidence of this need for improvement. The development of a consistent set of research-based practices to be used by BRTs, ESL teachers, and general education teachers will provide improvements in language attentive instruction, ultimately leading to better outcomes for our ELL students.

MMSD Long-term ELLs are ELL students who have received ELL services (ESL and/or bilingual) for six or more consecutive years in MMSD, and who are still classified as Limited English Proficient (with a score in the English Proficiency Level range of 1-5 on the ACCESS assessment). Currently in MMSD, approximately 35% of our ELL students (not receiving special education services) at the secondary level fall into the category of long-term ELLs. It is critical that we address the language needs of these students by providing targeted support at middle and high schools and offering language-attentive instruction.

There is a misalignment of ELL course entrance requirements, standards, and content across all high schools with regard to ELL services. There is also inconsistency between ELL students' IPS forms (approved by parents) and student access to ELL coursework and/or support services based on their schedules. We need to collaboratively develop a plan for equitable access to ELL services at the high school level to ensure that students' IPS forms are implemented and that consistently defined courses are developed and offered.

Evidence of Need

ESL services differ significantly across schools in terms of type of support, as well as amount and frequency. ELLs who move from one school site to another may experience differing levels of support. Qualitative data and feedback from parents during community sessions confirms inconsistency of ESL services.

How does the ELL Three-year Plan address this need? The following aspects of the Three-year ELL Plan will systematically address the needs identified in the area of ELL system accountability:

Focused, Systematic ESL Instructional Model - Secondary Level General Education Classes
Sheltered Instruction Observation Protocol (SIOP)

The Sheltered Instruction Observation Protocol (SIOP) model is research-based and has proven effective in addressing the academic needs of English language learners. It is most frequently used at the secondary level as a way for general education classroom teachers to plan instruction that meets the needs of ELLs as they engage in content and language learning. Over the course of our

planning year (2015-'16) and three-year implementation plan (2016 through2019), we will be providing funding for middle and high schools to select general education and/or special education teachers to enroll in SIOP® Training for Teachers via the Virtual Institute each school year. Staff interested in participating will submit an application which includes principal recommendation/approval. Funding for this training will initially be provided for 40 teachers (2015-'16) with increasing funding to cover 10 additional teachers each year, reaching 70 teachers in the final year (2018-'19).

Focused, Systematic ESL Instructional Model - Grades 4K-Grade Five General Education Classes
Guided Language Acquisition Design (GLAD)

GLAD is a research-based instructional model that incorporates many highly-effective instructional strategies. Although originally developed for ELLs), it benefits *all* students through the use of high-level thinking and academic language, as well as cross-cultural skills. Recent research has shown this model of providing ESL support (used by the general education teacher) has a positive impact on students who speak non-standard English as well as students receiving special education services.

The GLAD ESL model aligns with the MMSD Great Teaching Framework and MMSD's Culturally and Linguistically Responsive Practices guide, and enhances the benefits of both tools. Currently, OMGE has two full-time GLAD certified trainers who will be working with up to six elementary schools each of the next two years (2015-'16 and 2016-'17).   Beginning in 2017-'18, an additional GLAD certified trainer will be added to OMGE to increase the number of elementary schools served, up to nine schools, in each of the last two years of this plan. Schools have been, and will continue to be, identified based upon an application process that confirms the school leadership's commitment to this collaborative work. Ongoing embedded support will be provided throughout the school year. In addition, as part of the professional development plan, foundational GLAD strategies will be available for all staff via online modules.

ESL Redesign

This (six-day) professional development opportunity provides sustained professional development to teams of teachers and administrators from schools interested in participating in a process to improve their school's ESL programs for English language learners (ELLs). This work is led by staff in OMGE in collaboration with site leadership. For the planning year (2015-'16) and first year of the ELL Plan implementation (2016-'17) six schools (elementary and/or secondary) will be accepted into the ESL Redesign Cohort. Beginning in 2017-'18, this number will increase to a total of eight schools each year. To address the significant needs of long-term ELLs at the secondary level, middle and high schools that participate in ESL Redesign will be required to develop ELL school service plans that attend to the unique needs of these long-term ELL students.

ESL Program Implementation Support

For ESL instructional programs to be successful, it is essential that we provide support as they are implemented and ongoing. We can strengthen ESL services and programming by providing guidance for program implementation and professional development resources such as GLAD and SIOP. In particular, implementation support will include a focus on key ELL student groups, such as long-term ELLs and ELLs who also receive special education services.

High School ELL Course Alignment and Scheduling

We will convene a high school work group that will revamp ELL courses, provide guidance about more effective use of ESL/BRT staff, and ensure equitable access to ELL services at the high school level to ensure that students' IPS forms are implemented, and that student schedules reflect their service plans. This work group will also ensure that a common course of study is available and consistent across high schools, while also attending to the needs of ELL students, as evidenced through data review (ACCESS data, achievement data, credit attainment, GPA and graduation).

English Language Learner: Bilingual Education Services

What is needed?

Equitable Access: Currently parents of MMSD ELL students who qualify for services (ESL and/or bilingual) are provided with service options based on the availability of such services within their attendance area school. According to state statutory requirements for programming under Bilingual-Bicultural, 115.97, Wisk Stats, access to bilingual programs is required when the following triggers are met:

<div align="center">

K-3 = 10 students

4-8 = 20 students

9-12 = 20 students

</div>

Currently, in many schools, MMSD has used Bilingual Resource Teachers (BRTs) at schools without formal bilingual programs (DLI /DBE) to provide instructional support in English to ELLs who have qualified for bilingual instruction. While teachers have bilingual skills, and may use these to support students, this type of service is an initial stage of bilingual instruction which is intended for student groups where the number of students speaking the same non-English language is not sufficient to trigger the requirement for bilingual programming.

In the past, bilingual programming has been offered only in Spanish-English at selected schools in grades4K through12th. However, in addition to Spanish-speaking ELLs, Hmong English language learners are also eligible to receive bilingual instruction in two of our four high school attendance zones – East High School and West High School (based on meeting the threshold for bilingual instruction under state law). This has resulted in inequitable access to bilingual instruction (DLI and DBE) for eligible Hmong students.

 Instructional Improvements: In addition to providing equitable access to bilingual education, we must improve instructional practices in current DLI and DBE programs and ensure that new programs are initiated using these same improvements. We have already started some of these improvements. This includes OMGE's work to simultaneously develop school and teacher resources, such as Biliteracy Scopes. We will align our focused support to schools around instructional improvements with the Common Core State Standards, Great Teaching Framework, and Culturally and Linguistically Relevant Practices (CLRP). In addition, we will integrate GLAD strategies into bilingual classroom instruction. Bilingual teachers (DLI and DBE) have identified a need for targeted support through professional learning to guide instructional improvement for bilingual learners.

Evidence of Need

Projected Access to Bilingual Education Programming
Based on Current and Recommended Sites

The current sites with bilingual programs cannot accommodate additional eligible students who attend schools not currently offering bilingual programming. While there are many MMSD schools that do not offer the bilingual education option for its eligible students, the OMGE cross-functional team identified the school sites with sustainable bilingual-eligible student enrollment. A school-by-school report can be found at the end of the Appendix.

Information related to access to bilingual education programming within high school attendance areas is contained in the document titled, "Projected Access to Bilingual Education Programming," which is in the Appendix of this plan. This document reflects projected access if current and recommended new sites are fully implemented over the next 10 years. It is important to note, however, that this ELL Plan is a three-year plan. We will be engaging in an ELL Program evaluation in 2018-2019. Based on what we learn over the next three years and within our evaluation process, we will continue to make recommendations for access to bilingual programming in locations where trigger numbers are met.

How does the ELL Three-year plan address this need?
The following aspects of the Three-year ELL Plan will systematically address the needs identified in the area of bilingual services/programs.

Equitable Access to Bilingual Programming for Spanish-speaking ELLs
To improve access to bilingual education programs for Spanish-speaking ELL students, programs will be made available within each high school attendance area, including 4K bilingual. When needed, transportation to bilingual sites for eligible students will be made available as recommended below.

Spanish-English Program Site Location:
The Cross-functional Team (CFT) has determined factors that should be considered when making a decision about program location (Spanish or Hmong). These factors include:
- Number of projected "seats" needed within high school attendance area
- Available school capacity for students in the school's attendance area and potential students from feeder schools
- School site with the highest current enrollment of incoming Spanish or Hmong ELLs
- School site that has experience with bilingual programming (legacy school) – site has

experience on which to build, greater likelihood of success
- Site that maintains middle school feeder pattern
- Proximity to family homes (based on geocoded maps)

By using these factors to determine site locations, the following *new* proposed Spanish-English DLI sites were selected.

Sites Recommended to Address Equity of Access to Spanish-English Bilingual Programming

Attendance Area	New K-5 Site	Middle School	Rationale
Memorial	**Falk (DLI)**	Jefferson	Falk ES has capacity to support a DLI program through its own enrollment and through Orchard Ridge and Hegel Spanish-speaking ELLs. Transportation for students from Orchard Ridge and Huegel will be necessary.
La Follette	**Allis (DLI)**	Sennett	Allis has capacity to support a DLI program and this program addresses a lack of access for a large group of Spanish-speaking ELLs at Allis. No additional transportation is necessary. NMCS maintains enrollment from Allis. There are sufficient Spanish-speaking ELLs in the attendance area to support both programs.
La Follette	**Schenk (DLI)**	Whitehorse	Schenk has capacity to support a DLI program through its own enrollment of Spanish-speaking ELLs. No additional transportation necessary.

For greater detail regarding the transportation cost and rationale, please see Appendix.

Equitable Access to Bilingual Programming for Hmong ELLs

To improve access to bilingual education programs for Hmong-speaking ELL students, we will make a program available within the East High School attendance area while conducting additional research over the next three years to determine an ideal site for a program in the West attendance area. We will make transportation to the Hmong bilingual site available for ELL students who live within these attendance zones when a program is not available in their assigned school of attendance (based on address). In these cases, ELL families will have the three options: 1) have their child remain in their designated school receiving ESL services, 2) Opt out of ELL services or 3) attend a bilingual school in another location with transportation provided. For greater detail regarding the transportation cost and rationale, please see Appendix.

By using these factors to determine site locations, we selected the following new Hmong-English site.

Table 5: Sites Recommended to Address Equity of Access to Hmong-English Bilingual Programming

Attendance Area	New K-5 Site	Middle School	Rationale
East	**Lake View DBE**	Blackhawk	Lake View has capacity to support a Hmong DBE program through its own enrollment and through Mendota's, Gompers', and Lindbergh's Hmong-speaking ELLs. Transportation for students from Gompers, Mendota, and Lindbergh will be necessary.

New Bilingual Program Implementation Timeline (2015-2018)
Table 5: Three-Year Implementation Timeline

	2015-2016	2016-2017	2017-2018
Elementary School		2 Spanish DLI • Allis (5K) • Schenk (5K) • Access to Spanish-speaking Thoreau ELLs to be determined (5K)	1 Hmong DBE • Lake View (5K) 4 Spanish DLI • Falk (5K) • Allis (5K-1) • Schenk (5K-1) • Access to Spanish-speaking Thoreau ELLs to be determined (5K)
Middle School Continuation	Cherokee 6	Cherokee 6-7 Sherman 6	Cherokee 6-8 Sherman 6-7 Jefferson 6

Elementary Bilingual Programs 2015-'18

Bilingual Program Site	New Site?	Rationale
Midvale Lincoln DLI Sites Spanish-English	No	Midvale-Lincoln schools have sufficient attendance-area students to form a program. Currently, all attendance-area Spanish-speaking ELLs have access to the program.
Leopold DLI Site Spanish-English	No	Leopold school has sufficient attendance-area students to form a program. Currently, all attendance-area Spanish-speaking ELLs have access to the program.
Chavez DLI Site Spanish-English	No	Chavez school has sufficient attendance-area students to form a program. Currently, all attendance-area Spanish-speaking ELLs have access to the program.
Stephens DBE Site Spanish-English	No	Stephens has sufficient attendance-area students to form a DBE program. Currently, all attendance-area Spanish-speaking ELLs have access to the program, however, some Spanish-speaking ELL students from the same neighborhood are transported to Crestwood where they do not have access to a bilingual program. Allowing this smaller group of students to attend Stephens would ensure that DBE classrooms are of adequate size and meet student needs. Begins with 5K students in 2016-'17.
Falk DLI Site Spanish-English	Yes	Falk has sufficient building space to receive Spanish-speaking ELLs from Huegel and Orchard Ridge, as well as internal students to make up two sections of DLI. Non-ELL students who attend Falk will have priority seats in DLI. However, if there are seats available, applicants who are accepted and who live in Huegel or Orchard Ridge attendance areas may also receive transportation. This will allow lower-income families to apply for the Falk DLI program without the burden of providing their own transportation. Our goal is to use this strategy (along with strong outreach to underrepresented demographic DLI groups) to increase diversity in DLI classrooms.
Allis DLI Site Spanish-English	Yes	Allis has sufficient attendance-area Spanish-speaking ELL students to supply the needed enrollment for *both* NMCS and a DLI program at Allis. Currently, Allis attendance-area Spanish-speaking ELLs do not have access to a bilingual program. After NMCS fills Spanish-speaking ELL seats, 15-20 Spanish-speaking ELLs remain at Allis without access to bilingual programs. Trigger numbers for bilingual programs begin at 10 students (K-3). Allis currently has about 7 times that number.
Nuestro Mundo (NMCS) Spanish- English	No	NMCS school has sufficient Allis (Charter) attendance-area students to form a program. Currently, even with an additional program at Allis, there will be sufficient Spanish-speaking ELLs to maintain current NMCS programming.
Lake View DBE Hmong- English	Yes	Lake View has sufficient capacity to support a small-strand Hmong DBE program beginning in 2017-'18. Interested Hmong ELLs from Mendota, Gompers, and Lindbergh will be provided transportation.
Sandburg DLI Site Spanish-English	No	Sandburg school has sufficient attendance-area students to form a program. Currently, all attendance-area Spanish-speaking ELLs have access to the program.
Hawthorne DBE Site Spanish-English	No	Hawthorne school has sufficient attendance-area students to form a program. Currently, all attendance-area Spanish-speaking ELLs have access to the program. The current DBE program stops at grade 3. Extending this program to grades 4-5 will support learners and increase access.

Glendale DLI Site Spanish-English	No	Glendale DLI students are enrolled from the Glendale, Kennedy, and Elvehjem attendance areas. In the past, transportation has been provided for Spanish-speaking ELL students in the Kennedy and Elvehjem attendance areas to attend the DLI program at Glendale. If there are also seats available in the non-ELL side of the DLI classrooms, non-ELL applicants who are accepted and who live in Kennedy or Elvehjem attendance areas may also receive transportation. This will allow lower-income families to apply for the Glendale DLI program without the burden of providing their own transportation. Our goal is to use this strategy (along with strong outreach to underrepresented demographic DLI groups) to increase diversity in DLI classrooms.
Schenk DLI Site Spanish-English	Yes	Schenk has sufficient attendance-area students to form a DLI program. Currently, all attendance-area Spanish-speaking ELLs do not have access to a bilingual program. Trigger numbers for bilingual programs begin at 10 students (K-3) and Schenk currently has about 5 times that number.

Secondary Bilingual Programs 2015-18

Bilingual Program Site	New Site?	Rationale
Cherokee DLI Site Spanish-English	No	Continuation Program for Lincoln, Leopold, and eligible Spanish-speaking ELL students from Thoreau
Sherman DLI Site Spanish-English	Yes	Continuation Program for Sandburg and Hawthorne
Sennett DLI Site Spanish-English	No	Continuation Program for Glendale and NMCS
Jefferson DLI Site Spanish-English	No	Continuation Program for Chavez and Stephens
La Follette DLI Site Spanish-English	No	Continuation Program for Sennett

Areas with Pending Recommendations

While several of our elementary schools meet trigger numbers that require us to offer bilingual education programming to Spanish home language ELLs, Hmong home language ELLs, and Chinese home language ELLs, we are not able to make recommendations about specific locations for additional bilingual programming at this time. OMGE staff and the OMGE cross-functional team will continue exploring this work as part of the Long-range Facilities Strategic Planning process and the Community Schools workgroup. Before any formal recommendations for new sites are made, feedback will be obtained from new proposed site staff, families, and community members.

The following needs are pending:

Attendance Area	Rationale
East High School Attendance Area	• Need to identify a site to provide equitable access to large numbers of Spanish-speaking ELLs. • No space at any East attendance area elementary school. Sandburg and Hawthorne are at full capacity.
West High School Attendance Area	• Need to identify a site to provide equitable access for Hmong home language students in the Midvale/Lincoln attendance area where trigger numbers are met. There is already a strand program at Midvale/Lincoln. • Spanish-speaking ELLs in the Thoreau attendance area will receive access in 2016-'17 to a bilingual program to be determined, with transportation provided. • Mandarin Chinese home language ELLs at Shorewood and Van Hise meet triggers for access to a bilingual program. Further study is necessary to determine appropriate services.

Recommended Models for Bilingual Education Programming

Current research indicates that dual-language education in its two models: developmental bilingual education (DBE) and dual-language immersion (DLI), also known in the research as two-way immersion programs, has the greatest potential to close achievement gaps for ELLs, as compared to any of the other models of bilingual education. The goals of dual-language immersion programs are to develop high levels of bilingualism, biliteracy, and intercultural skills in students. The additive nature and the positive socio-cultural environment that DLI programs provide, offer advantages for ELLs when they are enrolled in long-term, well-implemented programs where:

- The minority language is elevated, which positively supports identity development for language minority students
- All students have the opportunity to be language models as well as language learners. ELLs are not continually in the learner's position, but their home languages are appreciated by integrating into the academic learning
- Home language is positively affirmed
- Increased cognitive and language development
- Increased opportunities in the local and global job markets

Bilingual Program Implementation Support

For any instructional program to be successful, it is essential that we provide support both in the initial stages of the program and ongoing. In their publication "Guiding Principles for Dual-Language Education," the Center for Applied Linguistics outlines the effective features of program structure. These include:

- Program advocacy and communication with central administration, oversight of model development, planning, and coordination
- Professional development
- Ongoing planning
- Proper scope, sequence, and alignment with standards that are developmentally, linguistically and culturally appropriate
- Effective instructional methodologies and classroom practices

These key components of successful dual-language (DLI and DBE) programs can be strengthened through the provision of the following resources:

- ELL Plan and Program Implementation Guide (Includes bilingual program sections)
- DLI/DBE Principal Resource Website
- Dual-language Immersion Planner Support (new programs)
- Cross-functional Team Diversifying DLI Applicant Pool Guidance Document (district and school Level) See Appendix for details.
- Cross-functional Team Strand Program Community-building Recommendations See Appendix for details.

Bilingual Instructional Improvement - Support for Schools

While improving instruction in bilingual learning environments is the combined work of many, OMGE staff, in collaboration with bilingual teachers and the Department of Curriculum and Instruction, will continue to be responsible for developing school and teacher resources. The focused support to schools around instructional improvements is aligned with the Common Core State Standards as well as MMSD's Great Teaching Framework and Culturally and Linguistically Relevant Practices (CLRP). In addition to these core frameworks, it is also important to focus on language development and the integrated teaching practices that are necessary to ensure that DLI and DBE students reap the long-term benefits these programs provide. Through professional learning opportunities (see ELL Plan Professional Development Plan in Appendix) targeting biliteracy, language proficiency, and intercultural skills, as well as district-wide work (CCSS, Planning, Gradual Release), we will improve instructional outcomes for students in DLI and DBE programs. Specific work around the following areas has already started to increase fidelity of programming:

- Support increased use of biliteracy scope and sequence documents, and core materials
- Emphasize fidelity of minutes of within core instruction across content areas in DLI to support biliteracy
- Quarterly grade-level planning for DLI teachers with a focus on language development and the use of formative data to inform instruction
- Addition of language proficiency standards on the new K-5 draft report card
- High school course development for dual-language continuation
- Provide increased outreach to underrepresented students with the goal of diversifying DLI classrooms
- Explore new admissions policies and procedures for enrollment in DLI

Because of the nature of a strand school bilingual program implementation model, it is important to emphasize that while the above work is being done to increase fidelity and quality of instruction within bilingual classrooms, the non-DLI strand classrooms have also been provided with the following supports:

- Increased use of K-12 Scope and Sequence documents
- Common Core State Standards Implementation Tool (emphasis on academic language development)
- Increased use of Core Materials and supplemental texts for all K-5 classrooms
- Newly adopted writing materials K-5 (English)
- Current focus on middle school literacy and reading
- Focus on middle school algebra and geometry at the secondary level
- Course vetting process to ensure high-quality instruction and alignment
- Quarterly grade-level planning for K-2 non-DLI teachers with a focus on foundational skills
- Web-based resources for K-2 intensive schools as a supplement to core and/or intervention

Finally, although there is a shortage of standardized assessments available in Spanish to measure academic achievement, biliteracy development and Spanish language proficiency for grades 4K-12, the district has been using a more comprehensive set of formative and benchmark assessments available to schools which include:

- 4K – GOLD Assessment in Spanish (started 2012-'13)
- Flynt Cooter Spanish – 3-12 Grade Benchmark Tool for Spanish Literacy (started 2015-'16)
- Fountas and Pinnel – K-2 Benchmark Tool in Spanish (started 2014-'15)
- AAPL (the ACTFL Assessment of Performance toward Proficiency in Languages) assesses language proficiency levels in the modes of communication (piloting Spring 2015-'16 for full implementation 2016-'17)

- Classroom, end-of-unit performance-based assessments in Spanish included in the biliteracy scopes document (started 2015-'16)

Professional development will continue to be provided to teachers around the use of these assessments to support and inform high-quality instruction. Formal reporting in Spanish is still limited to PALS Español, which is a screening/diagnostic tool for reading.

Diversity within Bilingual Education Programs

What is needed?

In addition to providing equitable access to Spanish-home language ELLs who currently do not have access to a bilingual program within their attendance area school, dual-language programs represent an opportunity to extend access to a bilingual education to non-ELLs. The demographics of the recent cohorts of non-ELLs are not representative of the school or district demographics. All students in a school with a strand program should receive high-quality instruction within the most integrated setting possible.

Evidence of Need

The table below, provided for context, shows demographic characteristics of English language learners across programming types (ELL, DBE, DLI) as well as for non-ELLS..

ELL Demographics 2014-15

Demographics	ELL		DBE	DLI			Not ELL or DLI
	All ELL	ELL, Not DBE or DLI		DLI (non-ELL)	DLI (ELL)	All DLI	
Total Students	7188	5815	411	684	972	1656	19204
Native American	0%	0%	0%	0%	0%	0%	0%
Asian	26%	31%	0%	2%	1%	2%	3%
African-American	6%	8%	1%	10%	1%	5%	23%
Hispanic/Latino	58%	50%	96%	10%	94%	59%	6%
Multiracial	2%	3%	1%	10%	1%	5%	11%
Pacific Islander	0%	0%	0%	0%	0%	0%	0%
White	7%	8%	2%	68%	3%	29%	57%
Not Free/Reduced Lunch	25%	28%	11%	79%	14%	41%	60%
Free/Reduced Lunch	75%	72%	89%	21%	86%	59%	40%
Not Special Education	89%	88%	88%	94%	91%	92%	83%
Special Education	11%	12%	12%	6%	9%	8%	17%

Note: the "ELL, Not DBE or DLI," "DBE," and "DLI (ELL)" columns do not sum to the totals in the "All ELL" column because a small number of students received both DBE and DLI programming.

In total, a majority (58%) of ELLs identify as Hispanic/Latino in the district as a whole, while almost all ELLs in DBE or DLI programming identify as Hispanic/Latino. ELLs have a much higher percentage of students receiving free/reduced lunch (75%) and a lower percentage of students identified as special education (11%) relative to their non-ELL peers. Within DBE and DLI programming, almost all ELLs identify as Hispanic/Latino. Within the DLI program, 10% of the non-ELL students are Hispanic/Latino. African American and Asian students are underrepresented within the non-ELL category.

How does the ELL Three-year Plan address this need?
In order to address the underrepresentation of various demographic subgroups, the OMGE Cross-functional Team provided a series of recommendations to be carried out at both the district and school level.

<p align="center">District and School Recommendations</p>

The following are district-level recommendations for bilingual programs:

- To address mobility, provide transportation for all students accepted in DLI sections
- Improved outreach strategies including the creation of videos with information for families about language programming, starting as early as possible with 4K and community daycare providers
- Outreach to families through established parent groups within Latino, Hmong, African American and other communities

School-level recommendations for bilingual programs

- Invite diverse families as part of recruitment efforts
- Make personal phone calls to families who are underrepresented in the program
- Engage local faith-based organizations and community organizations that serve families who are underrepresented in the program
- Heavily embed culturally and linguistically responsive practices within DLI programming

Community Building

All of our schools create their own unique sense of community in which all staff, students, and families feel a part. In schools that include a bilingual strand program, there is an additional and important need to build community across strands through a focus on global awareness, language and intercultural skills. MMSD's Vision for College, Career, and Community Ready Graduates calls for providing students with "access to language learning opportunities, which prepare them for engagement in linguistically and culturally diverse communities."

Evidence of Need

Qualitative data from stakeholder groups, school staff and principals indicate a stronger need for community building across strands in schools where bilingual programs are available. (Refer to 2015-2016 Analysis of ELL Plan Information.)

How does the ELL Three-year Plan address this need?

In order to support greater integration across strands within schools with DBE and DLI programs, the following suggestions were made from our cross-functional teams, staff, principals, and community groups:

- Focus on global awareness, culture, and language learning for all with the option for implementation of World Language elementary programming within a content area, rather than an add-on. Schools would have the flexibility to create a World Language experience either within a subject area or as part of a REACH/Specials class. The OMGE Department will work with schools to create a World Language plan that integrates local allocation with other school resources and funding sources. Other options may include models such as International Baccalaureate at the middle school level
- Increase emphasis on collaboration across bilingual and non-bilingual strands, promoting stronger teacher teams, joint analysis of data and shared ownership for learning for all students within a school
- Scheduling guidance to enhance integration (specials, recess, lunches, language buddies)
- Resource allocation and budgeting guidance
- Emphasis on strong school community for ALL parents within one school (joint activities, common learning experiences and whole school events)
- Use of technology to support language learning and increase access to culturally and linguistically responsive materials and resources
- Mixed group leadership opportunities, shared community service projects and sharing of accomplishments as part of whole school celebrations and performances

These and other strategies can be used within schools as they build and sustain a strong school community for all staff, students and families with a focus on global awareness, culture and language learning for all.

Improved Guidance and Support for Schools with Bilingual and Non-Bilingual Classrooms

Our Strategic Framework keeps schools at the center of our work. The improvements and recommendations within our Three-year ELL Plan will demand improved guidance and support from central office to schools with both bilingual and non-bilingual strands.

Beginning in January 2016, far ahead of the formal budget and allocation process, the Teaching and Learning Team will implement a workshop approach with principals from strand schools to better support their high-quality implementation of programming for both bilingual and non-bilingual classrooms. The following priority areas will be part of this new and individualized support for strand schools:

- Close analysis of data related to student achievement, language proficiency and behavior
- Study of enrollment trends, including mobility patterns
- Identification of staffing needs within and across grade levels
- Analysis of resources and funding sources (local budget, Title I, IDEA)
- Fidelity check around required minutes of core instruction for both English and Spanish, as well as specifics around teaching for transfer
- Review of Multi-tiered System of Supports for students who struggle and students who are advanced learners
- Support for integrated scheduling
- Identification of critical professional development needs

This school-based workshop will identify areas where principals need increased flexibility (e.g. use of resources) and areas where parameters are more fully defined (e.g. fidelity of instructional minutes to support biliteracy and teacher certification requirements). This collaborative and supportive approach to school planning will promote an increased understanding of language learning needs and resources necessary to support staff, children, and families in strand schools.

APPENDIX

Timeline: Three-year Overview

Board Approval Year: 2015-2016

E S L	B I L	English Language Learners: Communication and Monitoring Systems
		Oasys for ELLs implementation begins
		ELL STAT Dashboard
		Conduct Annual ELL Plan Progress Review
		Professional Learning and Building System Capacity
		PD for all administrators – One-Day Workshop -– ELLs (Summer 2016)
		PD for 2016-17 site administrators – DBE and DLI Programming Sites – Spanish
		Develop DLI/DBE Principal Resource Website and disseminate
		PD for SIP Partners, Mentors, SBLT – DLI/DBE Schools
		Continue Ongoing Cross-Functional Team – Collaboration to support ELL programs
		Develop Level I Online Modules 2015-'16 and disseminate
		ESL/Bilingual Tuition Reimbursement (Staff) Begins
		DLI/DBE Bilingual Teacher K-5 Release Days – PD: Instructional Planning: Biliteracy
		GLAD Professional Development: 6 Sites Lake View, Elvehjem, Thoreau, Huegel, Shorewood, Lindbergh
		SIOP Professional Development – 40 Secondary General Ed Staff
		CLRP Support to Coaches (Linguistic)
		HR Postings to include dually certified staff
		Collaboration Agreement – Visiting Teacher Program
		Begin DLI/DBE Staff Advisory Group
		English Language Learner: ESL Education Services
		ESL Redesign: Midvale, Leopold, Orchard Ridge, East, West, Memorial
		Establish/Begin Cross Functional Work Group to work on High School ELL Course Alignment and Scheduling for 2016-'17
		English Language Learner: Bilingual Education Services
		Establish/Begin Planning Team for DBE Hmong Program – East Attendance Area: Implementation in 2017-'18
		Begin Planning Team for DBE/DLI Spanish Sites: Schenk, Allis, Sherman
		*HMONG →*Select and order sample Hmong literacy materials (Grades K-2); Select

		and order sample Hmong content instruction materials
		SPANISH → Develop English Language Components of Biliteracy Scopes
		Parent Engagement
		Begin District ELL Parent Advisory Group and Establish Protocol for Developing School ELL Parent Advisory Groups
		Begin District Parents of African American DLI Immersion Students Parent Group
		Develop ELL Plan Programmatic Outreach Materials
		ELL Parent – ELL Plan – Bilingual Program Choice Support
		Expansion of MALDEF Parent Leadership experience to all attendance areas
		Collaboration with FAYCE department on other parent education opportunities

Year One: 2016-2017

E S L	B I L	*English Language Learners: Communication and Monitoring Systems*
		Continue, with refinement, implementation of Oasys for ELLs
		Continue, with refinement, usage of ELL STAT Dashboard
		Conduct Annual ELL Plan Progress Review
		Professional Learning and Building System Capacity
		PD for all new administrators – One-Day Workshop – ELLs (Summer 2017)
		PD for 2017-'18 site administrators – Hmong DBE Programming Site – Lake View
		Continue Ongoing Cross Functional Team – Collaboration to support ELL programs
		Develop Level II Online Modules 2016-'17 and disseminate
		ESL/Bilingual Tuition Reimbursement (Staff) continues
		GLAD Professional Development: 6 Sites TBD Spring 2016
		SIOP Professional Development – 40 Secondary General Ed Staff
		HR Postings to include dually certified staff
		Collaboration Agreement – Visiting Teacher Program
		Continue DLI/DBE Staff Advisory Group
		English Language Learner: ESL Education Services
		ESL Redesign: Schools TBD Spring 2016
		Implement High School ELL Courses and Scheduling for 2017-'18
		English Language Learner: Bilingual Education Services
		Continue Planning Team for DBE Hmong Program – East Attendance Area: Implementation in 2017-'18
		DBE/DLI Spanish Program Expansion – Begin implementation for DLI Spanish Sites: Schenk, Allis, Sherman

E S L	B I L	
		Begin planning for Falk and Jefferson
		HMONG → *Develop Biliteracy Scope – Hmong-English and* MTSS Guidance Hmong DBE Students
		SPANISH → Create biliteracy data analysis guidance tool
		Parent Engagement:
		Continue District ELL Parent Advisory Group School ELL Parent Advisory Groups begin
		Continue District Parents of African American Immersion Students Parent Group
		Update ELL Plan Programmatic Outreach Materials
		Continue ELL Parent – ELL Plan – Bilingual Program Choice Support
		Continue MALDEF Parent Leadership experience to all attendance areas
		Continue collaboration with FAYCE department on other parent education opportunities

Year Two: **2017-2018**

E S L	B I L	***English Language Learners: Communication and Monitoring Systems***
		Continue, with refinement, Oasys for ELLs implementation
		Continue, with refinement, ELL STAT Dashboard usage
		Conduct Annual ELL Plan Progress Review
		Center for Applied Linguistics Program Review: DLI
		Professional Learning and Building System Capacity
		PD for all new administrators – One Day Workshop – ELLs (Summer 2018)
		Continue Ongoing Cross Functional Team – Collaboration to support ELL programs
		Develop Level III Online Modules 2017-'18 and disseminate
		DBE Hmong Bilingual Teacher K-5 Release Days – PD: Instructional Planning: Biliteracy
		ESL/Bilingual Tuition Reimbursement (Staff) continues
		GLAD Professional Development: 6 Sites TBD Spring 2017
		SIOP Professional Development – 40 Secondary General Ed Staff
		HR Postings to include dually certified staff

		Collaboration Agreement – Visiting Teacher Program
		Continue DLI/DBE Staff Advisory Group
		English Language Learner: ESL Education Services
		ESL Redesign: Schools TBD Spring 2017
		Implement High School ELL Courses/Scheduling for 2017-'18
		English Language Learner: Bilingual Education Services
		DBE Hmong Program Begins – Lake View
		DLI Spanish-English Program Begins – Falk and Jefferson
		HMONG → Refine Biliteracy Scopes – Hmong-English
		SPANISH → Refine Bilingual Resources
		Parent Engagement:
		Continue District ELL Parent Advisory Group School ELL Parent Advisory Groups continue
		Continue District Parents of African American Immersion Students Parent Group
		Update ELL Plan Programmatic Outreach Materials
		Continue ELL Parent – ELL Plan – Bilingual Program Choice Support
		Continue MALDEF Parent Leadership experience to all attendance areas
		Continue collaboration with FAYCE department on other parent education opportunities

Year Three: 2018-2019

E S L	B I L	***English Language Learners: Communication and Monitoring Systems***
		ELL Plan Evaluation and Program (ESL, DBE, DLI) Evaluations
		Continue, with refinement, Oasys for ELLs implementation
		Continue, with refinement, ELL STAT Dashboard usage
		Conduct Annual ELL Plan Progress Review
		Center for Applied Linguistics Program Review: DLI
		Professional Learning and Building System Capacity
		PD for all new administrators – One Day Workshop – ELLs (Summer 2019)
		Continue Ongoing Cross Functional Team – Collaboration to support ELL programs

		Develop Level III Online Modules 2017-'18 and disseminate
		DBE Hmong Bilingual Teacher K-5 Release Days – PD: Instructional Planning: Biliteracy
		ESL/Bilingual Tuition Reimbursement (Staff) continues
		GLAD Professional Development: 6 Sites TBD Spring 2018
		SIOP Professional Development – 40 Secondary General Ed Staff
		HR Postings to include dually certified staff
		Collaboration Agreement – Visiting Teacher Program
		Continue DLI/DBE Staff Advisory Group
		English Language Learner: ESL Education Services
		ESL Redesign: Schools TBD Spring 2018
		Implement High School ELL Courses/Scheduling for 2018-'19
		English Language Learner: Bilingual Education Services
		DBE Hmong Program Continues – Lake View
		DLI Spanish-English Program Continues – Falk and Jefferson
		HMONG → *Refine Biliteracy Scopes – Hmong-English*
		SPANISH → Refine Bilingual Resources
		Parent Engagement:
		Continue District ELL Parent Advisory Group School ELL Parent Advisory Groups continue
		Continue District Parents of African American Immersion Students Parent Group
		Update ELL Plan Programmatic Outreach Materials
		Continue ELL Parent – ELL Plan – Bilingual Program Choice Support
		Continue MALDEF Parent Leadership experience to all attendance areas
		Continue collaboration with FAYCE department on other parent education opportunities

Additional Information – Annotated Document Links

This document provides an overview of the projected cost of improvements in our ELL service delivery model. Information is provided for each of the three years of the plan. This includes the cost of professional learning, supplemental materials, and transportation.	ELL Plan Budget Implications Summary of ELL Plan Transportation and Rationale
These four documents share information about the ways in which OMGE worked with partners (internal and external) to identify need areas, action steps, and an implementation timeline. This includes community prior and post release of Draft ELL Plan.	ELL Plan Collaboration – Participants ELL Plan Outreach Timeline 2015-16 Analysis of ELL Plan Information Sessions by Beth Vaade ELL Plan Feedback Report – October 2015
Improvements in MMSD ELL Services are planned primarily to ensure equitable access to high-quality instruction and to ensure that all of our students graduate ready for college, career, and community. In addition, ELL students with limited English proficiency (DPI Level 1-5) and their parents have specific educational rights, defined by both federal and state law. These documents provide guidance about these requirements.	U.S. Department of Justice Fact Sheet on Educating ELLs – January 2015 U.S. Department of Justice ELL Parent Rights Fact Sheet for Parents – January 2015 OELA EL Toolkit
Data Documents: - MAP and PALS achievement data disaggregated by grade level ELL language proficiency level, and program type (ELLs in DLI compared to ELLs in English instruction classrooms, with ESL services). This information demonstrates general consistency of outcomes for students in different program (bilingual vs. ESL) at comparable English proficiency levels. However, in addition to similar English outcomes, DLI students also become bilingual and biliterate - ELLs who have been in MMSD schools for 6 or more consecutive years, receiving ELL services, yet are not yet proficient in English - Attendance data comparing ELLs and non-ELLs indicating limited differences between ELL and non-ELL (all students) groups - In 2007, MMSD contracted with the Center for Applied Linguistics to complete an evaluation of DLI programs - In August 2015, MMSD contracted with Dr. Beatriz Arias, Vice President of the Center for Applied Linguistics to review MMSD ELL Data, Draft ELL Plan to provide feedback	Spring 2015 Elementary MAP Achievement ELLs DLI and Gen Ed Comparison with DPI Levels PALS Data (K-2) Comparisons (2014-15) Full Data Snapshot Report from RAD - Replace ELL Plan Supplemental Data Long-Term ELLs Analysis Attendance Data- ELL and Non-ELL Comparison 2011 CAL DLI Program Review ELL Plan Review: Dr. Beatriz Arias, Vice President, Center for Applied Linguistics, August 2015 MMSD AMAO Report English Language Acquisition Trajectories for MMSD ELLs Dual-language Education can Close Achievement

• The 2013-2014 Annual Measureable Achievement Objectives report (AMAOs) developed by the Department of Public Instruction shows that MMSD has not met AMAO#3 • English Language Acquisition Trajectories for MMSD ELLs • Research and articles on effectiveness of Dual-language Immersion programs	Gap Thomas and Collier Complete Bilingual Two-Way Immersion Programs Benefit Academic Achievement

Additional Information – Annotated Document Links (continued)

School-by-school report on trigger numbers for bilingual-bicultural programs	Trigger Numbers by School Report
Professional learning is central to providing guidance for staff as we collectively work to improve ELL academic and linguistic outcomes across the district. This document provides a high-leverage overview of the plan for professional development for each of the three years of the plan.	Three-year ELL Plan Professional Development Plan
The main reason MMSD is moving from a 90/10 DLI/DBE model to a 50/50 DLI/DBE model is to address the ongoing challenge of recruiting, hiring and retaining qualified bilingual teachers. This document provides a comparison of current DLI staff members who are bilingual teachers under the 90/10 model and how those scarce staff could be used to staff additional sections of bilingual classrooms under a 50/50 model (also using ESL certified staff for English instructional part of the day).	90/10 to 50/50 DLI Program Model Change-Projected Staffing Implications
The ELL Cross-Functional Team (CFT) worked throughout the year to identify strategies to address concerns raised in "DLI and DBE Strand" schools. The main issues that have been raised include: • Diversifying the DLI program applicant pool to include greater numbers of student groups currently underrepresented in the programs • Improving the building of community throughout the school by improving cross-strand community The CFT created two resource documents (see links) to address these concerns.	Strand Program Community-Building Recommendations-Cross Functional Team Diversifying DLI Applicant Pool Guidance Document (District and School Level)
The following table shows the projections for equitable access to bilingual education programming by high school attendance area. This report is based on the current 2015-	Projected Access to Bilingual Education Programming

'16 school year, kindergarten enrollment at each attendance area and carries it forward for the next ten school years.	
This document contains definitions for vocabulary that may be unfamiliar to those not working in schools. It is intended to support learning and enhance effective communication.	Glossary of Terms

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Priority #1	Programs and Services Meet Needs of Our Diverse Community	2017 Actions	2018 Actions	2019 Actions	Who is Responsible?
A	Deliver high quality programs meeting needs of diverse community members, supporting healthy, active families, youth and adults				
		1 Streamline fee waiver process starting summer 2017	Monitor fee waiver process		Office Manager
		2 Changed team registrations for adult sport leagues to individual player registrations			Supervisor of Community Programs - Sports & Aquatics
		3 Develop transition program plan for 5th - 6th graders, 8th-9th and 12th to adult programs. Leadership Academy project.	Communicate and implement transition plan for 5th - 6th graders, 8th-9th and 12th to adult programs	Evaluate and review transition plan, change and improve	Leadership Academy Group; Elem. & Secondary Supervisors
		4	Build on the success of Unified Sports integrated programming to provide better access to adults with disabilities	Identify funding source for any additional Unified Sport options.	Supervisor of Community Programs - Sports & Aquatics
		5	Develop/implement plan to improve outreach to minorities and people with disabilities, work towards recruiting more diverse staff.	Conduct focused outreach to minorities and adults with disabilities and continue most effective strategies	Supervisor of Community Programs - Soccer & Adaptive
		6 Standardize program participant surveys and collection processes.	Provide staff training on use of standardized surveys and processes. Implement standardized program survey process across all program areas.	Evaluate outreach efforts	Data Team

Priority #1	Programs and Services Meet Needs of Our Diverse Community	2017 Actions	2018 Actions	2019 Actions	Who is Responsible?
B	Develop and implement more accessible and diverse models of program delivery to better meet community needs, utilizing existing resources				
	1	Utilize coupons and "try it" passes as one way to reach more diverse families	Evaluate results of coupon/pass redemption and determine continuation.	Evaluate results of coupon/pass redemption and determine continuation.	Community Program Supervisors
	2		Cross team planning to develop alternative program delivery model for arts, enrichment, fitness and sports that can be delivered at MSCR afterschool sites.	with site directors to pilot programs meeting specific needs, focusing efforts in select afterschool sites, including Leopold & Mendota community schools.	Supervisors of Community Programs, Elem. & Secondary Supervisors
	3	Cross team planning to improve promotion to and participation by adults with disabilities	Implement plans to promote and improve participation by adults with disailibites.	Evaluate promotional efforts to increase participation by adults with disabilities	Supervisors of Community Programs, Secondary
	4	Work with MSCR and MMSD staff to improve access to School Forest and experiential/environmental summer programming, utilize MSCR inclusion services for focused trainings with adventure and naturalist staff, focus on SREC/YRC access to environmental and experiential programs.	Provide staff training and information about environmental and experiential program opportunities for youth in MSCR programs	Improve outreach to minority community as one effort to increase number of staff of color in outdoor leadership roles	Supervisor of Community Programs, Ex. Education Specialist

Priority #1	Programs and Services Meet Needs of Our Diverse Community	2017 Actions	2018 Actions	2019 Actions	Who is Responsible?
		5. Purchase additional acreage north of School Forest campground as part of long range facilities improvement plan.	Secure funding for and improve driveway & campground parking area	Secure funding to relocate challenge course from natural area to new property adjacent to School Forest campground	Exec. Director, Supervisor of Community Programs, Ex. Education Specialist
		6. Review and monitor demographic and fee waiver data of fitness & arts participants	Create & implement 4 plans of action based on fitness & arts demographic and fee waiver data. Continue data review.		Fitness/Arts Team
C	Utilize best practice, evidence based and nationally recognized program models/curricula				
		1. Share best practices across school-based programs. Utilize nationally recognized resources available to CLCs (program models, evaluation tools)	Utilize established systems in staff development to create consistency in program delivery across programs.		Secondary Team
D	Develop and utilize a consistent, department wide process to obtain feedback from community members				
		1. Develop survey with help from MMSD R&E. Send out in Dec. 2016 to all MSCR participants and MMSD families. Analyze results.	Send out survey in January 2018. Compare and analyze data from 2017. Post results on Data Dashboard.	Send out survey in January 2019. Analyze and compare with previous two years. Post results on Data Dashboard	Exec. Director, Outreach Manager
		2. Customer input survey at Meadowood NC by end of Dec. 2016	Determine funding needs for new programs identified in the survey	Implement programs and services delineated by community input	Supervisor of Community Programs
		3. MSCR program satisfaction surveys will have consistent comparison questions			Data Committee, Outreach Manager

Priority #1	Programs and Services Meet Needs of Our Diverse Community		2017 Actions	2018 Actions	2019 Actions	Who is Responsible?
		4	Create Spanish pages on MSCR website	Continue creating Spansih pages on MSCR website		Outreach Team
		5	Create and launch Spanish MSCR Facebook page	Continue to grow Spanish MSCR Facebook page		Outreach Team

Priority #2 in Madison	MSCR Recognized as Key to Quality of Life	2017 Actions	2018 Actions	2019 Actions	Who is Responsible?
A	Assess information dissemination methods to ensure efficient, broad and intentional distribution.				
	1	Develop a data dashboard for the MSCR website. Data Committee will establish content	Data collected from 2016 & 2017 will be posted on the website.	Update data annually	Exec. Director, Data Committee, Outreach Manager
	2	Determine methods to better highlight adult programming in marketing materials	Review efficiency of individual program marketing efforts (East, Adult Arts, Pontoon)		Marketing & Program Specialists
B	Adapt use of technology to maximize distribution of information				
	1	Review program guide with Fitness and Arts Team. Offer 10-15 suggestions to improve program guide user functionality	Implement appropriate suggestions to improve program guide user functionality		Marketing & Fitness/Arts Team
	2	Review website with Fitness/Arts/Outreach staff and offer 5-10 suggestions to improve user functionality	Update MSCR website using suggestions to improve user functionality	Review MSCR Website for updates/changes	Marketing & Fitness/Arts Team
	3		Train Site Directors on assessment tools & new report cards	Ongoing training for Site Directors on assessment tools & new report cards.	Elementary Team
C	Utilize internal communication networks within MMSD				
	1	Develop staff training model focusing on customer service for full time staff. Leadership Academy project	Implement the training model	Evaluate model and continue using the training model	Leadership Academy Group, HR Team

Priority #2	MSCR Recognized as Key to Quality of Life in Madison	2017 Actions	2018 Actions	2019 Actions	Who is Responsible?
	2	Create MSCR Staff Speakers Group and a standardized presentation, highlighting MSCR data	Promote availability of MSCR Speakers to community organizations and schedule presentations annually	Promote availability of MSCR Speakers to community organizations and schedule presentations annually	Outreach Team
	3	Develop talking points, communication steps (e.g. how to talk to your principal, families) about all MSCR opportunities	Implement consistent messaging and MSCR brand		Outreach Team, Elem. & Secondary Supervisors
	4	Develop format for a school-based Year End Program Report to principals about what happened within MSCR programs at their schools	Implement Year End Report for principals in May of 2018 for 2017-18 school year	Evaluate and continue year end report	Elem. & Secondary Supervisors
	5	Develop plan and budget for new signage at MMSD program locations	Order and install welcoming signage in multiple languages at MMSD program locations housing MSCR programs		Outreach & Admin Team
D	Intentional cross-over marketing and MSCR inter-team collaboration				
	1	Establish expectations and systems for use by Secondary Team to promote MSCR programs			Secondary Team

Priority #2	MSCR Recognized as Key to Quality of Life in Madison	2017 Actions	2018 Actions	2019 Actions	Who is Responsible?
2		Create internal marketing plan	Implement Internal Marketing Plan including development of MSCR Ambassador training and MSCR Identity Trainings for MSCR site/school-based staff		Outreach Team
4		Create 3 new methods to inform all MSCR staff about Fitness & Arts programs.		Continue program presentations at All Staff meetings to share best practices and program information	Fitness/Arts Team
5		Continue program presentations at All Staff meetings to share best practices and program information	Continue program presentations at All Staff meetings to share best practices and program information	Continue program presentations at All Staff meetings to share best practices and program information	Exec. Director
6			Develop plan for Exec. Director and Admin Team to maintain regular contact with key community leaders		Outreach and Admin Team

Priority #3	Relationships with Community and MMSD Are Strong; MSCR Continues to be a Leader in the Community	2017 Actions	2018 Actions	2019 Actions	Who is Responsible?
A	Develop & maintain mutually beneficial partnerships.				
1		Evaluate existing partnerships within MMSD to utilize resources and supports; external to access potential, new resources	Identify purpose and new partners for potential funding and resources that may help MSCR fill identified service gaps		Admin Team
2			Share fitness/arts program information with identified organizations for potential collaborations	Expand list of contacts with whom to share fitness/arts program information consistently	Fitness/Arts Team
3		Set up attendance calendar of key community events for community & organizational leaders to strengthen relationships and increase public visibility and recognition of MSCR in the community.	Develop plan for Exec. Director and Admin Team targeting key administrative staff and appropriate program mangers to promote all that MSCR has to offer.	Evaluate process of regular attendance or contact with key community & organizational leaders and modify	Exec. Director Admin Team
B	Improve MMSD/MSCR connections & communication				
1		Coordinate communications with MMSD staff; identify key contacts by content area			Admin Team
2		Assure regular communication with MSCR team members in regards to Action Steps to inform their work (MSCR Bulletin, All Staff Meetings)	Review annually at All Staff meetings	Review annually at All Staff meeting	Exec. Director

Priority #3	2017 Actions	2018 Actions	2019 Actions	Who is Responsible?
Relationships with Community and MMSD Are Strong; MSCR Continues to be a Leader in the Community	3 Secondary Team understands opportunities to School Well Rounded goals for after school programming where appropriate and when allowed	Identify alignment opportunities to School Well Rounded goals for after school programming where possible.		Secondary Team
	4 Fitness/Arts Team attend Elem. & Secondary Team meetings to discuss/share fitness/arts program information	Site staff will have better understanding of what is available across MSCR and help promote to our lower income and racially diverse families the many other opportunities available.		Fitness Team Elem/Sec Teams
	5 Fitness/Arts Team will provide 6 "Did You Know?" segments in MSCR Bulletin	Identify additional methods to better connect Fitness/Arts programming with other MSCR staff		Fitness/Arts Specialist
	6 Fitness/Arts Team will tour one Elem, one MS and one HS program sites	Site staff will have better understanding of what is available across MSCR and help promote to our lower income and racially diverse families the many other opportunities available.		Fitness/Arts Team
	7 Assess how schools are using MSCR program guides, problems with distribution, MSCR contacts at site	Communicate to schools with no MSCR presense who is MSCR contact in regards to general MSCR information		Fitness/Arts Team / Outreach

Priority #3	2017 Actions	2018 Actions	2019 Actions	Who is Responsible?
Relationships with Community and MMSD Are Strong; MSCR Continues to be a Leader in the Community	Create marketing materials (video, brochure or powerpoint) to highlight 8 fitness/arts program areas	Make Contact with 15 Social Workers, PE Teachers, principals at to share fitness/arts program information	Make Contact with 15 new Social Workers, PE Teachers, principals to share fitness/arts program information	Fitness/Arts & Marketing Teams
		Invite MMSD food service staff to join joint committee on healthy meal/snack choices for MSCR participants.	Ongoing joint committee work to ensure healthy meal/snack choices for MSCR participants.	Elementary Team

Priority #4		Priorities	2017 Actions	2018 Actions	2019 Actions	Who is Responsible?
		Sustainability and Capacity Align to MSCR Priorities				
A		Plan for changes in funding sources and priorities				
	1	Identify program & staff needs for next three years with anticipated costs	Propose in budget process funding for identified positions	Propose in budget process funding for identified needs	Propose in budget process funding for identified needs	Exec. Director
	2	Plan for program fee increases over next 3 years	Implement planned fee increases	Implement planned fee increases	Implement planned fee increases	Admin team
	3	Request additional levy funding for unfunded CLC sites	Request additional levy funding for unfunded CLC sites	Request additional levy funding for unfunded CLC sites	Request additional levy funding for unfunded CLC sites	Admin Team
	4	Apply for CLC grants that are coming off 5, 10, 15 years of grants under new DPI authorization	Apply for CLC grants that are coming off 5, 10, 15 years of grants under new DPI authorization	Apply for CLC grants that are coming off 5, 10, 15 years of grants under new DPI authorization	Apply for CLC grants that are coming off 5, 10, 15 years of grants under new DPI authorization	Exec. Director, MMSD grant writer, Elem. & Secondary Supervisors
	5	Research potential funding sources for School Forest land purchase, facility upgrades	Research potential funding sources for School Forest land purchase, facility upgrades	Research potential funding sources for School Forest land purchase, facility upgrades	Research potential funding sources for School Forest land purchase, facility upgrades	Exec. Director, Supervisor of Community Programs
B		Analyze work streams & processes for efficiency				
	1	Revise Program Guide deadline schedule. Reduces staff time trying to work around facility use conflicts by matching up program guide schedule with Facility Rental policy timelines.		Revise Program Guide deadline schedule. Reduces staff time trying to work around facility use conflicts by matching up program guide schedule with Facility Rental policy timelines.		Fitness/arts & Marketing Team
	2	Analyze fee waiver process to expedite enrollment for customers using fee waivers		Analyze fee waiver process to expedite enrollment for customers using fee waivers	Evaluate fee waiver data and consider additional changes if needed	Program Assistants
	3	Restructure work duties within MSCR human resources team		MSCR human resources team	Evaluate changes	Outreach Manager & HR Team

Priority #4 Priorities	Sustainability and Capacity Align to MSCR		2017 Actions	2018 Actions	2019 Actions	Who is Responsible?
C	Identify and manage capacity of staff, organization and facilities	4	Hold one administrative team meeting per year to review operations and processes for efficiencies and allocation of resources.	Hold one administrative team meeting per year to review operations and processes for efficiencies and allocation of resources.	Hold one administrative team meeting per year to review operations and processes for efficiencies and allocation of resources.	Executive Director, Admin. Team
		1	As positions become vacant, analyze for capacity, update and change to meet current needs	As positions become vacant, analyze for capacity, update and change to meet current needs	As positions become vacant, analyze for capacity, update and change to meet current needs	Exec. Director Admin Team
		2	Review MMSD Facilities Plan in regards to future use of Hoyt as MSCR administration and activity center.	Decide on Odana lease renewal. If larger space is desired, work with real estate agent to find new space.	Identify new leased space or decide to stay in current	Exec. Director Admin Team
		3		Develop a plan for future of MSCR Odana leased facility space	Identify new leased space or decide to stay in current space	Exec. Director Admin Team
		4		In conjuction with Odana plan, review overall west side program and admin. space needs for MSCR	Identify new leased space or decide to stay in current space	Exec. Director Admin Team
		5		Explore options for increasing maximum hours for MSCR Assistant Directors to 25 hours per week. Consider budgetary implications including benefits.	Increase maximum number of hours for MSCR Assistant Directors if possible.	Elementary Team

MSCR Staff and Volunteers are Culturally Competent, Skilled and Reflect Madison's Diversity	Priority #5 Diversity		2017 Actions	2018 Actions	2019 Actions	Who Is Responsible?
	A		MSCR is competitive in the job market			
		1	Raise pay rate for in-demand seasonal positions	Review seasonal staff and instructor pay scale and make changes as needed to fill positions	Review seasonal staff and instructor pay scale and make changes as needed to fill positions	Admin Team
		2	Participate in review and re-design Searchsoft application software	Implement use of new application software		Outreach Manager & HR Team
		3	Review Full Time Hourly pay scale and develop proposal for change	Identify funding for change in site director pay scale		
	B		Maintain a positive & supportive work climate			
		1	Complete 16-17 Leadership Academy and evaluate		Plan Leadership Academy for 2020-2021	Exec. Director, PD Team
		2	Utilize a variety of methods for staff participation and collaboration: social activities, staff committees, work teams	Utilize a variety of methods for staff participation and collaboration: social activities, staff committees, work teams	Utilize a variety of methods for staff participation and collaboration: social activities, staff committees, work teams	Cheermeisters Committee
		3	Hold off-site admin planning retreat	Hold off-site admin planning retreat	Hold off-site admin planning retreat	Exec. Director
		4	Improve work climate by nurturing and developing a strong and supportive administrative team	Improve work climate by nurturing and developing a strong and supportive administrative team	Improve work climate by nurturing and developing a strong and supportive administrative team	Exec. Director
	C		Recruitment efforts targeted to increase diversity			
		1	Target student groups, neighborhood residents and community agencies to recruit a more diverse pool of seasonal staff	Evaluate recruitement efforts		Secondary Team
		2	Develop and promote MSCR Job Fairs	Develop and promote MSCR Job Fairs	Develop and promote MSCR Job Fairs	Outreach Manager & HR Team

Priority #5	MSCR Staff and Volunteers are Culturally Competent, Skilled and Reflect Madison's Diversity			
		2017 Actions	**2018 Actions**	**2019 Actions**	**Who Is Responsible?**
D	Provide professional development opportunities for full time and seasonal staff				
1	Research & subscribe to appropriate interactive online trainings	Research & subscribe to appropriate interactive online trainings	Research & subscribe to appropriate interactive online trainings	Supervisors
2	Utilize YWCA nationally recognized training model at 2017 PD day, on Racial Equity development	Change Team develops focus for further professional development	Change Team continues work	Equity and PD teams
3	Improve training for seasonal afterschool staff by creating video training materials. Partner with Elementary PD Committee to maximize efforts, reduce duplication.	Contract with videographer to tape select summer training sessions. Formalize video library format and system of delivery for efficient and effective use.	Summer training available on line	Secondary Team
4	Develop accessible, consistent, engaging onboarding training materials (online, webinars)	Implement accessible, consistent, engaging onboarding training materials	Implement accessible, consistent, engaging onboarding training materials. Evaluate process and update materials.	Outreach Manager & HR Team
E	Utilize best practices to recruit and retain staff & volunteers				
1	Improve retention of current staff by expanding professional development opportunities	Improve retention of current staff by expanding professional development opportunities	Improve retention of current staff by expanding professional development opportunities	PD Committee
2		Create employment interest list/process for current employees to work in other areas.		Outreach Manager & HR Team
3	HR Staff to attend best practice trainings in HR field.			Outreach Manager & HR Team
4	Reorganize volunteer management process			Volunteer Coordinator

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
demographic data	shirt template			
& soccer coupon to				
waiver statistics in				
	increase to			
	shirt Design			

Capital Improvement Project Planning

Appliance/System/Facility	Current Condition	Needs Assessment	Estimated Year(s) of Expense	Estimated Cost	Funding Source(s)	Project Rank Based on Priority (1 is highest priority)
Multi-Purpose Space	Good/Fair	The need for a projector, projector screen and audio has been identified as a need based on feedback from facility use survey and staff feedback.	2019-2020	$7,500.00	MSCR and Friend of MSCR grants	3
Security System Upgrade	Outdated/poor	MMSD risk management has identified areas MNC needs to improve. Addition of 3 new cameras, door buzzer system and employee id cards to access rooms/area's will be implemented in 2019 - 2020 fiscal year.	2019-2020	N/A	MMSD/MSCR	1
Recording Studio Sound Conditioning	Good	In 2018 MNC received a grant from the Friends of MSCR to sound condition the studion room. A recording booth was installed in 2018.	2019-2020	$2,500	MMSD/MSCR	2

Reviewed By: Tauri Robinson

Date Presented to Board: N/A

Meeting and Study Room Rules of Use

Revised April 2018

MADISON PUBLIC LIBRARY

These Rules of Use for meeting & study rooms at Madison Public Library supplement the Library Board approved Meeting and Study Room Policy, which is located at http://www.madisonpubliclibrary.org/policies/meeting-and-study-room-policy.

201 W. Mifflin St.
Madison, WI 53703

608.266.6300 ph
608.266.4338 fax

I. Locations, Contacts and Capacities

Availability varies by location. Some libraries have rooms that are mixed use and may have some limitations. Maximum capacity will vary by set up

Library	Maximum Capacity

Central Library
201 W. Mifflin St.
608-266-6300
	Conference Room 104 (view photos): 14 persons
	2 Meeting Rooms 301 and 302 (view photos):
	    Room 301 (capacity 110 persons) and Room 302 (capacity 140 persons) can be combined for capacity of 250
	12 Study rooms Rooms (view photos):
	    Rooms 102, 203, 204, 205, 206, 210: 4
	    Rooms 103, 201, 211: 6
	    Rooms 111, 201, 209: 8-10
	Maps: Lower level | 1st floor | 2nd floor | 3rd floor
	Other spaces are available with additional restrictions. Please call staff at 608-266-6363 for details.

Alicia Ashman Library 733 N. High Point Rd. 608-824-1780	1 Study Room: 6 1 Meeting Room: 80

Goodman South Madison Library
2222 S. Park St.
608-266-6395
	3 Study Rooms:
	    Aqua, Navy rooms: 6
	    Green Room: 10
	1 Meeting Room: 60

Hawthorne Library   1 Study Room: 6
2707 E. Washington Ave.   1 Meeting Room: 75
608-246-4548

Lakeview Library   2 Study Rooms: 4
2845 N. Sherman Ave.   3 Meeting Rooms: 15, 25 and 50 (can be combined for capacity of 75;
608-246-4547   all have additional restrictions: call staff for details)

Meadowridge Library   1 smaller Study Room: 4
5726 Raymond Rd.   1 larger Study Room: 10
608-288-6160   2 Meeting Rooms: 50 and 54 (can be combined for capacity of 104)

Monroe Street Library   1 meeting room: 30
1705 Monroe St.   (has additional restrictions and is not handicapped accessible)
608-266-6390

Pinney Library   1 meeting room: 50
204 Cottage Grove Rd.
608-224-7100

Sequoya Library   3 study rooms:
4340 Tokay Blvd.   103: 2 (includes desktop computer)
608-266-6385   104, 105: 6 (can be combined for capacity of 12 and is then treated
                                     as a meeting room)
                             2 meeting rooms: 40 (can be combined for capacity of 80)

II. Customer Responsibilities

1. Customers must adhere to all library policies, including the Behavior Policy. Staff will address inappropriate use and discuss with customers any activities that are unsuitable for the public gathering places.
2. The Library retains the right to monitor all meetings, programs and events conducted on the premises to ensure compliance with Library regulations. Library staff will have free access to meeting and study rooms at all times.

3. At Neighborhood Libraries, customers are responsible for room set-up. At the Central Library, room set-up must be arranged at least one week in advance (call 608-266-6363 for details).

4. Customers are responsible for leaving the room in the condition in which it was found.

5. Late Arrivals, No-Shows, and Cancellations
   a. A reservation will be forfeited if the room is unused for 15 minutes after the reservation start time.
   b. Library staff should be notified of Meeting Room cancellations at least 24 hours in advance.
   c. A second occurrence of not arriving for or late cancellation of a reservation within a six-month period will result in a prohibition from making room reservations for a period of six months.

6. Customers must promote their own programs unless otherwise indicated by library staff at the time of reservation. The library's logo must not be used on any promotional material unless approved by the library's marketing department (call 608-266-4953). Signs or posters placed anywhere in a library building must be approved by library staff.

III. Public Rules of Use of for Meeting Rooms

Introduction/purpose

Meeting rooms are intended for larger groups than study rooms, and therefore have additional usage requirements; minimum attendance requirements may be imposed. Meeting rooms may be used at no charge by eligible groups and/or individuals for educational, cultural, informational or governmental/civic activities and may include public lectures, panel discussions, workshops and other functions. Preference is always given to Madison Public Library programs. After that preference may be given to City of Madison and Dane County government agencies and local non-profit/community groups. Except for private rentals (see V below), meeting room uses must be free and open to the general public at all times.

1. **Who can use meeting rooms without charge?**
   a. Groups with an approved Room Reservation Application on file that is less than one year old.
      i. local non-profit/community groups within the South Central Library System (SCLS)
      ii. City of Madison agencies
      iii. Dane County government agencies

b. Representatives of University of Wisconsin, State of Wisconsin or United States government agencies should contact the Administration office at 608-266-6363.

c. Madison Metropolitan School District (MMSD) partners with Madison Public Library on many programs and events. When meeting rooms are needed for these activities, the responsible Library staff member will arrange for reservations. For MMSD room usage that is a non-partnered events, such as staff meetings, the MMSD staff member should contact the Library Administration office at 608-266-6363 for rental options at the Central Library only.

d. Applicants from outside SCLS *(SCLS consists of Dane, Green, Columbia, Sauk, Wood, Portage and Adams counties)* should contact the Administration office at 608-266-6363 for further information about reserving a meeting room.

e. Meeting rooms are intended for larger groups, but if a meeting room is not reserved individuals and small groups may use it at staff discretion.

2. **Application Forms**
   a. Groups interested in using Meeting Rooms must first fill out an application form and have it approved by Library staff.

3. **Open Meetings**
   a. Meetings must be free and open to the general public at all times.
   b. The Meeting and Study Room Policy details rental of space for non-public meetings/events.

4. **Food and Drink**
   a. Food and non-alcoholic beverages are permissible.
   b. At the Central Library, use of preferred catering services is required. Contact Library Administration at 608-266-6363 for details.

5. **Frequency of use**
   a. Meeting rooms can be reserved twice per month.

6. **Advance reservations**
   a. At the Central Library, reservations may be made up to one year in advance.
   b. At Neighborhood Libraries, meeting rooms may be reserved in advance for the remainder of the current month plus two months. (For example, any time in June, a room may be booked through the end of August.)
   c. The Library reserves the right to cancel a scheduled meeting within two weeks' notice if the room is needed for library programming; the Library will make every effort to avoid cancellations.

7. **Late Arrivals, Cancellations, and No-Shows**
    a. A reservation will be forfeited if the room is unused for 15 minutes after the reservation start time.
    b. Library staff should be notified of Meeting Room cancellations at least 24 hours in advance.
    c. A second occurrence of not arriving for or late cancellation of a reservation within a six-month period will result in a prohibition from making room reservations for a period of six months.
8. **Duration and Time of Use**
    a. Meeting rooms can be reserved for as long as library staff indicates there is availability.
    b. Use must conclude 15 minutes prior to the library's closing time.
9. **Use of library audiovisual media equipment**
    a. Audiovisual media equipment varies from library to library, and may not be the same equipment the library uses in our programs. Public access to some equipment may be prohibited.
    b. Specific audiovisual media needs must be indicated at the time the room reservation is made. Equipment availability must be confirmed by library staff.
    c. Users are required to receive training on audiovisual media equipment in advance of the meeting at a time that is mutually convenient for users and library staff. Library staff may only be able to provide limited assistance during the time of the meeting.
    d. Groups bringing their own equipment may arrange for a time to test equipment in advance. The Library cannot guarantee compatibility with all consumer electronics.
10. **Marketing of events**
    a. Customers must promote their own programs unless otherwise indicated by library staff at the time of reservation. The library's logo must not be used on any promotional material unless approved by the library's marketing department (contact 608-266-4953).
    b. Signs or posters placed anywhere in a library building must be approved by library staff.

IV. Public Rules of Use of for Study Rooms

Introduction/purpose

The primary purpose of the study rooms is to provide space for small groups to meet and work. Groups may reserve study rooms in advance. Individuals may only reserve study rooms in advance

at the Central Library, and may use study rooms at neighborhood libraries on a first come, first served basis.

1. **Group use of study rooms**
    a. **Advance reservations**
        i.   Reservations may be made for the remainder of the current month plus two months. (For example, any time in June, a room may be booked through the end of August.)
        ii. Study rooms at the Central Library must be reserved with a library card from Madison Public Library or any other library within the South Central Library System.
        iii. Study rooms at Neighborhood Libraries may be reserved by Groups with a [Room Reservation Application](#) on file
        iv. Groups from outside the South Central Library System cannot reserve rooms at neighborhood libraries, and may be able to reserve a study room at the Central Library with a payment of $20. Call 266-6363 for details. See section V below.
    b. **Frequency of use**
        i.   At Central, Sequoya and Alicia Ashman Libraries, groups may have advance reservations for a study room once per week.
        ii. At other neighborhood libraries, groups may have advance reservations for a study room twice per month.
    c. **Late Arrivals, No-Shows, and Cancellations**
        i.   A reservation will be forfeited if the room is unused for 15 minutes after the reservation start time.
        ii. Library staff should be notified of Meeting Room cancellations at least 2 hours in advance.
        iii. A second occurrence of not arriving for or late cancellation of a reservation within a six-month period will result in a prohibition from making room reservations for a period of six months.
    d. **Walk-in Use and Same Day Reservations**
        i.   As with individuals (see section 2.a.iii. below) groups may request same-day reservations or use study rooms on a walk-in basis.
        ii. Walk-in groups do not require a library card to use a study room.
    e. **Duration of use**

        i.   At the Central Library, Groups may use a study room for 3 hours, but time may be extended if no one is waiting.

        ii.   At Neighborhood Libraries, Groups may use a study room for 2 hours, but time may be extended if no one is waiting.

f. Reservations for other people

        i.   Card holders making reservations must be present while room is in use.

        ii.   Reservations are not transferrable.

g. Age requirements

        i.   Reservations may be made by library card holders aged 12 or older.

        ii.   Children aged 7 and above may use study rooms on a walk-in basis.

2. Use of study rooms by individuals

a. Advance reservations

        i.   At the Central Library, individuals may make reservations two weeks in advance.

        ii.   At all libraries other than the Central Library, individuals may only make same-day reservations.

        iii. Advance reservations require a library card.

b. Walk-in use does not require a library card.

c. Duration of use

        i.   At the Central Library, individuals may use a study room for 3 hours, but time may be extended if no one is waiting.

        ii.   At Neighborhood Libraries, individuals may use a study room for 2 hours, but time may be extended if no one is waiting.

d. Frequency of use

        i.   Individuals may use study rooms daily

V. Private Meeting and Study Room Rentals

See the [Meeting and Study Room Policy](#).