



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:	Kennedy Heights Community Center		
Contact Person:	Patrina White	Email:	director@khcommunitycenter.org
Address:	199 Kennedy Heights Madison, WI 53704	Telephone:	608-244-0767

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

- 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 $\frac{3}{4}$ mile radius that makes access for nearby residents difficult (i.e. children don't cross the highway).

There are no natural barriers that impact the geography in the surrounding $\frac{1}{2}$ mile of the neighborhood center. There is however, there is a highway that is within the east portion of the $\frac{3}{4}$ mile radius surrounding the Center. As this impacts the service area, we are focusing on the data provided at the $\frac{1}{2}$ mile radius rather than the $\frac{3}{4}$ mile radius.

- 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.

Using the Neighborhood Center Data Toolkit to find data on the City as a whole and the City Funded Neighborhood Center Map for data on the $\frac{1}{2}$ mile surrounding the neighborhood center we see there is a more diverse population in the $\frac{1}{2}$ mile surrounding the Center than is reflected in citywide data for Madison.

- 6.6 % of the population identifies as Asian as compared to 7.3% across the City.
- 9.0% of the population identifies as Hispanic as compared to 6.8% across the City.
- 19.6% of the population identifies as Black or African American as compared to 7.1% across the City.

The Center serves elementary school students attending Lindberg Elementary, which, according to the Education Outcomes data set, had 188 students enrolled in 2018-2019 school year, 48.9% of whom were economically disadvantaged. This average percentage of economically disadvantaged students from across all MMSD elementary schools in the 2018-2019 school year at 49%.

- c. If your agency serves a significant number of individuals and families beyond the $\frac{3}{4}$ 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).

Vera Court also serves an area captured by the District 12, 18, which has a similarly high percentage of individuals who identify as Black or African American at 7.1%. Although the Center is tucked away from this area, a number of busses bring both youth and adults to the Center.

- 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.

Many of the families we serve include multiple generations living together with young children, parents, and grandparents who all live in one home. In our experience, the older generation often speaks limited English.

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

We serve a low-income to moderate housing within the $\frac{1}{2}$ mile radius of Kennedy Heights Community Center. We have 104 rental properties. We anticipate that many of the residents in this housing will continue to use the neighborhood center to access programming and services.

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.

Kennedy Heights Community Center has bilingual staff (both Hmong and Spanish speakers) in the afterschool program and in the office, Monday - Friday. This allows us to connect with and hear from residents about any needs and interests.

We provide community events(family fun nights, celebrations) to bring multiple generation to the Center at one time. We have received feedback that the community finds these events very valuable.

Kennedy Heights Community Center is located in a food priority area meaning low-income families and individuals do not have access to a grocery store nearby. Given this, Kennedy Heights Community Center has a food pantry in-house and serves community meals once a month. The community meals are also another way for multi-generational families to come to the Center together.

Staff are involved in yearly professional development events related to implicit bias and advancing racial equity.

Kennedy Heights staff are always available to hear questions, concerns, or feedback from the community. We also have a "suggestions" box at the front desk for residents who prefer to give written feedback and we do surveys after events and programs throughout the year. We incorporate this feedback into programs, activities, and services.

- 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.

Kennedy Heights Community Center works to make sure that the quality school-age child and youth programming provided is accessible to families with low-income. The Center provides transportation from Lindberg Elementary School to the Center and also provides high quality snacks to children by partnering with Goodman Community Center.

Based on our prior sampling reports for

- 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).

We are hiring the presentation of the childrens in our programs.

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		
Outdoor Play Area - without Equipment	X	
Outdoor Play Area - with Equipment		
Exercise Room		
Computer Lab	X	
Recording Studio		
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? <i>Check only one box.</i>
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:

2,511

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

There are no anticipated changes to the square footage in 2020.`

List Rooms available for Facility Use	Square footage of Room	Room Features (tables, chairs, A/V)	Occupancy Capacity of space
Multi-Purpose Room	660sq	Able to provide 10 tables and 60 chairs	15-20
Kitchen	120sq	We can not have any chairs in this area only bodies	4
Meeting Room	551sq	We can have	50

2. Facility Use Hours

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

In 2018, there were 4329.50 hours reported for facility use at Kennedy Heights Community Center.

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

We will open our facility usage more in the school year moving forward when the schools are closed; on a rotated staff availability.

3. Facility Use Participants

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

In 2018, 2656 hours were reported to the CDD as unduplicated facility use participants.

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

Yes, we provide residents the opportunity to use the center for private events. (see attached Facility Use Agreement).

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

We will have changes to our expected facility use participants in 2020; opening the center up when school is out will make a change.

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.

We will not have any anticipated changes in the 2020 facility policies and plans.

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?

M/T/W/TH/F until 7pm and when there is a private event.

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

The staff rotate the hours.

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

The residence has information at the receptionist desk about availability for the usage.

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

We are closed for major holidays. We arrange for major cleaning the week after summer programming and during the winter holiday.

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

We do not anticipate any changes to our facility policies and plan for the 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.		☐ Expectations Met ☐ Not yet meeting Tier 1 Expectation

		Center Board should reflect the demographics of the participants served.		
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 three residents that participate in our event planning.

- 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.

We do not see any anticipated changes to resident involved in planning or governing 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.

Families events, dinners, ice creams social, families bike rides.

Section 5: Offer Programs and Services to a Variety of Age Groups

Requirement:	Benchmark:	Tier 1 Expectation:	Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? <i>Check only one box.</i>
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	- 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	☐ Tier 2 Expectation Met ☒ Tier 1 Expectation Met ☐ Not yet meeting Tier 1 Expectation

		in Center or relationship with food pantry in area.	following: Adult Employment, Early Childhood, and Older Adult programming.	
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1. Programming and Resources Offered

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

Program Type	Program Timing: <i>Select one</i>	City Funded? <i>Select one</i>	Continuing or Proposed Program? <i>Select one</i>
Elementary	School Year	Yes	Continuing
Middle	School Year	Yes	Continuing
High School	School Year	Yes	Continuing
Early Childhood	School Year	Yes	Continuing
Older Adult	School Year	Yes	Continuing
Adult Employment	School Year	Yes	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 had two dinner for the Asian families in the community. Four bingo nights events. Two family bike rides and cookout and services from MG&E for energy efficiency.

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

Our Adults Resources does a survey every two months to see what are the interest and concerns of the Kennedy Heights residents.

- 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.

Second Harvest brings us food every Monday. We advocate for fresh greens, vegetable, fruit and seasonal foods. We advocate for special personal items when available from Second Harvest (bath soap, detergent, shampoo and anyother necessities needed for personal hygiene.

Our Food Pantry is every Monday from 5:30 - 6:30 pm.

We also have emergency food for example: eggs, milk, bread, peanut butter and soup.

- 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.

Section 6: Build Organizations and Administrative Capacity

Requirement:	Benchmark:	Tier 1 Expectation:	Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? <i>Check only one box.</i>
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.
 We do not see any significant change to the total agency budget in 2020.

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 <i>Enter one position title per line</i>	Qualifications or Required Training
Executive Director	Qualification
Administrative Assistant	Required Training
Custodian	Required Training

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

Volunteers go through background check with DFI and if volunteering for the Early Childhood registered in the registry.com, to verify the level of training. The volunteer is always supervised by the Lead staff. Our volunteer for the food pantry has to go through have a background check also. All volunteer are supervised by the leads and the food pantry coordinator.

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

I do not anticipate any major changes.

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?
 2015
- 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? <i>Check only one box.</i>
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.

We use the City of Madison sampling and will continue to surveys every month doing our food party.

- b. How do you track facility use data?

We track our data by our sign in and visitoring form at our front desk. Kennedy Heights relationships and communication has strengths with engaging the parents help us with activities and with the food pantry. We are able to have personal relationship gauge what the community needs are.

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

The date will help Kennedy Heights to assure we are meeting the needs of the community.

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: 10/12

Total number of Tier 1 Benchmarks not currently meeting: 2/12

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.

Total number of Tier 2 Benchmarks Currently Meeting: /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.

We are working the the city of Madison to meet our goal within two 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	80,000		\$80,000
Elementary Programs	21,000		21,000
Middle School Programs	26,000		26,000
High School Programs			
Other City-funded Programs			
Total	127,000		127,000

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.

None

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

Kennedy Heights is expecting a significant change in our 2020 budget. We are not operating 4K program and the funds we will have to fundraise to meet our goals.

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

Program Type	Start Time	End Time
MONDAY		
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		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		

Program Type	Start Time	End Time
TUESDAY		
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		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		

Program Type	Start Time	End Time
WEDNESDAY		
Elementary		
Multi Focused Afterschool	3:00	5:00
Multi Focused Summer	12:00	7:00
Topical/Skill/Population Focused		
Middle School		
Multi Focused Afterschool	3:00	5:00
Multi Focused Summer	12:00	5:00
Summer Evening	5:00	7:00
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		

Program Type	Start Time	End Time
THURSDAY		
Elementary		
Multi Focused Afterschool	3:00	5:00
Multi Focused Summer	12:00	5:00
Topical/Skill/Population Focused	5:00	7:00
Middle School		
Multi Focused Afterschool	12:00	5:00
Multi Focused Summer	12:00	5:00
Summer Evening	5:00	7:00
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		

Program Type	Start Time	End Time
FRIDAY		
Elementary		
Multi Focused Afterschool	3:00	5:00
Multi Focused Summer	12:00	5:00
Topical/Skill/Population Focused	5:00	7:00
Middle School		
Multi Focused Afterschool	3:00	5:00
Multi Focused Summer	12:00	5:00
Summer Evening	5:00	7:00
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		

Program Type	Start Time	End Time
SATURDAY		
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		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		

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: Patrina White

Date: 07/29/2019

By entering your initials
in the box,

PW

You are electronically signing your
name and agreeing to the terms
above.



School-Age Youth Services for 2020: Elementary 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), and topical/skill/population focused programs (section 2) for elementary-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:	Kennedy Heights Community Center	Amount Requested:	\$ 20,563
Programs applied for:	x Multi-focus School Year x Multi-focus Summer Topical/ Skills/Population		
Contact Person	Patrina White, Executive Director	Email:	director@khcommunitycenter.org
Address:	199 Kennedy Heights, Madison 53704	Telephone:	(608) 244-0767

SECTION 1: ELEMENTARY 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 Kennedy Heights Community Center (KHCC) offers the After School Program, which provides an enriching, safe program for elementary age children (Kindergarten through 3rd grade) from 3:30 – 5 pm, Monday through Friday during the school year. The program core design is rooted in enrichment activities that support academic and social skill development. This consists of structured free time, homework assistance, and opportunities to build positive relationships with adults and their peers. This neighborhood-based program promotes school success, positive emotional development and provides a safe place to come during the critical afterschool hours. Students in 4th and 5th grade participate in a drop-in program that includes homework help, snack, outdoor play, and activities that support academic and social skill development. The program includes regular access to technology.

KHCC serves elementary-aged, low-income children, many from families with multiple risk factors and who face barriers to accessing quality care. Many children in the program live with parents with limited English proficiency. Most parents have experienced periods of unemployment in the past year; many children have an incarcerated parent; several families have experienced periods of homelessness; and over half of the parents had their first child as teens. The KH neighborhood has one of the highest densities of low-income children in the city; over 90 elementary children live within two blocks of the center. Without this program, children would not have access to quality afterschool care and enrichment.

These 5 to 11 year-old students are from low-to-moderate income families. Our weekly schedule helps students establish expectations, maintain a calm stable environment, build confidence and independence, and cultivate healthy, constructive habits. This quality program includes well-designed activities to regularly attending students who would most likely be alone, idle or engaging in risky behavior. The program provides a snack, choice time, opportunities for children to complete their homework, enrichment clubs and time outside. Hands-on activities that support science, math and technology education will also be part of the program and reading for pleasure will be built into program activities. There is a designated homework center for children to complete homework and a designated homework time for older students. Children can choose to participate in a weekly science club, service activities and other special club activities as part of the program. Our behavior management system aligns with Lindbergh Elementary School and will be used to encourage positive behavior and mark participants accountable for their actions.

HiMama, a parent engagement and curriculum tool, helps us develop intentional lesson plans. We use it in our Early Childhood program, and it works for the young elementary students, too. It uses observation, documentation and assessment plus parent feedback to add what is needed or missing in curriculum. We utilize the pyramid model and it has made a big difference in student behavior. We have improved our communications and have a process to help children develop healthy relationships.

The staff works with Lindbergh Elementary School to align academic support activities with skills and interventions students work on at school. We also use the DESSA screening tool provided by UWDC to observe, document and respond to students developing social-emotional skills.

- 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.). Refer to [Data Tool Kit](#).

The intended service population for Kennedy Heights is in the Sherman Neighborhood Association. Our breakdown for the ½ mile buffer around Kennedy Heights from the City Funded Neighborhood map in ages with a population of 3,711 is: Young children (0-4), 8.8% and 29.4% or almost 30% are youth, age 0-17. We have a much higher percentage of children in our neighborhood than the overall city of Madison at 17.5%.

Using the Neighborhood Indicators Project to find data on the City as a whole and the City Funded Neighborhood Center Map for data on the ½ mile surrounding the neighborhood center we see that there is a more diverse population in the ½ mile surrounding the Center than is reflected in citywide data for Madison.

--4.3% of the population identifies as Asian as compared to 7.3% across the City.

--6.6% of the population identifies as Hispanic or Latino compared to the City at 6.8%.

--19.6% of the population identifies as African American compared to the City at 7.1%.

--58.9% of the population identifies as White compared to the City at 75.7%.

--5.9% of the population identifies as Multiracial compared to the City at 3.1%.

-- 6.9% of the population is also 65 and older. This is lower than the City at 9.6% indicating that we have many young people in our service area.

We engage with many Hmong families in the KH neighborhood and that is why we hired an Asian Outreach person who speaks Hmong and can translate as needed.

Kennedy Heights Neighborhood includes 104 units of townhouse apartments for families with children. The neighborhood includes small parks, playgrounds, and a busy community center. The neighborhood is on two regular bus-lines and is within close walking distance of the local elementary school and the Cherokee Marsh. Your All Resident Association (YARA) started in 1978 with residents of the Kennedy Heights neighborhood coming together with the hope of fostering a greater sense of community and creating more activities for neighborhood children. By 1986, the neighborhood association had secured funding, built a community center and incorporated as a non-profit agency. The Kennedy Heights Community Center began operating various programs that improved the quality of life of the community residents. Now, second and third additions have been added to the building to meet expanding program needs.

Out of 1,354 households, 961 or 71% are family households and 523 or 38.6% are families with children. Female Headed Families with children are 9.5%, considerably higher than 5.3% for the City of Madison.

There are no natural barriers, but Highway 113 is rather busy and can be hazardous for children to cross, especially from the Ridgecrest Apartments.

An astounding 136 out of 188 students enrolled at Lindbergh Elementary School are disadvantaged and that means that 72.3% of the students are living in poverty as compared to a school like Marquette where 34% live in poverty. There is also a drastic difference in the median year that homes were built. The City median is 1976 and Kennedy Heights is 1954! That's more than a 20 year difference that could likely lead to homes needing repairs, updates and total renovations. For those living in poverty, older homes are very challenging to maintain and update.

- 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.

The Kennedy Heights Community Center is in the heart of our service area. The community center has a long history in the community and is well known among our service population. Word-of-mouth is our most effective outreach strategy. The center has an information table at school registration. When a new resident moves into the Kennedy Heights townhouses, they receive a neighborhood welcome packet that includes information about the community center, program enrollment information and they get a tour. The community center publishes a quarterly newsletter that highlights program activities and a monthly calendar. We distribute both documents door-to-door in the KH neighborhoods and they are available at the center. As needed, the community center translates documents into Hmong and a bi-lingual staff person contacts Hmong Speaking families, provides information about our programs and assists them with enrollment forms. Lindbergh school staff and community social works are aware of the program and often refer families.

KHCC is listed on MOST (Madison area Out-of-School Time) Program Finder. This includes places for comprehensive, high-quality, out-of-school time programs that support positive youth development, educational achievement, and readiness for college, career, and community.

- 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.

Our scheduled activities are: Mindfulness Mondays featuring focus values and character building, Tactile Tuesdays with hands-on crafts and cooking lessons, Wednesday swimming lessons, Thursday science experiments/academic enrichment, and world culture activities on Fridays. Daily, we offer academic homework help for students from 4:10 to 4:30 pm. We encourage parental involvement and welcome them at homework time and other programs, too.

The After School program works closely with the parents of the children in the program. We host two family nights per year, one focused on literacy and the other on Science Technology Engineering and Math (STEM). We invite families for a program orientation in August after summer camp. As needed, staff members work with families to help them access resources to support success in school for their children. The After School Program treats parents as allies and encourages families to be engaged in their child's life and learning.

Kennedy Heights collaborates with MATC to provide swim lessons for the After School program, once a week to learn to swim; exercising should be a lifestyle. The After School Program is a holistic program that focuses on the social, academic and physical health of participants. We work to increase the amount of time children spend in moderate to vigorous activity. Physical activity and exercise are regular parts of the After School Program and Summer Program. The physical activity is casual and allows children to engage in the types of activity and health programming that the program provides.

We use Meditation and Mindfulness, a practice that helps students when they are stressed, helping them calm down. Staff members arrange the program spaces to maximize positive child initiated play, learning activities and pro-social behavior. Some activities used to support social development include creating jobs/responsibilities for each child, engaging children as program decision makers, and developing theme-based units that require participant to work together over a period. Activities have included community art projects, performing plays, and regular discussions and activities that support positive behavior and social skills as part of the After School program.

The After School program is currently a school year program but is seeking to become a year round program to concentrate on reading and writing skills. We divide the children into three program rooms. There is an enrolled program with designated space for first grade children, an enrolled program with a designated space for second and third graders and a program with another space for fourth and fifth grade students. The program is working on a state licensed childcare program and meets the health, and safety requirements. Each program space provides developmentally appropriate activities for that group and quality material that encourage a variety of play and learning. The teachers plan activities that reflect the unique interest of the children currently in the program. Volunteers, interns and an AmeriCorps member are trained by staff to assist during the program. Staff and volunteers lead large and small groups and individual interactions with children that includes reading to the children.

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
Troy Gardens; Planting, harvesting, cleaning, food preparation	June 17 – August 16
Madison Public Library	September to September
Warner Park- Basketball and indoor games	September - May
Madison Media Center Library; graphic design and recording music	September to September

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.

Kennedy Heights is a small center providing service on the Northside to the residents living in low to moderate income housing. Most area residents and their children started at Kennedy Heights. This is something special not found in other areas—that two to three generations started early childcare at Kennedy Heights.

With parent/guardian permission and release, the KHCC Elementary After School Program works closely with students' schools to ensure they are receiving necessary support and enrichment academically and socially. Parents are strongly encouraged to meet with and speak to KHCC staff about any questions or concerns they have regarding their student's success.

The program staff regularly communicates with Lindbergh Elementary School teachers and the social worker to coordinate services, share program information and support families. KHCC is a partner and host site for Lindbergh Elementary Schools' Community Learning Center; a Lindbergh teacher provides academic support to students three days per week and 30 weeks

per year at the center. The Kennedy Heights After School staff is invited to school staff meetings and trainings at Lindbergh and MSCR.

Our center has been a long-time host site of a UW-Madison Science Club and is a partner with the new COMETS (Creating Opportunity in Math Engineering Technology and Science) program, which builds our internal capacity to provide STEM activities and strengthens our relationships with science organizations in the community. Through a generous grant from the Madison Community Foundation and in collaboration with five other Madison Community Centers, the University of Wisconsin Biology Outreach Center and Edgewood College, Kennedy Heights can offer weekly, hands-on inquiry based science clubs during our After School Program, special parent science nights and professional development for staff.

Kennedy Heights has struggled with staff turnover, primarily due to low wages and relocations. We continue to support our new teachers with high quality training through workshops as often as we can. The staff continues to be engaged with the parents and children. Our relationship with the community has improved and grown tremendously in the last year. We also partnered with FAST (Families and Schools Together) and this has strengthened our relationships with parents. It feels good to have a sibling drop off their younger sister or brother saying, "See you later at FAST on Thursday," or the parent asking, "What should I bring for snacks?"

The parents feel comfortable asking our staff to go with them to the middle or elementary school for support. The Kennedy Heights staff collaborates with the teachers at each of the schools and it is paying off.

There are many neighborhood events including an Annual Meeting, Community Talent Show, Family Literacy Night, Neighborhood Block Party, and much more. As we reach out to the parents and caregivers of our elementary children daily, we offer the additional services of the Kennedy Heights Community Center. We have an Adult Resources Program, Asian Outreach and a Food Pantry, to name a few.

Kennedy Heights has many people to thank for strengthening its community engagement. They develop the programs and help make them happen. Individuals include Shantrice Solis, Everett Mulroe, Erica Hoyt, Amber Hendrich, Ricky Vang, Pha Vang, Kevin Stirgus, David Beasley, Joseph Terranova, Alex Brannan, Brett Danen, Rashad Sallis, Becky Stein, and Paul Terranova,

We also partner with many organizations to develop our high quality programs and give them variety to meet the needs of our children. They also help us assess the programs so that we have successful outcomes. These include Lindberg Elementary School, FLYY(Forward Learning Young Youth), FAST(Families and School Together) Warner Park, Second Harvest, Goodman Community Center, MATC, Madison School & Community Recreation, Goodman Foundation, Dane County Library Service, The Capital City HUES, Wisconsin Bike Fed, MADTOWN Unity Ride, DAIS, Northside Planning Council, Wheels for Winners. The Capitol – Downtown, Summit Credit Union, The Giving Tree (every year a resident can choose five items that they would like to have), UW Science Club, MOST, 4C, United Way of Dane County, WECA, and City of Madison - Accreditation.

- 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.

Kennedy Heights intentionally hires staff who represent the community and the kids in the program. This creates a sense of belonging and there is someone on staff to help bring unity to many different cultural beliefs.

We provide celebrations of each ethnic group in our program. We have four gatherings per year for the Hmong Asian community. They come together for a bingo event, a cookout and special occasion dinners, and all are welcome.

For the African American population and to teach all the children, we celebrate during February, Black History month. Each week of February we focus on someone of color and invite them to the center to speak about the importance of education and other topics that the kids are interested in. We also take the students to the State Capitol for the Martin Luther King celebration.

Food is a great way to bring people together, so we provide dinners for the community featuring different themes and seasons through the year.

- 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](#)?

The Kennedy Heights Community Center believes that learning is development in many areas. We train our staff in Early Childhood training with 4-C in the Pyramid Model for Social Emotional Competence in Infants and Young Children. Since many of our youth were at the Center during their early childhood years, we continue to use these concepts. We promote positive outcomes for all children by building relationships, teaching expectations and rules, offering a supportive environment, helping students engage and move on, helping them with emotional literacy and building friendship skills, helping them with anger management and problem-solving skills

INTENTIONAL PROGRAM DESIGN

KHCC designs its programs to serve the elementary school students who live in the neighborhood. Our After School lead teachers of elementary school programming create their own planning and curriculum based upon academic and social skills necessary for achieving their aspirations. Program staff works with Lindbergh Elementary to align academic support activities with skills and interventions students work on throughout the school day. Program staff also use DESSA screening tool provided by United Way to observe, document and respond to student needs in developing social-emotional skills.

The Devereux Students Strengths Assessment (DESSA), originally developed by the Devereux Center for Resilient Children, is a standardized, strength-based behavior rating scale completed in 5 to 8 minutes and used by educators and parents to measure the social-emotional competence for children in grades K-8. Grounded in resilience theory and directly aligned to the CASEL framework, the DESSA is a user-friendly, practical social emotional learning assessment that meets the highest professional standards.

We use these assessments and observations to provide a curriculum with activities that meet the needs of our participants. Since children develop at different rates, it is important for the staff to teach respect and be role models for the students. We often change our expectations for an individual or group, depending on the outcome of the activity. If it works, we build upon it and if it is a failure, we move on to something new. We give students opportunities to engage in student-directed activities and field trips. Field trips and activities are posted on monthly events calendars to keep families informed. These trips help our youth make connections in the community, inspire new ideas, and expose them to opportunities that may be new and exciting for them.

Many of our students begin in our Early Childhood Program, move to the After School Elementary Program and on to the Middle School Youth Group. We use the Pyramid Model, a framework of evidence-based practices promoting young children's healthy social and emotional development and we carry the concepts through to the older children.

Our most effective program design is building relationships. Our staff members are passionate about their work and enjoy interacting with the child as well as the parents. Kennedy Heights has been able to build strong relationships and that helps build trust between the center and the neighborhood residents. We know this is working because the youth are consistent with their attendance at the center.

KHCC trains its teachers and we have regular meetings to assess our progress and strategies. We have collaborated with the Goodman Center to attend trainings together.

Kennedy Heights also collaborates with MATC to provide swim lessons for the Elementary After School program, once a week at MATC to learn to swim; exercising should be a lifestyle. The After School Program is a holistic program that focuses on the social, academic and physical health of participants. We work to increase the amount of time children spend in moderate to vigorous activity. Physical activity and exercise are regular parts of the After School Program and Summer Program. The physical activity is casual and allows children to engage in the types of activity and health programming that the program provides.

Kennedy Heights has built strong relationships and trust. The youth are consistent with their attendance at the center and this makes for a successful program. We will use surveys to ensure that we are meeting the needs of the children.

SUPPORTIVE RELATIONSHIPS WITH YOUTH

The KHCC staff works hard to create a safe environment that is friendly and inviting for our students. After a hard day at school, we offer some personal time and space for some homework, reading or outside to enjoy some quiet time. We provide a safe place to ask questions, to look for answers together and to explore their interests and discover the possibilities for the future.

Our youth lead teacher and AmeriCorps staff visit the elementary school frequently during the school year and work with the kids who attend our After School Elementary Program. They assist with their homework and speak on the parent's behalf at the beginning of the school year. This has formed a strong relationship between the staff the kids and the parents. This allows us to create a safe and familiar place for our students. The adults provide guidance and recognize each child as an individual.

YOUTH VOICE & LEADERSHIP

Using our Pyramid Model 8, we practice rules and regulations on how to respect and interact with one another. This is an important base from which we build self-expression and leadership. We encourage the elementary children to join in the discussion, offer their opinions in a respectful manner and come to a consensus when there is a problem and when they are trying to agree on activities.

BUILDING BLOCK FOUR RACIAL & CULTURAL INCLUSION

Kennedy Heights intentionally hires staff who represent the community and the kids in the program. This creates a sense of belonging and there is someone on staff to help bring unity to many different cultural beliefs.

We provide celebrations of each ethnic group in our program. We have four gatherings per year for the Hmong Asian community. They come together for a bingo event, a cookout and special occasion dinners, and all are welcome.

For the African American population and to teach all the children, we celebrate during February, Black History month. Each week of February we focus on someone of color and invite them to the center to speak about the importance of education and other topics that the kids are interested in. We also take the students to the State Capitol for the Martin Luther King celebration.

We also work with the City of Madison, DAIS (Domestic Abuse Intervention Services) and the YMCA to invite them to speak to our students about equal rights and equity inclusion. Food is a great way to bring people together, so we provide dinners for the community featuring different themes and seasons through the year.

COMMUNITY & FAMILY ENGAGEMENT

KH's After School program works closely with the parents of the children in the program. We host two family nights per year, one focused on literacy and the other on Science Technology Engineering at Math (STEM). Families are invited for program orientation in August after summer camp. As needed, staff members work with families to help them access resources to support success in school for their children. The After School Program treats parents as allies and encourages families to be engaged in their child's life and learning.

Vera Court is close to Kennedy Heights and we both have the striving Youth program which is the only duplicated program. Vera Court has more teens of African American descent and Kennedy Heights has a larger Asian population in our After School program. We collaborate with the Goodman Community Center, Vera Court, and East Side Community Center for sports activities. Fit Youth and Initiative (FYI) brings the kids together for activities and to teach good sportsmanship.

To reach out to families, the center has an information table at school registration. When a new resident moves into the KH townhouses, they receive a neighborhood welcome packet that includes information about the community center, program enrollment information and we offer a tour. The community center publishes a quarterly newsletter that highlights program activities and a monthly programming calendar. We distribute both documents door-to-door in the Kennedy Heights neighborhoods and they are available at the center. As needed, the community center translates documents into Hmong and a bi-lingual staff person contacts the Hmong-speaking family to provide information about our programs and assist them with enrollment forms. Lindbergh Elementary School staff and community social workers are aware of the program and often refer families. This is a wonderful partnership that helps our enrollment.

We work with FAST (Family and School Together). The Elementary School Age group and their families meet at Kennedy Heights for eight weeks. Our goal is to give the elementary child the opportunity for one-on-one time with a parent in the household to improve their relationship. This program helps parents become effective family leaders equipping them to help their children thrive.

ORGANIZATIONAL MANAGEMENT & STAFF SUPPORT

The mission of the Kennedy Heights Community Center is to create a community support network for low to moderate income families; increase available resources and programs to improve the lives of residents; and develop and present social, educational, recreational, and cultural programs for children, youth and adults.

We base our programming on our mission. We include an environment for our staff that is respectful and in which we value each other for their contributions. KH evaluates its programs and looks for ways to continually improve them. The KHCC has a policy and procedure manual that we review with all staff members. We hold regular staff meetings and make time for staff discussions highlighting each program including early childcare, after school for elementary youth and the afterschool middle school group.

We set up a weekly schedule helping students to establish expectations, maintain a calm environment, build confidence and independence, and cultivate healthy, constructive habits while providing them with a sense of stability. We understand that providing high quality programs will impact the lives of the children **and** the families we serve.

We provide staff training whenever it is available, and the director supervises the staff giving recommendations, suggestions and praise. We adapt new technology as soon as the budget allows and we strive to keep up with Best Practices by meeting with other center directors through city programs, the Madison Metropolitan School District and MSCR.

We offer new and exciting things for our students. Through a generous grant from the Madison Community Foundation and in collaboration with five other Madison Community Centers, the University of Wisconsin Biology Outreach Center and Edgewood College Kennedy Heights Community Center is offering weekly, hands-on inquiry based science clubs during our After School Program, special parent science nights and professional development for staff. It is called Creating Opportunity in Math Engineering Technology and Science (COMETS) and it provides a stimulating resource for our students.

ENVIRONMENT & SAFETY

KHCC provides a positive environment for its youth, keeping safety in the forefront. We want their time at the center to be comfortable yet challenging. We offer a place to try new things that will open doors and to learn about how one can be healthy emotionally and physically.

We are in a Pathway Initiative to make our early childhood program meet the regulation of the City of Madison and the State of Wisconsin. This will have a positive effect on all our programs.

KH staff enforces safety and makes sure that we always follow policies and procedures. Our programs offer safety, health and nutrition ideas for our students who may not learn them at home. They love our cooking classes!

2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

- a. Collaboration: 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)?
Troy Gardens	Planting, harvesting, cleaning	Ida Sobotik	No
Goodman Pool	Swimming	Ms. Nicholson	No
Warner Park	Basketball Tournament	Zach Watson	No
MATC	Swimming	Nick Nager	No
Madison Public Library	Reading programs and speakers	Lakeview Library	No
Media Center Library	Record Music and graphic design	Downtown Library	No
Warner Park	Volleyball: Madison Starlings Volleyball Club	Lauri Schwartz	No

How do these partnerships enhance this proposal?

These partnerships are critically important to the students at KHCC. They open their worlds to new things, new places in Madison, new cultures and peoples, and new inspirations for further education and areas of interest including journaling. Activities include participation in the Mobile Library and Lakeview and the Downtown Library.

What are the decision-making agreements with each partner?

Goodman Community is the anchor for all the community centers on an annual basis. We receive funds to support our activities such as basketball, kayaking, and many field trips. We collaborate and discuss activity options with other centers, and this is an excellent resource for us.

- b. Resource Coordination and Linkage: Provide examples of other resource linkages provided by the proposed program for youth and their families.
 UW Science Club, <http://communitygroundworks.org/what-we-do/youth-grow-local/kids-gardening>, <https://www.madisonpubliclibrary.org/kids>

3. PROGRAM STRUCTURE AND STAFFING

- a. Anticipated Frequency, Duration and Attendance:

Elementary Multi-Focused Program	Frequency*	# of Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Multi-Focused Afterschool	4-5 days per week	2-7 hours	40 weeks	1:18	15
Multi-Focused Summer	4-5 days	4 hours	8 weeks	1:18	27

*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 Unduplicated Elementary-Age Children: Anticipated unduplicated number of individual elementary-age children in proposed program:

390

- c. Additional Activities: Do you anticipate providing activities for the multi-focused elementary age 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).

Kennedy Heights provides a multitude of other activities: Kayaking at Brittingham, 3 times for 2 hours each trip; biking, 3 times for 3 hours; swimming (Goodman (summer), 3 hours; MATC, 1. 5 hours during the school year). Hiking is included 3 times for 2 hours each trip. The elementary children also spend a lot of time exploring the reading materials in the Mobile Library, the Lakeview Branch and the Downtown Madison Library.

- 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
Executive Director	BA Child Development/ Early Childhood Training or Related Experience in Youth Programming	.8	.1	.1	1.00
Elementary Lead Teacher	Associate Degree in Child Development or Related Experience in Youth Programming	.8	.1	.1	1.0
Elementary Co-Teacher	Associate Degree or Experience in Youth Programming	.4	.1		.500
Program Director	B.A. in Child Development and Early Childhood	.4	.1		.500

	Training/ Related Experience in Youth Programming				
Administrative Asst	Training				.040
Custodian	Training				.060
AmeriCorp	Training				

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

Volunteers are supervised by the Asian Outreach Coordinator (also a translator for our parents) and the Adult Resource Staff Person. We are fortunate to have 11 to 18 volunteers who help with our daily activities.

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.

We track daily attendance to each of our program activities using the Himama software application and by observation. Students and parents fill out enrollment cards, emergency contact info, and permission slips at the beginning of the programs. We also know who will drop the child off and who will pick him or her up and we are careful to protect the confidentiality of each child and family.

We maintain a consistent daily attendance in our programs and that indicates that the children **want** to be there. Our surveys, observations and discussions with children and their families help measure our success. Happiness is a great indicator!

***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: ELEMENTARY
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. Goal Statement: What is the goal of your program and how does it align with the strategies 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.). Refer to [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.

- 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

- a. Collaboration: 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?

What are the decision-making agreements with each partner?

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

3. PROGRAM STRUCTURE AND STAFFING

- a. Anticipated Frequency, Duration and Attendance:

Elementary Topical, Skill or Population Focused Program	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)

- a. Total Annual Unduplicated Elementary-Age Children: Anticipated unduplicated number of individual elementary-age children in proposed program:

- b. Additional Activities: Do you anticipate providing activities for the topical, skill or population focused Elementary 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).

- c. 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

- d. Volunteers: 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.

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.



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:	Kennedy Heights Neighborhood Center	Amount Requested:	\$ 26,426
Programs applied for:	x Multi-focus School Year x Multi-focus Summer Topical/ Skills/Population Weekend and/or Summer Evenings		
Contact Person	Patrina White, Executive Director	Email:	director@khcommunitycenter.org
Address:	199 Kennedy Heights, Madison 53704	Telephone:	(608) 244-0767

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 Kennedy Heights Neighborhood Association, Inc., also known as Kennedy Heights Community Center (KHCC), serves the neighborhood and has a history of caring for its children and their families for multiple generations. The center is a safe place that welcomes youth and is key to serving middle school students. Our Middle School program is geared toward activities and experiences that provide them with the knowledge, skills and encouragement to develop and sustain a healthy lifestyle.

Over 70 middle school age youth live within two blocks of the community center. A high quality, positive youth development program can have strong positive outcomes on youth's academic and social outcomes. A holistic, high dosage program with competent caring adults can provide youth the skills to make healthy choices now and in their future. Using community based data; we know that prevention programs like this are especially beneficial for at-risk youth living in the KH neighborhood. It is our goal to help these middle school youth stay on the path to success with a healthy outlook.

One of our programs, Girls Inc., inspires "all girls to be strong, smart and bold." It serves our low-income youth, many of whom have multiple risk factors for academic failure; dropping out of school, engaging in high-risk behaviors, involvement with the criminal justice system, and teenage pregnancy. The program is critical to ensuring that girls are successful in school and daily life. Most girls' parents have experienced periods of unemployment in the past year and many girls have an incarcerated or previously incarcerated parent. Girls Inc. meets twice a week on Tuesday and Thursday from 5 pm - 7 pm.

The Boys Group Program's activities support school-based learning and focus on skills and behavioral attributes so the youth can function independently, learning real life experiences to live a productive and fulfilling life. The Boys Group is a weekly program for middle school boys. It focuses on conflict-resolution, violence prevention, and supporting adolescent boys in their transition into young men. Programming includes discussion groups, activities, service projects and opportunities for boys to interact with a variety of positive role models. The program serves 50 different boys each year. The After School Program runs on Monday from 2 pm to 5 pm and on Tuesday through Friday from 3 pm - 5 pm. The Boys' Group meets Monday and Wednesday from 5 pm - 7 pm.

In the summer, the program will meet every weekday in the afternoon for at least 4 hours per day. The Middle School Summer Camp program provides youth going into 5th - 9th grades with an eight-week summer enrichment program. The half day program includes a variety of enrichment activities from which youth can choose. Past enrichment clubs have included swimming, library, golf, technology, outdoor, gardening, basketball, tennis, volleyball, art, international crafts, community service, youth-run business, how to manage money, fishing, cooking/nutrition and many field trips throughout the Madison area. We also host multiple bike rides. The program includes lunch and snack. Each year 30 youth enroll in the day camp program.

As we reach out to the parents and caregivers of our youth in the program, we offer the additional services of the Kennedy Heights Community Center. We have an Adult Resources Program, Asian Outreach and a Food Pantry, to name a few.

- 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](#).
Ridgecrest

Our intended service population for Kennedy Heights is in the Sherman Neighborhood Association. Our breakdown for the ½ mile buffer around Kennedy Heights from the City Funded Neighborhood map in ages with a population of 3,711 is: Young children (0-4), 8.8% and 29.4% or almost 30% are youth, age 0-17. We have a much higher percentage of children in our neighborhood than the overall city of Madison at 17.5%.

Using the Neighborhood Indicators Project to find data on the City as a whole and the City Funded Neighborhood Center Map for data on the ½ mile surrounding the neighborhood center we see that there is a more diverse population in the ½ mile surrounding the Center than is reflected in citywide data for Madison.

- 4.3% of the population identifies as Asian as compared to 7.3% across the City.
- 6.6% of the population identifies as Hispanic or Latino compared to the City at 6.8%.
- 19.6% of the population identifies as African American compared to the City at 7.1%.
- 58.9% of the population identifies as White compared to the City at 75.7
- 5.9% of the population identifies as Multiracial compared to the City at 3.1%
- 6.9% of the population is also 65 and older. This is lower than the City at 9.6% indicating that we have many young people in our service area.

We engage with many Hmong families in the KH neighborhood and that is why we hired an Asian Outreach person who speaks Hmong and can translate as needed.

Kennedy Heights Neighborhood includes 104 units of townhouse apartments for families with children. The neighborhood includes small parks, playgrounds, and a busy community center. The neighborhood is on two regular bus-lines and is within close walking distance of the local elementary school and the Cherokee Marsh. Your All Resident Association (YARA) started in 1978 with residents of the Kennedy Heights neighborhood coming together with the hope of fostering a greater sense of community and creating more activities for neighborhood children. By 1986, the neighborhood association had secured funding, built a community center and incorporated as a non-profit agency. The Kennedy Heights Community Center began operating various programs that improved the quality of life of the community residents. Now, second and third additions have been added to the building to meet expanding program needs.

Out of 1,354 households, 961 or 71% are family households and 523 or 38.6% are families with children. Female Headed Families with children are 9.5%, considerably higher than 5.3% for the City of Madison.

There are no natural barriers, but Highway 113 is rather busy and can be hazardous for children to cross, especially from the Ridgecrest Apartments.

An astounding 296 out of 412 students enrolled at Blackhawk Middle School are disadvantaged and that means that 71.8% of the students are living in poverty. There is also a drastic difference in the median year that homes were built. The City median is 1976 and Kennedy Heights is 1954! That's more than a 20 year difference that could likely lead to homes needing repairs,

updates and total renovations. For those living in poverty, older homes are very challenging to maintain and update.

- 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.

The Kennedy Heights Community Center is in the heart of our service area. The community center has a long history in the community and is well known among our service population. Word-of-mouth is our most effective outreach strategy. The center also has an information table at school registration. When a new resident moves into the KH townhouses, they receive a neighborhood welcome packet that includes information about the community center, program enrollment material and we offer a tour. The community center publishes a quarterly newsletter that highlights program activities and a monthly programming calendar. We distribute both documents door-to-door in the Kennedy Heights neighborhoods and are available at the center. As needed, the community center translates documents into Hmong and a bi-lingual staff person contacts the Hmong-speaking family to provide information about our programs and assist them with enrollment forms. Black Hawk Middle School staff and community social workers are aware of the program and often refer families. We distribute city surveys every quarter to both the students and their families to make sure we are meeting their needs. We also talk to the residents to get their feedback.

- 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.

We offer a monthly program that includes a wide variety of programming for girls including academic support, field trips, cultural activities, art and technology projects, recreation, health education and research-based Girls Inc. curricula. The program provides opportunities for academic support including regularly scheduled homework time during the school year and connects girls to tutors to support their academic success. Staff will maintain regular communication with the girls' teachers, school staff and parents. Other strategies to encourage girls to extend in-school learning and development will include book clubs, career exploration, and college student groups that host guest programs.

The program also emphasizes leadership, service to others and the community. This develops job skills, communication skills, compassion for others, and increases opportunities for girls to interact with adults in a positive environment. Through girl-planned projects, girls will have access to new experiences that enhance their ability to be contributing members of the community. The program will host monthly Girl Council meetings in which participants assist in the planning and decision making for the upcoming activities. The Girl Council meetings serve as a forum for girls to discuss concerns and address issues and provide a foundation for developing leadership skills. As part of a national organization, the program has access to research-based Girls Inc. curricula, staff development and unique opportunities for girls.

We offer similar activities and structure for the Boys Group, giving them ways to build their own leadership skills as we plan meaningful activities together. They look forward to the community bike rides, swimming and opportunities to learn new things such as how to use the city bus system. We teach life skills.

Kennedy Heights collaborates with MATC to provide swim lessons for the After School program, once a week at MATC to learn to swim; exercising should be a lifestyle. The After School Program is a holistic program that focuses on the social, academic and physical health of participants. We work to increase the amount of time children spend in moderate to vigorous activity. Physical activity and exercise are regular parts of the After School Program and Summer Program. The physical activity is casual and allows children to engage in the types of activity and health programming that the program provides.

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
Troy Gardens; Planting, harvesting, cleaning, food preparation	June 17 – August 16
Madison Public Library	September to September
Warner Park- Basketball and indoor games	September - May
Madison Media Center Library; graphic design and recording music	September to September

- 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.

Kennedy Heights is a small center providing service on the Northside to the residents living in low to moderate income housing. Most area residents and their children started at Kennedy Heights. This is something special not found in other areas—that two to three generations started early childcare at Kennedy Heights.

The parents feel comfortable asking our staff to go with them to the elementary or middle school for support. The Kennedy Heights staff collaborates with the teachers at each of the schools and it is paying off.

There are many neighborhood events including an Annual Meeting, Community Talent Show, Family Literacy Night, Neighborhood Block Party, and much more. As we reach out to the parents and caregivers of our middle school youth every day, we offer the additional services of the Kennedy Heights Community Center. We have an Adult Resources Program, Asian Outreach and a Food Pantry, to name a few.

Kennedy Heights has many people to thank for strengthening its community engagement. They develop the programs and help make them happen. Individuals include Shantrice Solis, Everett Mulroe, Erica Hoyt, Amber Hendrich, Ricky Vang, Pha Vang, Kevin Stirgus, David Beasley, Joseph Terranova, Alex Brannan, Brett Danen, Rashad Sallis, Becky Stein, and Paul Terranova,

We also partner with many organizations to develop our high quality programs and give them variety to meet the needs of our children. They also help us assess the programs so that we have successful outcomes. These include Lindberg Elementary School, Blackhawk Middle School, FLYY(Forward Learning Young Youth), FAST(Families and School Together) Warner

Park, Second Harvest, Goodman Community Center, MATC, Madison School & Community Recreation, Goodman Foundation, Dane County Library Service, The Capital City HUES, Wisconsin Bike Fed, MADTOWN Unity Ride, DAIS, Northside Planning Council, Wheels for Winners. The Capitol – Downtown, Summit Credit Union, The Giving Tree (every year a resident can choose five items that they would like to have), UW Science Club, MOST, 4C, United Way of Dane County, WECA, and City of Madison - Accreditation.

- 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.

Kennedy Heights intentionally hires staffs that represent the community and the kids in the program. This creates a sense of belonging and there is someone on staff to help bring unity to many different cultural beliefs.

We provide celebrations of each ethnic group in our program. We have four gatherings per year for the Hmong Asian community. They come together for a bingo event, a cookout and special occasion dinners, and all are welcome.

For the African American population and to teach all the children, we celebrate during February, Black History month. Each week of February we focus on someone of color and invite them to the center to speak about the importance of education and other topics that the kids are interested in. We also take the students to the State Capitol for the Martin Luther King celebration.

Food is a great way to bring people together, so we provide dinners for the community featuring different themes and seasons through the year.

- 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?

The Kennedy Heights Community Center believes that learning is development. We train our staff in Early Childhood training with 4-C in the Pyramid Model for Social Emotional Competence in Infants and Young Children. Since many of our youth were at the Center during their early childhood years, we continue to use these concepts. We promote positive outcomes for all children by building relationships, teaching expectations and rules, offering a supportive environment, helping students engage and move on, helping them with emotional literacy and building friendship skills, helping them with anger management and problem-solving skills.

INTENTIONAL PROGRAM DESIGN

KHCC designs its programs to serve the middle school students who live in the neighborhood. Our After School lead teachers of middle school programming create their own planning and curriculum based upon academic and social skills necessary for achieving their aspirations. Program staff works with Black Hawk Middle School and Lindberg Elementary to align academic support activities with skills and interventions students work on throughout the school day. Program staff also use DESSA screening tool provided by United Way to observe, document and respond to student needs in developing social-emotional skills.

The Devereux Students Strengths Assessment (DESSA), originally developed by the Devereux Center for Resilient Children, is a standardized, strength-based behavior rating scale completed in 5 to 8 minutes and used by educators and parents to measure the social-emotional competence for children in grades K-8. Grounded in resilience theory and directly aligned to the CASEL framework, the DESSA is a user-friendly, practical social emotional learning assessment that meets the highest professional standards.

We use these assessments and observations to provide a curriculum with activities that meet the needs of our participants. Since youth, especially middle schoolers, develop at different rates, it is important for the staff to teach respect and be role models for the students. We often change our expectations for an individual or group, depending on the outcome of the activity. If it works, we build upon it and if a failure is, we move on to something new. We give students opportunities to engage in student-directed activities, career days and field trips through Youth Programming. Field trips and activities are posted on monthly events calendars to keep families informed. These trips help our youth make connections in the community, inspire new ideas, and expose them to career opportunities that may be new and exciting for them.

Many of our students begin in our Early Childhood Program; move to the After School Elementary Program and on to the Middle School Youth Group. We use the Pyramid Model, a framework of evidence-based practices promoting young children's healthy social and emotional development and we carry the concepts through to the older children.

Our most effective program design is building relationships. Our staff members are passionate about their work and enjoy interacting with the child as well as the parents. Kennedy Heights has been able to build strong relationships and that helps build trust between the center and the neighborhood residents. We know this is working because the youth are consistent with their attendance at the center.

KHCC trains its teachers and we have regular meetings to assess our progress and strategies. We have collaborated with the Goodman Center to attend trainings together. We will use surveys for both children and families to make sure we are meeting our children's needs.

SUPPORTIVE RELATIONSHIPS WITH YOUTH

The KHCC staff works hard to create a safe environment that is friendly and inviting for our students. After a hard day at school, we offer some personal time and space for some homework, reading or outside to enjoy some quiet time. We provide a safe place to ask questions, to look for answers together and to explore their interests and discover the possibilities for the future.

Our youth lead teacher and AmeriCorps staff visit the middle school frequently during the school year and work with the kids who attend our Girls Inc. and Boys Group. They assist with their homework and speak on the parent's behalf at the beginning of the school year. This has formed a strong relationship between the staff the kids and the parents. This allows us to create a safe and familiar place for our students. The adults provide guidance and recognize each child as an individual.

YOUTH VOICE & LEADERSHIP

We use strategies to encourage girls to extend in-school learning and development that includes book clubs, career exploration, and college student groups' programs. The program emphasizes leadership, service to others and the community with the motto of Strong, Smart and Bold. This develops job skills, communication skills, compassion for others and increased

opportunities for girls to interact with adults in a positive environment. Through girl-planned projects, girls will have access to new experiences that enhance their ability to be contributing members of the community. The program will host monthly Girl Council meetings in which participants assist in the planning and decision making for the upcoming activities. The Girl Council meetings serve as a forum for girls to discuss concerns and address issues and provide a foundation for developing leadership skills. As part of a national organization, the program has access to research-based Girls Inc. curricula, staff development and unique opportunities for girls.

Kennedy Heights also uses Forward Learning Youth & Young Adults (FLYY) to respond to issues faced by teens and families through a distinctive and unique educational program design. FLYY is known for providing value-forming wilderness expeditions, parent skill development and support groups, and community-based services that include mentoring, therapy, and dispute resolution services.

It is based on seven core assumptions that everyone is good, wise, and powerful; the world is profoundly interconnected; all human beings have a deep desire to be in a good relationship; all humans have gifts; everyone is needed for what they bring; everything we need to make positive change is already here; human beings are holistic; and we need practices to build habits of living from the core self.

We offer similar activities and structure for the Boys Group, giving them ways to build their own leadership skills as we plan meaningful activities with their help. They look forward to the community bike rides, swimming and opportunities to learn new things such as how to use the city bus system. We teach life skills.

BUILDING BLOCK FOUR RACIAL & CULTURAL INCLUSION

Kennedy Heights intentionally hires staff that represents the community and the kids in the program. This creates a sense of belonging and there is someone on staff to help bring unity to many different cultural beliefs.

We provide celebrations of each ethnic group in our program. We have four gatherings per year for the Hmong Asian community. They come together for a bingo event, a cookout and special occasion dinners, and all are welcome.

For the African American population and to teach all the children, we celebrate during February, Black History month. Each week of February we focus on someone of color and invite them to the center to speak about the importance of education and other topics that the kids are interested in. We also take the students to the State Capitol for the Martin Luther King celebration.

We also work with the City of Madison, DAIS (Domestic Abuse Intervention Services) and the YMCA to invite them to speak to our students about equal rights and equity inclusion.

Food is a great way to bring people together, so we provide dinners for the community featuring different themes and seasons through the year.

COMMUNITY & FAMILY ENGAGEMENT

KH's After School program works closely with the parents of the children in the program. We host two family nights per year, one focused on literacy and the other on Science Technology Engineering at Math (STEM). Families are invited for program orientation in August after

summer camp. As needed, staff members work with families to help them access resources to support success in school for their children. The After School Program treats parents as allies and encourages families to be engaged in their child's life and learning.

Vera Court is close to Kennedy Heights and we both have the striving Youth program which is the only duplicated program. Vera Court has more teens of African American descent and Kennedy Heights has a larger Asian population in our After School program. We collaborate with the Goodman Community Center, Vera Court, and East Side Community Center for sports activities. Fit Youth and Initiative (FYI) brings the kids together for activities and to teach good sportsmanship.

To reach out to families, the center has an information table at school registration. When a new resident moves into the KH townhouses, they receive a neighborhood welcome packet that includes information about the community center, program enrollment information and we offer a tour. The community center publishes a quarterly newsletter that highlights program activities and a monthly programming calendar. Both documents are distributed door to door in the Kennedy Heights neighborhoods and are available at the center. As needed, the community center translates documents into Hmong and a bi-lingual staff person contacts the Hmong-speaking family to provide information about our programs and assist them with enrollment forms. Black Hawk Middle School staff and community social workers are aware of the program and often refer families. This is a wonderful partnership that helps our enrollment.

ORGANIZATIONAL MANAGEMENT & STAFF SUPPORT

The mission of the Kennedy Heights Community Center is to create a community support network for low to moderate income families; increase available resources and programs to improve the lives of residents; and develop and present social, educational, recreational, and cultural programs for children, youth and adults.

We base our programming on our mission. We include an environment for our staff that is respectful and in which we value each other for their contributions. KH evaluates its programs and looks for ways to continually improve them. The KHCC has a policy and procedure manual that we review with all staff members. We hold regular staff meetings and make time for staff discussions highlighting each program including early childcare, after school for elementary youth and the afterschool middle school group.

We set up a weekly schedule helping students to establish expectations, maintain a calm environment, build confidence and independence, and cultivate healthy, constructive habits while providing them with a sense of stability. We understand that providing high quality programs will impact the lives of the children **and** the families we serve.

We provide staff training whenever it is available, and the director supervises the staff giving recommendations, suggestions and praise. We adapt new technology as soon as the budget allows and we strive to keep up with Best Practices by meeting with other center directors through city programs, the Madison Metropolitan School District and MSCR.

We offer new and exciting things for our students. Through a generous grant from the Madison Community Foundation and in collaboration with five other Madison Community Centers, the University of Wisconsin Biology Outreach Center and Edgewood College Kennedy Heights Community Center is offering weekly, hands-on inquiry based science clubs during our After School Program, special parent science nights and professional development for staff. It is

called Creating Opportunity in Math Engineering Technology and Science (COMETS) and it provides a stimulating resource for our students.

Kennedy Heights collaborates with MATC to provide swim lessons for the After School program, once a week at MATC to learn to swim; exercising should be a lifestyle. The After School Program is a holistic program that focuses on the social, academic and physical health of participants. We work to increase the amount of time children spend in moderate to vigorous activity. Physical activity and exercise are regular parts of the After School Program and Summer Program. The physical activity is casual and allows children to engage in the types of activity and health programming that the program provides.

ENVIRONMENT & SAFETY

KHCC provides a positive environment for its youth, keeping safety in the forefront. We want their time at the center to be comfortable yet challenging. We offer a place to try new things that will open doors and to learn about how one can be healthy emotionally and physically.

We are in a Pathway Initiative to make our early childhood program meet the regulation of the City of Madison and the State of Wisconsin. This will have a positive effect on all our programs.

KH staff enforces safety and makes sure that we always follow policies and procedures. Our programs offer safety, health and nutrition ideas for our students who may not learn them at home. They love our cooking classes!

2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

- a. Collaboration: 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)?
Troy Gardens	Planting, harvesting, cleaning	Ida Sobotik	No
Goodman Pool	Swimming	Ms. Nicholson	No
Warner Park	Basketball Tournament	Zach Watson	No
MATC	Swimming	Nick Nager	No
Madison Public Library	Reading programs and speakers	Lakeview Library	No
Media Center Library	Record Music and graphic design	Downtown Library	No

How do these partnerships enhance this proposal?

These partnerships are critically important to the students at KHCC. They open their worlds to new things, new places in Madison, new cultures and peoples, and new inspirations for career possibilities.

What are the decision-making agreements with each partner?

Goodman Community is the anchor for all the community centers on an annual basis. We receive funds to support our activities such as basketball, kayaking, and many field trips. We collaborate and discuss activity options with other centers, and this is an excellent resource for us.

- b. Resource Coordination and Linkage: Provide examples of other resource linkages provided by the proposed program for youth and their families.
<https://girlsinc.org/>, <http://communitygroundworks.org/what-we-do/youth-grow-local/kids-gardening>, <https://www.madisonpubliclibrary.org/kids>

3. PROGRAM STRUCTURE AND STAFFING

- a. Anticipated Frequency, Duration and Attendance:

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	4-5 days per week	2-7 hours	40 weeks	2 to 15	12
Multi-Focused Summer	4-5 days	4 hours	8 weeks	2 to 15	12

*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: 288
- 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).
 Kennedy Heights provides a multitude of other activities: Kayaking at Brittingham, 3 times for 2 hours each trip; biking, 3 times for 3 hours; swimming (Goodman (summer), 3 hours; MATC, 1. 5 hours during the school year). Hiking is included 3 times for 2 hours each trip.
- 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
Executive Director	BA Child	.8	.1	.1	1.00

	Development/ Early Childhood Training or Related Experience in Youth Programming				
Youth Lead Teacher	Associate Degree in Child Development or Related Experience in Youth Programming	.8	.1	.1	1.0
Youth Co-Teacher	Associate Degree or Experience in Youth Programming	.4	.1		.500
Program Director	B.A. in Child Development and Early Childhood Training/ Related Experience in Youth Programming	.4	.1		.500
Administrative Asst	Training				.040
Custodian	Training				.060
AmeriCorp	Training				

- e. Volunteers: If volunteers will have direct contact with program participants, how are volunteers vetted, trained and supervised?
Volunteers are supervised by the Asian Outreach Coordinator (also a translator for our parents) and the Adult Resource Staff Person. We are fortunate to have 11 to 18 volunteers who help with our daily activities.

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.

We track daily attendance to each of our program activities. Students and parents fill out enrollment cards, emergency contact info, and permission slips at the beginning of the programs. We also know who will drop the child off and who will pick him or her up and we are careful to protect the confidentiality of each child and family.

Our surveys, observations and discussions with children and their families help measure our success. Happiness is a great indicator!

We track expenses by allocating each amount to the specific program to which it is connected. Our accountant is a contract service. Jonathan Gramling oversees the income and expenses so that we adhere to our budget.

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.
- 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

- a. Collaboration: 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?

What are the decision-making agreements with each partner?

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

3. PROGRAM STRUCTURE AND STAFFING

- a. Anticipated Frequency, Duration and Attendance:

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

- c. Additional Activities: 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. 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

- e. Volunteers: 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.

***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. Goal Statement: What is the goal of your program and how does it align with the strategies 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.

- 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

- a. Collaboration: 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. Resource Coordination and Linkage: Provide examples of other resource linkages provided by the proposed program for youth and their families.

3. PROGRAM STRUCTURE AND STAFFING

- a. Anticipated Frequency, Duration and Attendance:

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

c. Additional Activities: 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. 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

e. Volunteers: 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.

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.

AGENCY NAME: Kennedy Heights Community Center

STAFF-BOARD-VOLUNTEER DEMOGRAPHICS

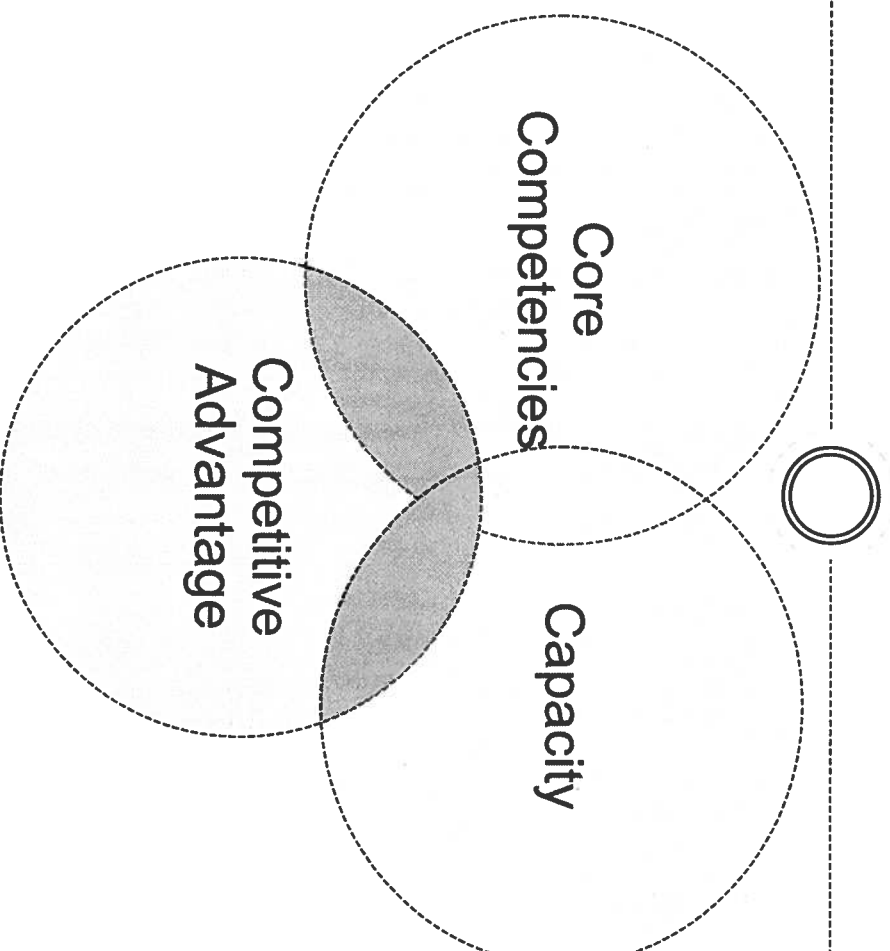
Indicate by number the following characteristics for your agency's current staff, board and volunteers. Refer to application instructions for definitions. You will receive an "ERROR" until completing the demographic information.

DESCRIPTOR	STAFF		BOARD		VOLUNTEER	
	Number	Percent	Number	Percent	Number	Percent
TOTAL	10	100%	9	100%	7	100%
GENDER						
MALE	4	40%	2	22%	4	57%
FEMALE	6	60%	7	78%	3	43%
UNKNOWN/OTHER	0	0%	0	0%	0	0%
TOTAL GENDER	10	100%	9	100%	7	100%
AGE						
LESS THAN 18 YRS	0	0%	0	0%	7	100%
18-59 YRS	9	90%	9	100%	0	0%
60 AND OLDER	1	10%	0	0%	0	0%
TOTAL AGE	10	100%	9	100%	7	100%
RACE*						
WHITE/CAUCASIAN	3	30%	2	22%	7	100%
BLACK/AFRICAN AMERICAN	5	50%	3	33%	0	0%
ASIAN	2	20%	1	11%	0	0%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	3	33%	0	0%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%	0	0%
MULTI-RACIAL:	0	0%	0	0%	0	0%
Black/AA & White/Caucasian	0	0%	0	0%	0	0%
Asian & White/Caucasian	0	0%	0	0%	0	0%
Am Indian/Alaskan Native	0	0%	0	0%	0	0%
Am Indian/Alaskan Native	0	0%	0	0%	0	0%
BALANCE/OTHER	0	0%	0	0%	0	0%
TOTAL RACE	10	100%	9	100%	7	100%
ETHNICITY						
HISPANIC OR LATINO	0	0%	2	22%	0	0%
NOT HISPANIC OR LATINO	10	100%	7	78%	7	100%
TOTAL ETHNICITY	10	100%	9	100%	7	100%
PERSONS WITH DISABILITIES	0	0%	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?

Strategic Planning: The Competitive Advantage



Core Competencies



Executive Director

High Quality Child Care

- Kindergarten
- Early Childhood
- After School

Positive Youth Development

- Girls Inc. Program
- Boys Group
- Summer Camp

Adult Resources & Access

- Asian Outreach
- Food Pantry
- Job Skills Training

Partnership Development

- Leveraging Relationships
- Expand Opportunities
- Community Engagement

Operations

Budget-Food Service-Accounting-Fund Development-Communications
Building Maintenance-Tech Services

Community Events

Surveys-Facility Use-Listening Sessions-Computer Use-Fax/Copy-Meetings



Vision

❖ We envision a safe and vibrant community where people can connect, learn, grow and thrive.

Mission

❖ Our mission is to serve as a community focal point for low to moderate income families and provide high quality, dynamic programs and services that respond to the needs of the community through diversity, education, trust, respect and responsibility.

Values



Compassion

Fairness and Equity

Safety

Respect

Learning and Growth

Community and Collaboration

Key Strategic Issues



Resources to Achieve Our Mission.

(Time, Treasure, Talent)

- ❖ **Close programming gaps (Adult&Youth Job Skills)(Link to Food Desert)**
 - Job Training collaborations w/Urban League and the Northside Planning (Memorandum of Understanding)
 - Seven individuals completed Feed Kitchen training on sanitation
 - Five completed computer training
 - Established Northside Grocery Shuttle with three local residents hired as drivers and functions as lead
 - One resident was hired as a night manager at Cops
 - Grocery Shuttle support into 2017with grant from the City of Madison
- ❖ **Dedicated program space**
 - Need more space for older kids/youth for activities and community programs
 - Dream: Proposed Activity Center Concept-Owners Initial Support, Findorff Corporation & Groth Design Architecture Group received initial zoning response that seems favorable now putting together drawing and estimates
- ❖ **Support families with complex needs, translation &cultural competence)**
 - Fulltime staff person, 4 Asian languages, each group needs assistance
 - Received \$20,000 MCF Grant to support staff through February 2017

Key Strategic Issues (Cont.)



❖ **Food Pantry (Serves 400-500 per month)**

- Need additional funding to support coordination.

❖ **Access to Transportation (Challenge)**

- Northside Grocery shuttle support for ongoing
- Bus Passes for Middle School Students(Superintendent noted that seasonal passes have been approved)
- Bus Stipends for Adults with Adult Copay
- Broader Discussion with Elected Officials

❖ **Increase support for core services/administrative support**

- Added staff, fund development, communications
- \$50,000 Capacity Building Grant with MCF

Key Strategic Issues (Continued)



- Leveraging Relationships
 - MCF Grant designed to support fund development and communication to better assure financial goal attainment
 - Meeting with Mary Wright on August 9th @ 9:00am at KHCC
 - Planned Visit by MMSD Superintendent Jennifer Cheatham to visit preschool classroom and discuss 4K partnership. 4K ends May 2017
 - Get acquainted meeting request sent to Rodney Tapp at Meridian
 - Lindbergh Elementary Partnership Plans
 - United Way Partnership (2017 Application)
 - City of Madison Funding Redesign
 - District Attorney Partnership (Boys Group Pilot Funding)
 - Girls Inc Program Growth & Development
 - Northside Planning Council
 - Willy Street Partnership

FACILITY MAINTENANCE UPDATE PLAN

KITCHEN

Daily:

1. Sweep and Mop
2. Wipe counters – sanitizing wipes
3. Clean any dishes left in sink – dish soap, sponge
4. Take out garbage

Weekly:

1. Clean inside of garbage cans (as needed) sanitizing wipes or vinegar water
2. Empty refrigerator of old food
3. Wipe down inside of refrigerator –
4. Clean microwave (as needed) – vinegar + water
5. Clean over (as needed – H2-Orange +water
6. Clean cabinets – wipes

CLASSROOM

Daily:

1. Sweep and Mop
2. Vacuum
3. Take out garbage
4. Wipe down tables (as needed) wipes

Weekly:

1. Clean out non-food pantry refrigerators of old food
2. Clean windows and sills – Windex
3. Spot clean walls – wipes or Windex
4. Clean inside of garbage cans (as needed)

HALLWAYS

Daily:

1. Sweep and Mop
2. Vacuums

Weekly:

1. Spot clean wall
2. Clean windows and sills

3. Clean drinking fountain (as needed) – vinegar water
4. Move rugs and sweep/mop

COMPUTER LAB

Daily:

1. Sweep and Mop
2. Take out garbage
3. Wipe down table (as needed)

Weekly:

1. Clean windows, sill, and blinds
2. Wipe down computer tables
3. Dust computer monitors

OFFICE

Daily:

1. Take out garbage
2. Vacuum

Weekly

1. Clean windows and sills
2. Take out recycling (as needed)

DOWNSTAIRS – EARLY CHILDHOOD ROOM

Daily:

1. Sweep and Mop stairwell
2. Vacuum stairwell landing
3. Sweep and Mop downstairs
4. Vacuum downstairs
5. Take out garbage
6. Clean toilet – bleach + water, toilet bowl cleaner
7. Clean sink – vinegar water
8. Sweep back hallway, remove cobwebs
9. Clean garbage can lids – vinegar water

Weekly

1. Clean wall/railings going downstairs
2. Clean window sills downstairs
3. Spot clean walls
4. Take out recycling bin (as needed)

BATHROOMS

Daily:

1. Clean sink – Bleach + water
2. Clean toilets
3. Replace empty toilet paper, paper towels
4. Empty garbage cans (including sanitary cans in stalls)
5. Sweep and Mop
6. Clean mirrors – Windex

Weekly:

1. Wipe down doors – wipes
2. Wipe down garbage cans (as needed)



EMERGENCY ACTION PLAN

Date: 7/29/19
Prop. No.: 288
Prop. Name: Kennedy Heights
Bldg No.: _____
Phone No.: 608-244-3044

EMPLOYEES MUST HAVE ACCURATE AND CURRENT KNOWLEDGE OF THEIR PROPERTY'S BUILDING SYSTEMS AND EQUIPMENT AND BE ABLE TO RESPOND TO EMERGENCIES ON THE PROPERTY.

LOCATION OF SWITCHES

Boilers: On the side of each of boilers themselves
Zone Valves: In each unit on the heating pipes, near the unitlity tub
Pumps: In the boiler room near the Circulator pump
Vent Fans: N/A
Sump Pumps: Only one sump pump in the Maintenance room to the right of the entry
Water Softeners: In each boiler room in the rental buildings, and in the furnace room of the Comm Center.

Can all equipment be shut down by switches in the boiler room without going to the main circuit breakers?

Yes: ☒

No: ☐

If no, what equipment? _____

Main electrical entrance panel shut-off location: In each boiler room and the electric boxes to the right of the shop
Apartment units electrical shut-off location: In each boiler room and the electric boxes to right of the shop door
Emergency lights shut offs: The electric boxes to the right of the shop door in the CC
House lights shut offs: In each boiler room near the electric boxes to the right of shop doo
Location of time clocks: In each boiler room near the breaker box
Location of photo cells: Located on top of any daylight activated light, no central location
Location of switches to exhaust fans: N/A
Location of controls fire alaram system: In each boiler room; In the 1st floor hall of the CC, near bathrooms
Location of main gas valve: In ground shut-offs located and marked around the property
Location of gas valve to boilers: Located in each boiler room; in the CC furnace room to the left
Location of gas valve to dryers: N/A
Location of elevator control switch: N/A

WHO TO CONTACT IN CASE OF AN EMERGENCY (Name, Area Code, and Telephone Number)

If the area is serviced by 911, list both 911 and the emergency telephone number.

Fire Dept.: 911, (608)266-4420
Police Dept.: 911, (Non ernalgency-608-255-2345
Hospital/Ambulance: 911, Danderous Chemicals:608-266-0923, Poison Control Center 800-815-8855
EMS (Paramedics): 911
Electric Co.: MG&E Toll free emergency call 800-245-1123: Lights out power down 608-252-7111
Gas Co.: MG&E Toll free emergency call 800-245-1123: Smell of gas? leave call 608-252-7111
Water Util. Co.: Madison Water Utility Emergency Hotline 608-266-4665
Telephone Co.: AT&T Plans and service 1-800-480-8088 Repairs 1800-727-2273-
Other: _____
Comments: _____

SERVICE AND REPAIR CONTRACTORS (Name, Address, Area Code and Telephone Number)

A/C:	Hillestad Heating and Cooling Lodi 608-592-4035
Antenna Service:	N/A
Appliance Repair:	Maintenance Tech Mike 608-228-3966
Carpentry Repair:	Larson Builders 608-843-9868
Carpet Cleaning:	CTW Joe 608-279-7817
Carpet Repair:	CTW Joe 608-279-7817
Electrician:	Electric Construction 608-271-2046
Elevator:	N/A
Glass Repair:	Martin Glass 608-249-0348
Heating:	Hillestad Heating and cooling Lodi 608-592-4035
Fuel:	MG&E 800-245-1123
Equipment:	Hillestad Heating and cooling Lodi 608-592-4035
Landscaping:	Ck Lawn and Landscape 608-240-9107
Laundry Service:	N/A
Locksmith:	J&K Security 608-255-5799
Painter:	Sweeny Painting Pat 608-220-9231
Pest Control:	Wil-Kil
Plumber:	Monona Fire and Plumbing Mike Tolley 608-273-4556
Refrigeration:	Hillestad Heating and Cooling Lodi 608-592-4035
Roof Repair:	Tilsen Roofing 608-256-2388
Security/Fire Alarm:	J&K Security 608-255-5799
Sewer Service:	Marks Reddi Rooter 608-241-2382
Snow Removal:	CK Lawn and Landscape 608-240-9107
Street Lighting:	Electric Construction 608-271-2046
Trash Compactor:	N/A
Trash Removal:	Waste Management 608-251-2115
Water Softener:	Hellenbrand 608-849-3050

EMERGENCY MANAGEMENT STAFF (Name, Address, Area Code and Home Telephone Number)

If the employee's home telephone is an unlisted number, please indicate this next to their number.

Manager:	Kris Scheffler	
Address:		Phone: 608-443-7967
Maint. Tech.:	Mike Sarac	
Address:		Phone: 608-228-3966
Keykeeper:	N/A	
Address:		Phone:
Keykeeper:	N/A	
Address:		Phone:
Regional Manager:	Jason Hagenow	Phone: 608-577-7136
Corp. Prop. Manager:		Phone:
Corporate Office:	P.O. Box 620800, Middleton, WI 53562 (608) 836-1152	

EMERGENCY 24-HOUR NUMBER: (608) 258-0193



NON-EXCLUSIVE USE AGREEMENT

THIS NON-EXCLUSIVE USE AGREEMENT (this "Agreement") is made effective as of November 1, 2016 (the "Effective Date") by and between WHPC-Kennedy Heights, LLC, a Wisconsin limited liability company ("Owner"), and Kennedy Heights Neighborhood Association, Inc., a Wisconsin non-stock corporation (the "Association").

RECITALS

WHEREAS, Owner is the fee simple owner of the property known as Kennedy Heights, a multi-family residential development located in Madison, Wisconsin (the "Property"); and

WHEREAS, the Association from time to time uses the Community Center (the "Center") located on the Property for various community activities; and

WHEREAS, Owner and the Association desire to formalize the terms and conditions under which the Association is permitted to use the Center.

AGREEMENT

NOW, THEREFORE, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

1. Grant of Right to Use. Owner hereby grants to the Association the right to use the Center for any purpose permitted by this Agreement on a permissive, non-exclusive basis. The Association agrees to comply with all laws, ordinances, regulations, and rules applicable to the use of the Center. The right granted under this Agreement may not be transferred or assigned by the Association, in whole or in part, without the express, written approval of the Owner.

2. Permitted Uses. The Association shall be permitted to use the Center for the following purposes:

- a) Community gatherings of the residents of the Property;
- b) Parties hosted by the Association or residents of the Property;
- c) Educational and/or recreational activities for youth living on the Property;
- d) Providing computer and internet access for residents of the Property; or
- e) Other similar purposes.

The Owner retains the authority to disapprove of any proposed use of the Center at any time and for any nondiscriminatory reason.

3. Maintenance and Repairs. The Association shall be responsible for any and all routine maintenance of the Center including, but not limited to, providing janitorial services for

the Center and ensuring that it is kept in a clean and safe condition. Notwithstanding the foregoing, the Association shall have no authority to contract for any major repairs or capital improvements to the Center or the Property.

4. Indemnity. The Association hereby agrees to indemnify, defend, and hold the Owner harmless from and against any and all damage that might occur to the Center or the Property or to any person or property whether or not involved in or participating in the Association's use of the Center except to the extent that the damage is caused by the intentional act of the Owner.

5. Insurance. The Association shall be required to obtain liability insurance which is satisfactory to the Owner as a precondition of its use of the Center and maintain insurance coverage at all times under this Agreement. Satisfactory liability insurance shall name the Owner as an additional insured and have minimum coverage no less than the following:

Per Occurrence	\$1,000,000.00
Aggregate	\$2,000,000.00
Umbrella	\$5,000,000.00

6. Revocation of Right to Use. The Owner may revoke the Association's right to use the Center upon seven (7) days' written notice for any reason including, but not limited to, the following:

- a) Failure of the Association to obtain or maintain insurance coverage;
- b) Failure of the Association to perform proper maintenance of the Center; or
- c) Use of the Center for an unlawful purpose or for any purpose not permitted under this Agreement.

7. Entire Agreement. This Agreement sets forth the entire understanding of the parties and may not be amended unless such amendment is in writing and signed by both parties to this Agreement.

8. Counterparts. This Agreement and any amendments hereto may be executed in counterparts, each of which shall constitute an original, but all taken together shall constitute a single document. Delivery of an executed counterpart of a signature page to this Agreement or any amendment hereto by facsimile or in electronic format shall be effective as delivery of a manually executed counterpart of this Agreement.

9. Notice. Any notice under or concerning this Agreement shall be in writing and shall be delivered to the parties at the addresses shown below.

If to the Owner:

WHPC-Kennedy Heights, LLC
Attn: Carol Keen

901 South 70th Street
West Allis, WI 53214

If to the Association:

Kennedy Heights Neighborhood Association, Inc.
Attn: Claude Gilmore
199 Kennedy Heights
Madison, WI 53704

[SIGNATURES ON FOLLOWING PAGE]

IN WITNESS WHEREOF, the parties have executed this Agreement effective as of the Effective Date.

OWNER

WHPC-Kennedy Heights, LLC
By: Wisconsin Housing Preservation Corp.
Sole Member

By: Erich Schwenker
Name: Erich Schwenker
Title: Agent

ASSOCIATION

Kennedy Heights Neighborhood
Association, Inc.

By: Claude Gilmore
Name: Claude Gilmore
Title: Executive Director