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

Section 1: Geography and Populations Served

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

Using the Data Toolkit (LINK)

1. **Geography and Demographics**

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

The three biggest geographical features that impact our work are Muir Elementary School, Jefferson Middle School and Memorial High School. With Muir only two blocks away, and the LCEC sharing a campus with Jefferson and Memorial, these schools bring over 3000 students and their families into our 1/2 mile radius on a daily basis.

Other geographical features of importance are Mineral Point and Gammon Roads as well as West Towne Mall. All three can act either as barriers or as entry points depending on the context.

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.

According to the Neighborhood Indicators Toolkit, Wexford Ridge has the highest percentage of female headed households and young children age 0-4 in the City of Madison. It is also in the top three in terms of percentage of African American, multiracial and youth residents.

Madison's far west side has both great wealth and significant poverty in close proximity, making some of the data by planning district and by 1/2 and 3/4 mile radius areas difficult to parse. That said, in the Walnut Grove Planning District, which includes Wexford Ridge and Tree Lane Family Apartments as well as upper middle class and high income households, the percentage of economically disadvantaged students has increased by 13% in the past ten years to over 44% in 2018.

The Walnut Grove Planning District also has the second highest number of families in poverty of any plan district in Madison. It is second only to the Greentree Planning District, which feeds Memorial High School and to some extent Jefferson Middle School.

Looking at the Citywide Asset Map, the 3/4 mile radius around the LCEC contains a relatively small number of relevant assets. There are a few childcare centers (including some not shown on the map), a few churches, and a UW Health Clinic. Taking a closer look beyond what is included on the map, many of the non-residential spaces in this area are commercial and often less accessible to low-income individuals.

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

The LCEC engages and serves a large number of people who live beyond 3/4 of a mile from our building.

With the opening of the Tree Lane Family Apartments 1.1 miles from our building, we have made a concerted effort to engage and invite our new neighbors there to join the LCEC community both in formal programs and through our community buiding events.

Our OST programs tend to follow the enrollment areas of Muir Elementary School, Jefferson Middle School and Memorial High School. Even the smallest of these, the Muir enrollment area, goes well beyond the 3/4 mile radius. We are able to provide some transportation assistance to children and youth attending our programs, with dedicated transporation for the Tree Lane Family Apartments.

When it comes to food security, senior, employment and other adult programs, we estimate that about 80% of the people who attend come from an area stretching from Southwest Madison up to the border with Middleton. And we have had, for example, English language learners come from the Northside because the Literacy Network's Thursday morning sessions fit their work schedule.

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.

The opening of the Tree Lane Family Apartments has been a significant event in the life of the neighborhoods surrounding the LCEC. While the media has focused primarily on the voices of more privileged neighbors scared and angered by poor people moving into their neighborhoods, the experiences of families emerging from homelessness (often compounded with domestic violence or other factors) has been largely ignored. We are grateful to have such strong and resilient neighbors joining our community.

In addition to the concentrations of families in subsidized housing navigating poverty, we also know that there are plenty of families in market rate housing struggling to make ends meet. We did not see any data in the toolkit about market rate rental housing in the area or the numbers of families paying more than 30% or 50% of their income for rent, but we know that those families are scattered throughout our neighborhoods and often rendered invisible because data about them is not collected.

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

The coming years will bring the opening of a new senior housing complex right across from the Tree Lane Family Apartments. We anticipate that this will continue the trend of a growing senior population alongside the growth in families of color with children navigating poverty.

One trend we have noticed anecdotally but do not have data to back up is the increase in immigrants and refugees from the Middle East and North Africa.

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.

The LCEC K-12 afterschool and summer programs comprise the the majority of the LCEC budget and staffing. These provide hundreds of children and youth with hundreds of hours of high quality programming and supportive relationships. Since they are described in much greater detail in the Children and Youth funding proposals, we are utilizing this space to describe some of the other ways we meet the needs and interests of neighbors.

Building Employment And Technology Skills (BEATS) supports community members through individual employment support primarily in the form of weekly job clinic, work placements through W2, Dept. of Vocational Rehabilitation, and Greater Wisconsin Agency on Aging Resource, vocational education classes with partner organizations, and our Kids Café/Breakfast Club social enterprise employing young adults with disabilities as trainees learning culinary skills and serving meals to OST program participants

Food security programs include Food Pantry; Food from Friends (a gleaners program lead by community members) and Senior Meal managed by NewBridge.

The Neighborhood Organizing Institute supports the training and organizing projects of community members through monthly training and ongoing mentoring. This leadership development bolsters their natural skills and advances their efforts to improve their communities.

WWMV-LP 95.5 Many Voices, One Community radio is a burgeoning program of the Center. We flipped the switch on our 100 watt antenna on January 17, 2017, and we broadcast diverse

programming by people of all ages 24 hours a day seven days a week.

Providing special events and resource-based projects is a prominent part of the buzz and activity at LCEC. We proudly reach out far and wide for holiday gift giving (379 kids matched) and school supply drive (260 kids matched) and partnered with over 150 donors to support these efforts. Community dinners welcomed almost 1,200 people to 10 dinners with themes like Gallery Night, Tricky Science and Health & Wellness.

Hosted programs make the LCEC a neighborhood focal point welcoming diverse groups as users of our facility and partners in making opportunities happen. Some regular renters that have been with us for two or more years include Russian School and Chinese Fine Arts Schools, MMSD Play & Learn, Diversity in Madison, Madison Breakfast Kiwanis Club, Madison Rotary West, Jewish Learning Institute, Madison Church, MSCR exercise classes, Two Good Farms CSA (pick up location). We also host our annual MadWest Winter Farmers Market. Lastly Memorial High School holds two alternative learning programs for students at the LCEC during the school year, and we offer access to recreational space for Capital High West programs.

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.

The Lussier Community Education Center exists to provide a welcoming and affirming environment for people who may not find that in our broader neighborhood and community. To that end, we tend to engage more people of color, low income individuals, people with disabilities, immigrants and other groups navigating oppression in our programs. We would say that merely mirroring the diversity in our surrounding neighborhood would be insufficient and would likely tend to replicate the damaging dynamics that lead to the disparities we see in Madison. Comparing our sampling data from 2018 to the demographic data available in the City's data toolkit, the LCEC's participant pool varies from the diversity in our neighborhood in the following ways:

Race and ethnicity - Over two-thirds of LCEC participants are people of color with almost half of all participants being African American, while the surrounding 3/4 mile radius is 70% white. Approximately 14% of LCEC participants are Latinx, while under 5% in the surrounding area are.

Female headed households - While this is a problematic measure in and of itself, we did note that about 55% of the people using the LCEC live in female headed households, while the surrounding planning districts range from 2-8%.

We also noted that approximately a third of the households of people using the LCEC included someone with a disability. While we did not find corresponding data in the City's Data Toolkit, we believe that the number would likely be lower.

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).

The LCEC is making a few changes over 2019 and 2020.

From 2019 and into 2020 the LCEC is growing our afterschool and summer programming to include children and youth from the new Tree Lane Family Apartments. This is the largest expansion of our programs since we opened the LCEC building in 2008. It involves opening our first off site Elementary Program classroom at John Muir Elementary School and well as bringing more middle and high schoolers into our programs.

We are developing a Summer Opportunities for Unique Learning (SOUL) offering for rising 8th and 9th

graders this summer and will be working to establish it permanently next year. While this program focuses on preparing young people for teen employment, it also creates a space for a group of young people who feel too old for camp (and the rising 6th and 7th graders), but are not quite ready to work or participate in Youth Action.

The LCEC is also doubling the size of the Buffett Scholars Program over the coming years. Traditionally we have selected two scholars entering the 9th grade and supported them through their first year post high school. Starting in 2019, we will be accepting four per year until we have a total of twenty Buffett Scholars at any given time.

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	X	
Large Activity Room	X	
Reception Area	X	
Executive Director Office	X	
Staff Office Space	X	
Commercial Kitchen	X	
Non-Commercial Kitchen		
Food Pantry	X	
Outdoor Green Space	X	
Outdoor Play Area - without Equipment	X	
Outdoor Play Area - with Equipment	X	
Exercise Room		
Computer Lab	X	
Recording Studio	X	
Performance Space		
Other: Meeting & Conference Rooms	X	

Directions for Sections 3-8:

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

- Select "Tier 2" only if the neighborhood center currently meets **all** Tier 2 criteria for that benchmark.
- Select "Tier 1" only if the neighborhood center meets **all** Tier 1 criteria for that benchmark and not all Tier 2 criteria.

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

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

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

Requirement:	Benchmark:	Tier 1 Expectation:	Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? *Check only one box.*
Ensure Surrounding Neighborhoods and Stakeholders have Access to the Facility	Square footage	5,000-9,999 square feet	10,000+ square feet	☒Tier 2 Expectation Met ☐Tier 1 Expectation Met ☐Not yet meeting Tier 1 Expectation
Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility	Facility use hours	250-2,140 facility use hours per year	2,141+ facility use hours per year	☒Tier 2 Expectation Met ☐Tier 1 Expectation Met ☐Not yet meeting Tier 1 Expectation
Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility	Facility use participants	200-2,150 unduplicated facility use participants per year	2,151+ unduplicated facility use participants per year	☒Tier 2 Expectation Met ☐Tier 1 Expectation Met ☐Not yet meeting Tier 1 Expectation
Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility	Facility policies and plan	● Have a facility use policy that provides low/no cost options for residents. ● Have a maintenance and facility update plan. ● Have a language access plan for facility and programs.		X 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:

     12000

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

     None

List Rooms available for Facility Use	Square footage of Room	Room Features (tables, chairs, A/V)	Occupancy Capacity of space
Lussier Community Room	1596	high ceilings, basketball hoop, volleyball equipment available, tables and chairs	200
William T. Evjue Youth Rm	910	soft spaces, ping pong/pool table, TV, tables and chairs	40
Madison Community Foundation Learning Lab	384	Tables with 10 workstations	20
CUNA Mutual N'hood Meeting Rm	363	conference table and chairs, whiteboard	20
Ruth Garner Children's Program Rm	772	child size tables and chairs, soft spaces, bookcases	40
Spartan Youth Service Classroom	941	flexible space with tables and chairs	50
Community Kitchen	358	commercial kitchen equipment	10
Wexford Commons	1962	high ceilings, high top tables and stools, couches, sharing library (Exclusive use of Wexford Commons requires rental of entire center)	175

2. Facility Use Hours

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

4283

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

None

3. Facility Use Participants

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

3356

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 - Family & friend events - baby showers, birthday parties, repasts, graduation parties, occassional weddings; meetings and classes - Arabic language class for famililes from Wexford Ridge and surrounding area hosted by Wexford Ridge resident, PTG meetings for the area schools, neighborhood and condo association meetings, adult futsal practice and dance troupe practice

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

None

4. Facility Policies and Plans

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

Attach your language access plan and resources.

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

None

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?

Our facility is available until 9pm weekdays and 10am-4pm on Saturdays. Depending on custodial staff capacity, we are able to accommodate other weekend hours with a fee to cover custodial/building supervision time.

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

A custodian and/or other staff person is on duty for building supervision

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

For the broader public information about securing space in our facility is located on our website at http://www.lcecmadison.org/about/buildinguse and our LCEC brochure also includes information about how to inquire about using our spaces for community use. For grassroots community members, we find that word of mouth and personal testimony is the most effective way to spread knowldege of what is available.

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

- New Year's Day (January 1)
- Martin Luther King Jr. Birthday (third Monday in January)
- Memorial Day (last Monday in May) and the prior weekend
- Independence Day (July 4)
- Labor Day (first Monday in September) and the prior weekend
- Thanksgiving Day (fourth Thursday in November) and the following Friday - Sunday
- Winter Break (December 24 – December 31)

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

We are hopeful that we will be able to accommodate more requests for facility use. It has been challenging to recruit and retain a part-time weekend custodian, and we have spent long periods in 2018 and 2019 without one. We have a great person now, and that may allow more extended hour rentals on the weekends.

Section 4: Engage and Connect with the Community

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

1. **Resident Involved Planning or Governing**

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

   The LCEC Board of directors is 75% residents, and includes approximately a third low income residents of color. This body is engaged in planning and governing 12 times per year through their monthly board meetings and additionally through committee activities.

   The LCEC strives also to engage staff, volunteers and interns from the low income communities of color surrounding the LCEC, providing both opportunities for their advancement and a direct hand in guiding programming. At the moment we have four staff who live in the Wexford Ridge Apartments. Similarly we regularly engage low income residents of color in PASS AmeriCorps positions and internships through local programs like the Madison College Human Services program. Lastly we engage have a number of long standing neighborhood volunteers supporting programs, including running our Food From Friends gleaners program.

   Youth also have a say in our programming. Twice a year we measure middle and high school students' perceptions of our programming and the support they receive from staff and other youth. We summarize our findings, comparing them with previous years and share with staff and youth alike in an effort to make improvements to program and our relationships with the young people. Through daily interaction with young people staff are continuously building the lists of what activities to host next, what direction to take a club in and what's on kids' minds and what questions they are asking. All these interactions influence the direction and delivery of LCEC OST programming. Similarly, during formal parent meetings at the elementary level and informal discussions with parents at elementary, middle and high school levels we gain reflection from parents about their hopes and dreams not only for your individual children but for the program as a whole and how it/we could work better for their kids.

   In addition to the formal vehicles above, we use a multi-pronged approach to engage families that includes direct service provision, community building, and engagement in leadership development.

- Service Provision - Parents, aunts, uncles and grandparents come to the LCEC for Job Clinic, Food Pantry, the School Supplies Drive, free yoga classes and much more. These services make the LCEC a place for the whole family, not just the youth. They provide a point of continuing contact for LCEC staff and families.

- Community Building and Leadership Development – The largest scale way that the LCEC engages family members is in our monthly community dinners, which feature family-oriented themes, like Gallery Night, Family Bingo and Game Night and Tricky Science. These provide informal spaces to connect with families, build relationships, and hear ideas and feedback. These multiple venues for long term relationship building mean that we have continuous and direct communication with many families. And we are constantly experimenting with new ways to reach out and draw in more of our families. For example, this summer our camp staff held two parent pizza parties at the Tree Lane Family Apartments to build relationships with our new neighbors and sign young people up for camp. We followed this up with rides for families to our monthly community dinner and specific outreach for our schools supplies and holiday giving programs.

While you are less likely to see a paper survey with multiple choice questions going out to LCEC families, we believe this long term, relationship-based approach gives us both the greatest quantity and highest quality feedback from - and engagement with - young people and their families.

While the question above only asks how we involve "residents" generally, we are answering this question in terms of how we involve low income residents and residents of color. In most Madison community centers, an organization's entire governance structure could be made up of residents of the area it serves and engages without involving anyone from disenfranchised or oppressed groups.

Measurement and tracking of participation is different in each of the cases above. Board participation is tracked through sign in sheets while staff, volunteer and intern engagement through timesheets and volunteer logs. Youth feedback is documented through completed surveys, and the community engagement and service programs use sign in forms to assess participation.

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 are always looking for new ways to engage people, but we don't have any specific plans for changes in our engagement strategies at this time.

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.

The LCEC hosts monthly community dinners with themes like Black Excellence Celebration, Family Bingo & Games Night, Outdoor Adventure, Gallery Night, Health & Fitness, Back to School, Tricky Science Night, etc. We also co-host a Santa Party offered by a local Optimists Club for approximately 150 children and their parents.

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? *Check only one box.*

| Offer Programs and Services to a Variety of Age Groups | Programming and Resources Offered | ● Programming for at least two of the following age groups offered: Elementary, Middle, and High School aged programming.
● 12 or more planned activities at the Center for adults per year.
● Have a plan to connect residents with needed resources and services.
● Have a food pantry in Center or relationship with food pantry in area. | ● Elementary, Middle, and High School aged programming required. 24 or more planned activities at the Center for adults per year.
● Have a plan to connect residents with needed resources and services.
● Have a food pantry in Center or close relationship with food pantry in area.
● One or more of the following: Adult Employment, Early Childhood, and Older Adult programming. | ☒Tier 2 Expectation Met

☐Tier 1 Expectation Met

☐Not yet meeting Tier 1 Expectation |

1. Programming and Resources Offered

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

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

Community dinners, English classes, food pantry, food gleaners program, radio station programs, senior meals, organizing and leadership training, Russian School, Chinese Fine Arts School, Diversity in Madison, Madison Breakfast Kiwanis Club, Madison Rotary West, MSCR exercise classes, MadWest Winter Farmers Market

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

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

Center Support App

with local social/case workers, and LCEC staff networks. LCEC resources and programs are described elsewhere.

For needs outside of our program offerings and more complex situations we work closely with our local Joining Forces for Families (JFF) social worker and school social workers. The initial identification of an issue may come from us or from them, and once issues are identified, we coordinate our support for children and families. Frequently we work together over multiple months to help families secure new housing, deal with landlord tenant issues, transition to new housing and get needed household goods or access mental health services for their children or adult family members.

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

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.

The food pantry provides non-perishable food items such as pasta, canned fruit and veggies, cereal, juice, peanut butter, etc. We also distribute frozen items such as meat and fruit, and refrigerated items including eggs, yogurt, produce and cheese. We offer varying, limited toiletries like toothpaste, toilet paper, and hand soap. We are open Wednesdays, 7-8 pm and Saturdays, 12-1 pm.

We serve approximately 105 households (87 unduplicated) and 250 residents per month. In 2018 we served 251 unduplicated households and a total of 1020 unduplicated adults, kids and seniors.

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.

N/A

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

None

Section 6: Build Organizations and Administrative Capacity

Requirement:	Benchmark:	Tier 1 Expectation:	Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? *Check only one box.*
Build Organizational and Administrative Capacity	Total Agency Budget	$200,000-$520,699	$520,700+	☒Tier 2 Expectation Met ☐Tier 1 Expectation Met ☐Not yet meeting Tier 1 Expectation
Build Organizational and Administrative	Total Agency FTE	3-7.9 FTE	8.0+ FTE	☒Tier 2 Expectation Met ☐Tier 1 Expectation

Capacity				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.		XTier 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.

       None

2. Total Agency FTE

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

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

Position Title *Enter one position title per line*	Qualifications or Required Training
Executive Director	nonprofit leadership, financial management, fund development, community relations
Assistant Director	program development & evaluation, staff supervision & human resources, professional development & training
Development Director	fund development, communications
CommunityEngagement Mgr	volunteer management, program development & implementation
Operations Manager	building management, staff supervision, community relations, program development & implementation
Comm & Dev Coordinator Administrative Assistant Custodians	oral & written communications, event planning building scheduling & data management cleaning & light maintenance

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

       All volunteers who are 18 years or older are screened through a caregiver background check through either the Wisconsin Department of Justice or Fidelitec, LLC for volunteers who have recently lived out of state.

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

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

    None

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?

    October 2017

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

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

Section 7: Collect and Use Data

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

1. Sampling and Data Informed Decision-Making

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

Most of our data-based decision-making traditionally involves program evaluation data. We collect teacher and youth surveys, program quality assessments, food pantry satisfaction surveys, etc. Then we analyze the results, sometimes sharing them with program participants and making plans for improving in areas of weakness.

Comparing sampling to data toolkit will provide useful information as well. We will most likely look at demographic information from the surrounding area with a specific focus on disenfranchised or oppressed groups that are not yet engaged in the LCEC.

b. How do you track facility use data?

We use sign in forms to record how many people attend each program or activity, how many of them are here for the first time this calendar year, and the date and duration of the program or activity. We then document this information in a spreadsheet categorized by types of facility use activities.

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

The new Madison Out of School Time Management Information System (MOST MIS) has some promising possibilities for allowing us to access longitudinal data about children's school performance. That isn't yet available, and it is not clear whether we can achieve that in 2020, but we are in conversations with MOST about building in that direction.

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: 12**/12**

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

Total number of Tier 2 Benchmarks Currently Meeting: 12**/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.
N/A

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	55683	0	$100,000
Elementary Programs	36003	0	36003
Middle School Programs	27391	0	27391
High School Programs	13739	0	13739
Other City-funded Programs			
Total	**132744**	**0**	**177061**

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.

   N/A

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

   None

Center Support App

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

Program Type	Start Time	End Time
MONDAY		
Elementary		
Multi Focused Afterschool	school release	5:45pm
Multi Focused Summer	9am	4pm
Topical/Skill/ Population Focused		
Middle School		
Multi Focused Afterschool	school release	5:30pm
Multi Focused Summer	9am	4pm
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		
High School		
Multi Focused Afterschool	school release	6:30pm
Multi Focused Summer	12pm	5pm
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		

Program Type	Start Time	End Time
TUESDAY		
Elementary		
Multi Focused Afterschool	school release	5:45pm
Multi Focused Summer	9am	4pm
Topical/Skill/ Population Focused		
Middle School		
Multi Focused Afterschool	school release	5:30pm
Multi Focused Summer	9am	4pm
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		
High School		
Multi Focused Afterschool	school release	6:30pm
Multi Focused Summer	12pm	5pm
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		

Program Type	Start Time	End Time
WEDNESDAY		
Elementary		
Multi Focused Afterschool	school release	5:45pm
Multi Focused Summer	9am	4pm
Topical/Skill/ Population Focused		
Middle School		
Multi Focused Afterschool	school release	5:30pm
Multi Focused Summer	9am	4pm
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		
High School		
Multi Focused Afterschool	school release	6:30pm
Multi Focused Summer	12pm	5pm
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		

Program Type	Start Time	End Time
THURSDAY		
Elementary		
Multi Focused Afterschool	school release	5:45pm
Multi Focused Summer	9am	4pm
Topical/Skill/ Population Focused		
Middle School		
Multi Focused Afterschool	school release	5:30pm
Multi Focused Summer	9am	4pm
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		
High School		
Multi Focused Afterschool	school release	6:30pm
Multi Focused Summer	12pm	5pm
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		

Center Support App

Program Type	Start Time	End Time
FRIDAY		
Elementary		
Multi Focused Afterschool	school release	5:45pm
Multi Focused Summer	9am	4pm
Topical/Skill/ Population Focused		
Middle School		
Multi Focused Afterschool	school release	5:30pm
Multi Focused Summer	9am	4pm
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		
High School		
Multi Focused Afterschool	school release	6:30pm
Multi Focused Summer	12pm	5pm
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		

Center Support App

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

-SIGNATURE PAGE-

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

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

2. Insurance
   If funded, applicant agrees to secure insurance coverage in the following areas to the extent required by the City Office of Risk Management:
   - Commercial General Liability
   - Automobile Liability
   - Worker's Comp
   - Professional Liability
   The cost of this coverage can be considered in the request for funding. The Certificate of Insurance that will be required at the time of contracting is available on the City of Madison Risk Management website.

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

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

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

Signature:

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

Applicant Signature:

Enter Name:	Paul Terranova
Date:	7/29/19

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

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 <u>current City-funded Neighborhood Centers</u>. 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:	Lussier Community Education Center	Amount Requested:	$ 36,003
Programs applied for:	X Multi-focus School Year X Multi-focus Summer Topical/ Skills/Population		
Contact Person	Paul Terranova	Email:	paul@lcecmadison.org
Address:	55 S Gammon Road, Madison, WI 53717	Telephone:	608-833-4979 ext 210

SECTION 1: ELEMENTARY MULTI-FOCUSED PROGRAMMING

1. **PROGRAM DESCRIPTION**

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

The goal of the Lussier Community Education Center Elementary Program (LCEC EP) is that children grow up physically, emotionally and socially healthy and successful - and in the words

of our Madison Metropolitan School District partners "graduate high school ready for college, career and community" - by countering the effects of the persistent and pervasive systems of race- and class-based oppression that shape the lives of children and families in Madison.

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

Elementary students from Muir Elementary School make up the vast majority of the LCEC Elementary Program kids. Young people most frequently live in the Wexford Ridge Apartments across the street from the Center or - newly this year - in the Tree Lane Family Apartments (about 1 mile from our Center). About 90-95% of our young people are kids of color (primarily Black, Latinx or multi-racial) who qualify for free and reduced lunch, and approximately 60% live in female-headed or single adult households. While all of our students speak English fluently, a growing number live in households were English is not the first language.

The LCEC Elementary Program is focused on supporting low income children of color in particular, rather than mirroring the demographics of the young people who happen to live within a particular distance from the LCEC. In the ¾ radius around the LCEC 30 – 39.9% of young people are economically disadvantaged compared to the 90 – 95% of the young people who attend our after school and summer camp. Similarly only 5.9% of households in our neighborhood are single adult/female headed while almost 60% of our young people live with just one parent, most frequently their mothers. And while 80-90% of young people who join our program are kids of color, our surrounding neighborhood does not mirror them with 79.9% of our area residents being white. The LCEC takes pride in this success at creating a welcoming and affirming space for low income kids of color.

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

The LCEC Elementary Program is a licensed program authorized to engage 45 young people in our two classrooms. We are awaiting license approval for an additional classroom at Muir Elementary for an additional 20 young people. We run enrollment periods in April/May for summer and July/August for school year. If spaces come available during the year, we work from our waiting list and with the school social worker and social workers at the Tree Lane Family Apartments to identify other kids in need of care.

We inform families of our enrollment windows in writing (and verbally with currently enrolled families) and through our community newsletter. The newsletter is delivered to every door in Wexford Ridge and Tree Lane Family Apartments and is handed out at the Center. We work with the Muir social worker and Tree Lane staff to identify families that might be in need of care. Families must complete the paper work to be eligible, and we use a decision matrix which considers if the young person is a) a current or returning participant, b) lives in Tree Lane Family Apartments, c) is an age and gender that fits and complements the other students in the classroom, and d) if the young person needs specific accommodations for care. We determine the exact number of slots available based on our staff capacity at the time of enrollment.

d. <u>Activities</u>: Describe your proposed program activities. Include information about key parts of your program that help us understand how you will accomplish your goals. If

applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

LCEC Elementary Program focuses on four mutually reinforcing areas of development for young people with program activities, partnerships and clubs:

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

- Health and Fitness – This broad area of programming includes engaging kids in outdoor adventure and experiences of the natural world, providing (and introducing children to new) healthy nutritious foods, and regular physical activity from dance to basketball to new sports they've never tried. Volunteers and our collaborative with Memorial High School Kids Café provide daily nutritious, home-cooked meals during school and summer with an eye to introducing young people to new foods, and nurturing lovers of vegetables, fruit and healthy snacks. Staff offer daily nutrition tips and encouragement for healthy eating and specific nutrition education sessions monthly. We offer regular cooking clubs with a UW dietetics intern to teach young people how to cook for themselves, weaving in math and literacy skills. Physical activity starts with elementary kids walking from school to the Center every day and continues with indoor/outdoor daily large motor activities. In summer swimming, canoeing, hiking and field games get the kids moving and active.

- Arts and Creativity – Extensive research demonstrates the benefits of engaging kids in the arts. One benefit we don't often hear articulated is this: In a context of pervasive racism and classism that works to undermine children's image of themselves and their communities, telling young people, "We value and admire what comes out of you and your creativity" is a powerful statement. With arts programming young people are exploring creative expression, developing curious minds and building confidence and positive self-regard. At least once a week youth discover their creative side while developing relationships, working together and having fun. Artists and arts organizations make up a large percentage of our collaborative partners (Children's Theater Madison, Wisconsin Chamber Orchestra, UW Dance Performing Ourselves, Madison Youth Choir, Overture Center for instance). The skills, experience and passionate role modeling provided by these collaborators is priceless. Through their offerings we are able to ensure that young people deepen their artistic experiences, build confidence and persistence, and practice team work and respect for self and others. Regular field trips to experience the rich cultural and artistic offerings of Madison's vibrant arts community round out our arts programming.

- Community Service and Leadership – As with arts and creativity, we see power in telling young people, in particular, "You are important. You are powerful. You can make a

difference in the world around you." And these messages are a critical piece of the social emotional learning and civic engagement crucial to any comprehensive OST program seeking to utilize a holistic approach to youth development. LCEC Elementary Program start with mindfulness skills development and activities that build the resiliency and self-efficacy of young people. These practices, coupled with age-appropriate identity exploration and development, encourage young people to question and challenge social norms which seek to place restraints and labels on them. Weekly sessions focused on building resilience through mindfulness activities and monthly (or weekly in the summer) community service clubs ask young people to build community and look beyond themselves to care about others. While our staff are working on leadership development throughout the program, we have built partnerships to support positive identity and relationship development in gender based groups. At the Elementary level we participate in Girls Inc. of Greater Madison and FACE-Kids initiative in conjunction with Rainbow Project.

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

-   Positive Youth Development (PYD) – The base of research on PYD is broad and varied. The Interagency Working Group on Youth Programs (IWGYP), a collaboration of 21 federal departments and agencies that support youth declared, "PYD is an intentional, prosocial approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances young people's strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths." In its most simple articulation, positive youth development can be framed as "positive experiences + positive relationships + positive environments = positive outcomes." An IWGYP review of the effectiveness of PYD can be found at https://youth.gov/youth-topics/effectiveness-positive-youth-development-programs.

-   Racial and Social Justice – The LCEC works from the assumption that real, pervasive, significant, and systematic injustice persists in our community and society. Either we actively support justice, or we passively perpetuate injustice. Thought leaders like Gloria Ladson Billings stress the importance of culturally relevant pedagogy to the success of children of color. Researchers like Shawn Ginwright, Julio Cammarota, and Roderick Watts focus on the impact of young people's sociopolitical development. We recognize that children and youth face a daunting challenge when defending themselves against Madison's seemingly friendly "racism with good intentions" (vs. more overtly hostile racism). Without a healthy context and effective tools to recognize and resist racism in its myriad forms, many young people internalize the idea that disparities in our community result from their (or their parents', families' or communities') shortcomings.

-   Trauma Informed Culture (TIC) - TIC promotes the use of principles such as safety, trustworthiness, transparency, collaboration, mutuality, empowerment, voice and choice (SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach). TIC is not a therapy, intervention, or specific action. It is applying the understanding that early adversity, toxic stress, and trauma can be life altering and that subsequent TIC-informed interactions have the potential to promote wellbeing and resilience. A brief overview can

be found at
https://www.nasmhpd.org/sites/default/files/NCTIC_Marketing_Brochure_FINAL(2).pdf

- Organizing and Power – Organizing (bringing people into relationship so that they can do more together than they can by themselves) and power (the ability to act) underlie a great deal of what we at the LCEC - and everyone in the youth development field – strive for, though the language is seldom used explicitly. At the younger ages, much of the children's program quality assessment focuses on building children's autonomy, social skills and ability to work with others. As such we gear our efforts in all our activities to build these social emotional skills.

- Intrinsic Motivation to Learn – The foundation of this lens of research and practice is that children (and adults) are intrinsically motivated to learn – that this is how we are built. When people and institutions talk about motivating students or unmotivated students, we are usually avoiding responsibility for not having created the environments that elicit people's intrinsic motivation to learn. This is the conclusion of decades of research that has been reviewed and compiled by researchers like Alfie Kohn and Margery Ginsberg. At the LCEC we use Ginsberg's Motivational Framework for Culturally Responsive Teaching. In this articulation of the research, our intrinsic motivation to learn will emerge when we are provided environments where we feel welcome, safe, and included, have the choice to learn what is relevant to us, are engaged in learning that is significant and challenging to us, and can see ourselves progress.

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

OST-SPECIFIC RESEARCH

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

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

- The LCEC Elementary Program provides comprehensive and varied activities/supports, not solely tutoring or homework help. According to a 2009 Columbia University research review, afterschool programs with both a strong academic component AND youth development components showed the greatest promise for increasing academic performance of low-income youth. (Gardner, Roth, & Brooks-Gunn, 2009)

- The LCEC Elementary Program focuses on children and youth attending two or more times per week. According to Harvard Family Resource Project's 2008 "After School in

the 21st Century" report, sustained participation in quality afterschool programming contributes to positive academic, social and emotional outcomes. More specifically, a study of 10 afterschool programs found that participation of at least two times a week (for 12-18 months) is sufficient to achieve positive behavioral outcomes and improve youth's attitudes about school.

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

Activity	Estimated Start and Completion Date
Multi-focused After School Program	September 5, 2019 – June 5, 2020
Multi-focused Summer Camp	June 22 – August 14, 2020

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

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

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

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

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

As our Language Access Plan indicates we make every effort to communicate with prospective families in their language of origin using interpreter services and our bilingual staff (Spanish and Hmong). We have the means to translate our materials into other languages and always ensure that our outreach materials are provided in Spanish. We include Spanish announcements of our

program openings in the Wexford Ridge neighborhood and at the Tree Lane Family Apartments. If young people join our program, we translate all our materials and ensure that regular contact with parents is conducted with interpretation provided.

As our LCEC Framework indicates, relevance of programming is at the forefront of our efforts to connect with young people and their families. We seek to build relationships with individuals and organizations who mirror the cultures and identities of the young people in our programs. As we reach out to organizations for partnerships and seek volunteers to build relationships with young people, we draw upon individuals and groups of people of color and allies who can support young people's cultural growth. We ask our white, mainstream partners to identify and hold up the works of people of color in their field so young people might see themselves in the role models and stories we are bringing to them. For instance, in our partnership with Badgers Give Back we've built a pen pal program for our 3rd – 5th graders where young people are paired with athletes of color from the UW.

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

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

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

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

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

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

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

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

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

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

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

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
John Muir Elementary School	Assist with alignment between school and after school; support mental health and other basic needs of children and families; communication academic and SEL needs of individual children	Andrea Kreft, Principal	No
UW Badger Athletics	Provides Badger Athletes as pen pals writing weekly with all 3rd-5th graders, donates tickets to multiple sporting events, sends athletes to volunteer at Community Dinners, host kids on campus for events, provides summer interns	Jackie Davenport	No
Children's Theater Madison	Builds from once a month (at the beginning of the school year) to weekly spring drama sessions where kids write, choreograph and perform a play for each other and their families	Jenna Grossman Spiers	Yes
Girls Inc	As an affiliate of Girls Inc. of Greater Madison we receive training, curriculum resources, access to Girls Inc. citywide events and coaching for our staff. We provide weekly girls only spaces to help girls discover and develop themselves as Strong, Bold and Smart people.	Pahoua Vang	Yes
FACE – Kids; Rainbow Project	Provides three six- to eight-week small group social emotional skill building groups per year tailored to the current strengths and needs of children; consults when needed about the particular mental health needs of individual youth	Madison Solomon	No
Rutabaga Paddle Sports	Provides weekly paddling/canoeing experiences and instruction in Lake Monona every summer	Tucker Moore	No

How do these partnerships enhance this proposal?

The list of six organizations above is just a fraction of the partnerships that we've developed over the last 10 years and longer. We chose this list to represent and mirror our four pillars of programming at LCEC – Arts & Creativity; Health & Wellness; Leadership & Community Service, and Academic Support. Our program offerings and the breadth of relationships developed with kids are much broader than they would be without these partnerships. We would not have violin lessons, dance workshops, a multi-acre children's garden, or gender-based programming that connects young people to peers across the city just to name a few. And of course having a deep, thoughtful and mutually beneficial relationship with our feeder school is a critical collaboration for the success of the program. Whether they are providing space for our third classroom, helping arrange transportation for temporarily homeless or relocating families, or simply filling us in on a particularly tough (or great) day at school, our connection and communication with all levels of staff at Muir is paramount to kids having successful days after school.

What are the decision-making agreements with each partner?

We have developed specific MOUs with several of our partners which detail roles and responsibilities, timelines and designated contacts. With others the agreements are more informal and developed between our Elementary Program Manager and their staff. At several partner organizations the staff have turned over, and we've been successful at maintaining and often enriching the partnership as the new person brings new energy and desire to connect with kids. For instance, our relationship with the Wisconsin Chamber Orchestra has grown from Andrew Sewel coming to teach kids violin one summer (because he lives in our neighborhood and heard we provided great programs with kids) to year round twice a week lessons by one of the principal violinists for the past two years. Our Elementary Program Manager works closely with each partner organization's leadership and front line staff to make mutually beneficial decisions about program focus, breadth and delivery method. We work hard to ensure that partners are coached about our Lussier Framework and gear their efforts to meld with our approaches. Of course we are always working to adjust and improve every partnership and will change our strategies as needed.

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

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

One of the advantages of our Elementary Program operating in a multigenerational, multi-program community center, is that there are a number of needed services and resources right in our building. We are able to meet some transportation needs (such as providing transportation to and from program for children living at the Tree Lane Family Apartments or getting other young people home after extended field trips) with our own vehicles. We have a Food Pantry and fresh produce gleaners program for families facing food insecurity. Often we send home food with young people, especially when we know their family is facing specific hardships. We offer weekly Job Clinic to support adults in need of employment with resume building, interview preparation and support with online applications and job search.

For more complex situations we work closely with our local Joining Forces for Families (JFF) social worker and school social workers. The initial identification of an issue may come from us or from them, and once issues are identified, we coordinate our support for children and families. Frequently we work together over multiple months to help families secure new housing, deal with landlord tenant issues, transition to new housing and get needed household goods or access mental health services for their children or adult family members.

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

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	5 days per week	2.25 – 3.75	38 weeks	1:10	50
Multi-Focused Summer	5 days per week	7 hours	8 weeks	1:10	50

*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:
75

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).

We provide 7 hours of programming every MMSD Early Release day (typically 3 – 4 per year).

We offer an extended field trip to a cultural, sporting or community event at least monthly. These events typically run from 5 – 9 pm.

Twice a year we host gender-based lock-ins when the boys and girls in 3rd – 5th grade get to sleep over at the Center with staff. These events run from 5 pm – 9 am the following day.

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
Elementary Program Manager	Center Director Qualified with appropriate Registry Level	.75	.25	0	1.0
Elementary Program Coordinator	Elementary Lead Teacher Qualified, plus experience	.75	.25	0	1.0
Elementary Lead Teacher #1	Elementary Lead Teacher Qualified	.41	.25	0	.66
Elementary Lead Teacher #2	Elementary Lead Teacher Qualified	.41	.25	0	.66
Elementary Lead Teacher #3	Elementary Lead Teacher Qualified	.41	.25	0	.66
Elementary Lead Teacher #4	Elementary Lead Teacher Qualified	.41	.25	0	.66
Elementary Lead Teacher #5	Elementary Lead Teacher Qualified	.41	.25	0	.66

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

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

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 have been using the MOST MIS system for the past year and intend to continue with it for documentation of attendance and student demographics. As a licensed program we use a paper attendance system which documents the times of young people's attendance and allows us to track the hours of programming. Our program schedule and city quarterly reporting assist

Elementary School Services App

us in tracking the program activities that occur throughout the year. We measure our outcomes via a survey tool conducted with teachers twice a year. The results are analyzed using Excel and narrative report which is shared with our staff, the parents and the teachers who completed the survey. We use the results to identify where individual young people can make improvements and where our program can support this improvement across the entire group.

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

> 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:	Lussier Community Education Center	Amount Requested:	$ 27,391

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

Contact Person	Paul Terranova	Email:	paul@lcecmadison.org
Address:	55 S Gammon Road, Madison	Telephone:	608-833-4979 ext 210

SECTION 1: MIDDLE SCHOOL MULTI-FOCUSED PROGRAMMING

1. PROGRAM DESCRIPTION

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

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

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

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

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

The LCEC Youth Resource Center is focused on supporting low income children of color in particular, rather than mirroring the demographics of the young people who happen to live within a particular distance from the LCEC. In the ¾ radius around the LCEC 30 – 39.9% of young people are economically disadvantaged compared to the 85 – 90% of the middle schoolers who attend our after school and summer camp. Similarly, only 5.9% of households in our neighborhood are single adult/female headed while almost 55% of our young people live with just one parent, most frequently their mothers. And while 80-90% of young people who join our program are kids of color, our surrounding neighborhood does not mirror them with 79.9% of our area residents being white. The LCEC takes pride in creating a welcoming and affirming space for low income kids of color.

During the summer and occasionally during the school year young people's parents support their attendance from other locations around the city. These young people often were connected with the Center previously – having attended elementary after school,

families previously living in Wexford Ridge or Tree Lane Apartments or simply knowing about our free afterschool or summer camp program.

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

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

Registration materials are required for emergency contact and health care information as well as parent permissions for field trip permissions and photograph releases. However, our program is drop in and young people can choose to attend one or all days of afterschool or camp.

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

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

d. <u>Activities</u>: Describe your proposed program activities. Include information about key parts of your program that help us understand how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed

LCEC Youth Resource Center focuses on four mutually reinforcing areas of development for young people with program activities, partnerships and clubs:

- Learning and Academics are a priority for the Youth Resource Center. Four days a week segments of afterschool are set aside to work on homework or be engaged in other productive exploration. Twice a week we offer the LCEC-specific LEAP2College program which focuses on Leadership, Education, Arts and Play. With the support from college student volunteers, our staff engage people in homework help, quiet reading, and stealth educational activities that embed learning in STEAM and other enrichment activities. By incorporating college students as volunteers LEAP2College creates spaces for organic and organized conversations and experiences that expand young people's sense of college life and give them multiple chances and encouragement to see themselves as college bound and ready. Field trips to area college campuses and education-based organizations such as the Geology Museum round out the program.

Throughout our programming, we are looking for opportunities to ignite young people's passion for learning.

- Health and Fitness – This broad area of programming includes engaging kids in outdoor adventure and experiences of the natural world, providing (and introducing youth to new) healthy nutritious foods, and regular physical activity from dance to basketball to new sports they've never tried. Volunteers and our collaborative with Memorial High School Kids Café provide daily nutritious, home-cooked meals during school and summer with an eye to introducing young people to new foods, and nurturing lovers of vegetables, fruit and healthy snacks. Staff offer daily nutrition tips and encouragement for healthy eating and specific nutrition education sessions monthly. The Youth Resource Center offers a regular cooking club to teach young people how to cook for themselves, weaving in math and literacy skills. Physical activity is woven into every day with indoor/outdoor large motor activities. In summer swimming, canoeing, hiking and field games get the kids moving and active.

- Community Service and Leadership – We see power in telling young people, in particular, "You are important. You are powerful. You can make a difference in the world around you." And these messages are a critical piece of the social emotional learning and civic engagement crucial to any comprehensive OST program seeking to utilize a holistic approach to youth development. LCEC-specific programming in the Youth Resource Center starts with mindfulness skills development and activities that build the resiliency and self-efficacy of young people. These practices, coupled with age-appropriate identity exploration and development, encourage young people to question and challenge social norms which seek to place restraints and labels on them. Weekly sessions focused on building resilience through mindfulness activities and quarterly community service clubs ask young people to build community and look beyond themselves to care about others. While our staff are working on leadership development throughout the program, we have built partnerships to support positive identity and relationship development in gender based groups with DAIS' Men Encouraging Non-Violent Strength (MENS) and Girls Inc. as part of the Girls Inc. of Greater Madison affiliates.

- Arts and Creativity – Extensive research demonstrates the benefits of engaging kids in the arts. One benefit we don't often hear articulated is this: In a context of pervasive racism and classism that works to undermine children's image of themselves and their communities, telling young people, "We value and admire what comes out of you and your creativity" is a powerful statement. With arts programming young people are exploring creative expression, developing curious minds and building confidence and positive self-regard. During six- to eight-week artist-in-residence clubs youth discover their creative side while developing relationships, working together and having fun. Through partnerships with The Bubbler and Arts and Literature Lab we connect with artists of color and artist teaching in mediums that young people don't have access to in school. The skills, experience and passionate role modeling provided by these collaborators is priceless. Through their offerings we are able to ensure that young people explore their creativity, build confidence and persistence, and practice team work and respect for self and others. Regular field trips to experience the rich cultural and artistic offerings of Madison's vibrant arts community round out our arts programming.

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

- Positive Youth Development (PYD) – The base of research on PYD is broad and varied. The Interagency Working Group on Youth Programs (IWGYP), a collaboration of 21 federal departments and agencies that support youth declared, "PYD is an intentional, prosocial approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances young people's strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths." In its most simple articulation, positive youth development can be framed as "positive experiences + positive relationships + positive environments = positive outcomes." An IWGYP review of the effectiveness of PYD can be found at https://youth.gov/youth-topics/effectiveness-positive-youth-development-programs.

- Racial and Social Justice – The LCEC works from the assumption that real, pervasive, significant, and systematic injustice persists in our community and society. Either we actively support justice, or we passively perpetuate injustice. Thought leaders like Gloria Ladson Billings stress the importance of culturally relevant pedagogy to the success of children of color. Researchers like Shawn Ginwright, Julio Cammarota, and Roderick Watts focus on the impact of young people's sociopolitical development. We recognize that children and youth face a daunting challenge when defending themselves against Madison's seemingly friendly "racism with good intentions" (vs. more overtly hostile racism). Without a healthy context and effective tools to recognize and resist racism in its myriad forms, many young people internalize the idea that disparities in our community result from their (or their parents', families' or communities') shortcomings.

- Trauma Informed Culture (TIC) - TIC promotes the use of principles such as safety, trustworthiness, transparency, collaboration, mutuality, empowerment, voice and choice (SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach). TIC is not a therapy, intervention, or specific action. It is applying the understanding that early adversity, toxic stress, and trauma can be life altering and that subsequent TIC-informed interactions have the potential to promote wellbeing and resilience. A brief overview can be found at https://www.nasmhpd.org/sites/default/files/NCTIC_Marketing_Brochure_FINAL(2).pdf

- Organizing and Power – Organizing (bringing people into relationship so that they can do more together than they can by themselves) and power (the ability to act) underlie a great deal of what we at the LCEC - and everyone in the youth development field – strive for, though the language is seldom used explicitly. At the younger ages, much of the children's program quality assessment focuses on building children's autonomy, social skills and ability to work with others. As such we gear our efforts in all our activities to build these social emotional skills.

- Intrinsic Motivation to Learn – The foundation of this lens of research and practice is that children (and adults) are intrinsically motivated to learn – that this is how we are built. When people and institutions talk about motivating students or unmotivated students, we are usually avoiding responsibility for not having created the environments that elicit people's intrinsic motivation to learn. This is the conclusion of decades of research that

has been reviewed and compiled by researchers like Alfie Kohn and Margery Ginsberg. At the LCEC we use Ginsberg's Motivational Framework for Culturally Responsive Teaching. In this articulation of the research, our intrinsic motivation to learn will emerge when we are provided environments where we feel welcomed, safe, and included, have the choice to learn what is relevant to us, are engaged in learning that is significant and challenging to us, and can see ourselves progress.

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

OST-SPECIFIC RESEARCH

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

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

- The LCEC-specific Youth Resource Center provides comprehensive and varied activities/supports, not solely tutoring or homework help. According to a 2009 Columbia University research review, afterschool programs with both a strong academic component AND youth development components showed the greatest promise for increasing academic performance of low-income youth. (Gardner, Roth, & Brooks-Gunn, 2009)

- The LCEC-specific Youth Resource Center focuses on children and youth attending two or more times per week. According to Harvard Family Resource Project's 2008 "After School in the 21st Century" report, sustained participation in quality afterschool programming contributes to positive academic, social and emotional outcomes. More specifically, a study of 10 afterschool programs found that participation of at least two times a week (for 12-18 months) is sufficient to achieve positive behavioral outcomes and improve youth's attitudes about school.

    e. Proposed Timeline for Implementation:

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

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

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

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

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

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

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

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

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

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

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

Supportive Relationships with Youth – Embedded within LCEC Framework is a relational model of youth development and growth. Every aspect of our work is built on our

emphasis on relationship first - relationships between staff and young people, among young people, between staff, volunteers and young people, and between staff and parents. Being authentic, reliable and consistent are critical qualities of the people and programming we build.

Youth Voice & Leadership - The contributions of youth as decision makers, teachers and guides is highly valued in the LCEC Youth Resource Center. From simply deciding what's happening during free choice to helping plan the menu to influencing what arts or sports we pursue next, everyone is learning the value of their voice, their opinions and how to express them. Community building – whether in a specific group like MENS, Youth Resource Center as a whole or the LCEC community – brings young people together and supports their demonstration of empathy, self-awareness and healthy communication.

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

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

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

Environment & Safety – The spaces, resources and people that make up the LCEC Youth Resource Center are geared toward the developmental levels of the 6th – 8th graders in program. Our policies and procedures developed as an after school and summer program promote an environment of physical and emotional safety and health. Staff and volunteers understand and use the guidance of these policies to ensure that

our environment builds a community that's conducive to learning and growing. We highly value the role nutrition and hygiene play in building strong and resilient kids.

We regularly ask young people for their input on ways to improve our program offerings and activities. At the middle school level, we often speak of their ability to vote with their feet. We talk with young people to regularly come to program but sometimes more importantly with those who came for some time and have dropped off in their attendance. Often young people's lives change and they stop attending for external reasons but at times we learn about their boredom with our program or their interest in other experiences or their call for spaces to be safer or more equitable. These informal mechanisms of monitoring and assessing are buttressed with semi-annual youth surveys which we analysis and discuss with staff to drive change in programming and activities. We would like to use the YPQA assessment in the future and welcome working with the MOST community to develop or identify self-assessment tools which will assist us in monitoring our efforts toward each of the Effective Practices.

2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Jefferson Middle School	Provides space for programming after school and during the summer, access to youth during the school day for tutoring/mentoring, and coordinated responses to crises in the lives of individual young people and their families	Tequila Kurth, Principal	No
MSCR	Provides half of the Schools of Hope Tutor Coordinator and Youth Resource Center Coordinator as well as program staff for middle school afterschool programming four of the five program days each week. Also provides weekly swim lessons to children in middle school summer camp.	Jacob Tisue, Jake Wilson	No
Urban League of Greater Madison	Provides half of the Schools of Hope Tutor Coordinator and Youth Resource Center Coordinator focused on recruiting, training and matching tutors one-on-one and in small groups with struggling students.	Andrew Schilcher	No
DAIS MENS	Provide Men Encouraging Nonviolent Strength (MENS) Club curriculum and resources, work with LCEC staff to select and adapt activities, and co-facilitate weekly programming for middle school boys	Shannon Barry, Executive Director	No
Girls Inc of Greater Madison	Girls, Inc. through the Goodman Community Center provides curriculum resources, professional development, city-wide girls' activities, and technical assistance to LCEC staff implementing Girls, Inc. programming at the LCEC	Pahoua Vang	Yes
Rutabaga Paddle Sports	Provides paddling/canoeing experiences and instruction to middle school summer campers	Tucker Moore	No

	weekly every summer		

How do these partnerships enhance this proposal?

The list of six organizations above is representative of the partnerships that we've developed over the last 10 years and longer. Our program offerings and the breadth of relationships developed with kids are much broader than they would be without these partnerships. We would not have drum or canoe lessons, rich gender-based programming connects young people to peers across the city or dynamic college visits, just to name a few. And of course having a deep, thoughtful and mutually beneficial relationship with our feeder school is a critical collaboration for the success of the program. Whether they are providing space for programming, helping identify and recruit young people for program and summer camp, or simply filling us in on a particularly tough (or great) day at school, our connection and communication with all levels of staff at Jefferson is paramount to kids having successful days after school.

What are the decision-making agreements with each partner?

Our partnerships with our three core collaborators – Jefferson Middle School, MSCR and Urban League have been in effect since the Youth Resource Center was conceived. Elements of the partnerships have changed with new staff and developing trends in our organizations, but overall it has remained strong and clear. We have used regular cross-collaborative team meetings in the past to work through complications and hiccups. Currently we meet regularly with direct front line staff and semi-annually with leadership and front line staff. These meetings allow us to problem solve on a regular basis any specific youth or program needs and more strategically identify growth and development areas to work on year to year. We have MOUs with some our partners which detail roles and responsibilities, timelines and designated contacts. With others the agreements are more informal and developed between our Youth Programs Manager and their staff. At several partner organizations the staff have turned over, and we've been successful at maintaining the partnership and often enriching it as the new person brings new energy and desire to connect with kids. Our Youth Programs Manager works closely with each partner organization's leadership and front line staff to make mutually beneficial decisions about program focus, breadth and delivery method. We work hard to ensure that partners are coached about our Lussier Framework and gear their efforts to meld with our approaches. Of course we are always working to adjust and improve every partnership and will change our strategies as needed.

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

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

One of the advantages of our Youth Resource Center operating in conjunction with a multigenerational, multi-program community center, is that there are a number of needed services and resources right in our building. We are able to meet some transportation needs (such as providing transportation to and from program for children living at the Tree Lane Family Apartments or getting other young people home after extended field trips) with our own vehicles. We have a Food Pantry and fresh produce gleaners program for families facing food insecurity. Often we send home food with young people, especially when we know their family is facing specific hardships. We offer weekly Job Clinic to support adults in need of employment with resume building, interview preparation and support with online applications and job search.

For more complex situations we work closely with our local Joining Forces for Families (JFF) social worker and school social workers. The initial identification of an issue may come from us or from them, and once issues are identified, we coordinate our support for children and families. Frequently we work together over multiple months to help families secure new housing, deal with landlord tenant issues, transition to new housing and get needed household goods or access mental health services for their children or adult family members.

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

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	5 days per week	2.25 – 3.5	34 weeks	1:15	15
Multi-Focused Summer	5 days per week	7 hours	8 weeks	1:10	20

*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: 250 for Youth Resource Center; 100 for LCEC-specific programs

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).

We offer an extended field trip to a cultural, sporting or community event at least monthly. These events typically run from 5 – 9 pm.

Twice a year we host gender-based lock-ins when the boys and girls get to sleep over at the Center with staff. These events run from 5 pm – 9 am the following day.

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
Youth Programs Manager	Experience developing, implementing, supervising and evaluating youth programs	.375	.125		.50
Middle School Program Coordinator	Youth programming experience	.75	.25		1.0
Middle School Program Lead	Youth programming experience	.375	.25		.595
PASS AmeriCorps member	Youth programming experience	.625	.19		.815

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

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

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

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

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

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

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

   d. <u>Activities</u>: Describe your proposed program activities. Include information about key parts of your program that help us understand how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

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

Activity	Estimated Start and Completion Date

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

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

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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:

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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 | Qualifications or | FTE | | | |
Use one line per individual employee	Required Training	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. <u>Goal Statement</u>: What is the goal of your program and how does it align with the strategies described in the RFP guidelines?

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

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

  d. <u>Activities</u>: Describe your proposed program activities. Include information about key parts of your program that help us understand how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

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

Activity	Estimated Start and Completion Date

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

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

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

2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

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

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

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

How do these partnerships enhance this proposal?

What are the decision-making agreements with each partner?

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

3. PROGRAM STRUCTURE AND STAFFING

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

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

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

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

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

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

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

2. DATA MANAGEMENT AND MEASURES OF SUCCESS

      a. What systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses? Describe how client confidentiality and contract compliance with data and documentation will be maintained.

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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: High 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 high 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:	Lussier Community Education Center	Amount Requested:	$ 13,739

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

Contact Person	Paul Terranova	Email:	paul@LCECmadison.org
Address:	55 S Gammon Road, Madison 53717	Telephone:	608-833-4979

SECTION 1: HIGH 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 goal of the Lussier Community Education Center (LCEC) Youth Resource Center (middle school) Multi-Focused Program is that children grow up physically, emotionally and socially healthy and successful - and in the words of our Madison Metropolitan School District partners "graduate high school ready for college, career and community" - by countering the effects of the persistent and pervasive systems of race- and class-based oppression that shape the lives of children and families in Madison.
The LCEC high school program, Teen Build Up, offers comprehensive after school and summer leadership internship program for high school aged young people. Within our Teen Build Up program we offer ten young people additional support through our Jane Burrows Buffett Scholarship Program.

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.

As a program located on the campus of Memorial High School and across the street from Capitol High West, the young people who attend the LCEC Teen Build Up program almost exclusively attend these schools. Additionally, young people frequently live in the Wexford Ridge Apartments across the street from the Center or - newly this year - in the Tree Lane Family Apartments (about 1 mile from our Center). Between 65-70% of our young people are youth of color (primarily Black, Latinx, Asian or multi-racial). And 65-70% qualify for free and reduced lunch, with approximately 50% living in female-headed or single adult households. While all of our students speak English fluently, a growing number live in households were English is not the first language.

The LCEC Teen Build Up program is focused on supporting low income youth of color in particular, rather than mirroring the demographics of the young people who happen to live within a particular distance from the LCEC. In the ¾ radius around the LCEC 30 – 39.9% of young people are economically disadvantaged compared to the 85 – 90% of the middle schoolers who attend our after school and summer camp. Similarly, only 5.9% of households in our neighborhood are single adult/female headed while almost 55% of our young people live with just one parent, most frequently their mothers. And while 80-90% of young people who join our program are kids of color, our surrounding neighborhood does not mirror them with 79.9% of our area residents being white. The LCEC takes pride in creating a welcoming and affirming space for low income, youth of color.

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 LCEC Teen Build Up recruitment process is focused on Memorial High School and Capitol High and connecting directly with young people. During lunch and in announcements during classes, our staff provide young people with descriptions of our

clubs, activities and schedule to encourage them to join us for program. We use Spartan News, the school TV news for additional outreach to young people. LCEC monthly newsletter, which is distributed to Wexford Ridge and Tree Lane Family Apartments, includes details about the program and how to join (show up and complete our simple registration papers). Students and families are informed about after school options when they enroll at Memorial and at any time can come over after school and become part of the program.

Registration materials are required for emergency contact and health care information as well as parent permissions for field trips and photograph releases. However our program is drop in and young people can choose to attend one or all days of afterschool.

MMSD provides buses for young people at the end of program and LCEC supplements these rides with van transportation for young people especially after extended field trips and for young people living in the Tree Lane Family Apartments. We also support Madison Metro bus passes for young people who can't get them through school.

For our YASI summer program LCEC uses the same recruitment methods as the school year. In addition, we reach out to West High School and other young organizing groups to connect with young people who have already developed an interest in leadership and organizing. YASI, with slots for only 12 young people, requires an application process which includes a brief essay about their motivation for the program and written references from teachers or peers that support them as participants in a leadership program.

d. <u>Activities</u>: Describe your proposed program activities. Include information about key parts of your program that help us understand how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

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

- Community Service and Leadership – We see power in telling young people, in particular, "You are important. You are powerful. You can make a difference in the world around you." And these messages are a critical piece of the social emotional learning and civic engagement crucial to any comprehensive OST program seeking to utilize a holistic approach to youth development. Teen Build Up features leadership and identity development in our Youth Action school year club and Youth Action Summer Internship (YASI) during the summer. Weekly Youth Action sessions during the school year focus on building young people's confidence and willingness as leaders and expanding their understanding and skills around organizing and mobilizing people. During the more intensive summer internship the selected interns explore social issues and develop a research project together which culminates in an action plan for use during the school year. While our staff are working on leadership and identity development in Youth Action and YASI, we have built a partnership to support positive relationship development in gender based groups with DAIS Men Encouraging Non-Violent Strength (MENS) and host BOSS (Bold Outstanding Supportive Sisters) with guest speakers and topics picked by the girls who attend. These activities encourage young people to question and

challenge social norms which seek to place restraints and labels on them and explore healthy relationships and constructive communication skills development.

- Learning and Academics are a priority for Teen Build Up. Four days a week segments of afterschool are set aside to work on homework or be engaged in other productive exploration which we call Productivity Time. Staff and college student volunteers work on assignments and homework with young people and study for tests individually and in small groups. By incorporating college students as volunteers creates spaces for organic and organized conversations and experiences that expand young people's sense of college life and give them multiple chances and encouragement to see themselves as college bound and ready. Our Buffett Scholars program supports 10 young people throughout their high school years with individual mentoring focused on helping them build their network and resume so they may access the college of their choice. In the name of the Scholars program, but to the benefit of any young person who attends, we host college-focused learning experience such as FAFSA workshops, ACT Prep support, college student panels about everything from living alone to financial literacy to athletics at college. Throughout our programming, we are looking for opportunities to ignite young people's passion for learning.

- Health and Fitness – This broad area of programming includes engaging youth in outdoor adventure and experiences of the natural world, providing (and introducing youth to new) healthy nutritious foods, and regular physical activity, ranging from basketball and volleyball to new sports they've never tried. Volunteers and our collaborative with Memorial High School Kids Café provide daily nutritious, home-cooked meals during school and summer with an eye to introducing young people to new foods, and nurturing lovers of vegetables, fruit and healthy snacks. Staff offer daily nutrition tips and encouragement for healthy eating and specific nutrition education sessions monthly. Teen Build Up offers a regular cooking club, Teen Cuisine, to teach young people how to cook for themselves, weaving in math and literacy skills and providing a meal for the rest of the youth in attendance that day.

- Arts and Creativity – Extensive research demonstrates the benefits of engaging kids in the arts. One benefit we don't often hear articulated is this: In a context of pervasive racism and classism that works to undermine children's image of themselves and their communities, telling young people, "We value and admire what comes out of you and your creativity" is a powerful statement. With arts programming young people are exploring creative expression, developing curious minds and building confidence and positive self-regard. During six to eight-week artist in residence clubs youth discover their creative side while developing relationships, working together and having fun. Through partnerships with The Bubbler and Arts and Literature Lab we connect with artists of color and artist teaching in mediums that young people don't have access to in school. The skills, experience and passionate role modeling provided by these collaborators is priceless. Through their offerings we are able to ensure that young people explore their creativity, build confidence and persistence, and practice team work and respect for self and others. Regular field trips to experience the rich cultural and artistic offerings of Madison's vibrant arts community round out our arts programming. Film Club has been a staple of Teen Build Up weaving together art appreciation and discussion of the making of films with racial and social justice exploration. TV and movie documentaries and dramas focused on fiction and non-fiction about the confluence of people, race, and society.

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

- Positive Youth Development (PYD) – The base of research on PYD is broad and varied. The Interagency Working Group on Youth Programs (IWGYP), a collaboration of 21 federal departments and agencies that support youth declared, "PYD is an intentional, prosocial approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances young people's strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths." In its most simple articulation, positive youth development can be framed as "positive experiences + positive relationships + positive environments = positive outcomes." An IWGYP review of the effectiveness of PYD can be found at https://youth.gov/youth-topics/effectiveness-positive-youth-development-programs.

- Racial and Social Justice – The LCEC works from the assumption that real, pervasive, significant, and systematic injustice persists in our community and society. Either we actively support justice, or we passively perpetuate injustice. Thought leaders like Gloria Ladson Billings stress the importance of culturally relevant pedagogy to the success of children of color. Researchers like Shawn Ginwright, Julio Cammarota, and Roderick Watts focus on the impact of young people's sociopolitical development. We recognize that children and youth face a daunting challenge when defending themselves against Madison's seemingly friendly "racism with good intentions" (vs. more overtly hostile racism). Without a healthy context and effective tools to recognize and resist racism in its myriad forms, many young people internalize the idea that disparities in our community result from their (or their parents', families' or communities') shortcomings.

- Trauma Informed Culture (TIC) - TIC promotes the use of principles such as safety, trustworthiness, transparency, collaboration, mutuality, empowerment, voice and choice (SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach). TIC is not a therapy, intervention, or specific action. It is applying the understanding that early adversity, toxic stress, and trauma can be life altering and that subsequent TIC-informed interactions have the potential to promote wellbeing and resilience. A brief overview can be found at https://www.nasmhpd.org/sites/default/files/NCTIC_Marketing_Brochure_FINAL(2).pdf

- Organizing and Power – Organizing (bringing people into relationship so that they can do more together than they can by themselves) and power (the ability to act) underlie a great deal of what we at the LCEC - and everyone in the youth development field – strive for, though the language is seldom used explicitly. At the younger ages, much of the children's program quality assessment focuses on building children's autonomy, social skills and ability to work with others. As such we gear our efforts in all our activities to build these social emotional skills.

- Intrinsic Motivation to Learn – The foundation of this lens of research and practice is that children (and adults) are intrinsically motivated to learn – that this is how we are built. When people and institutions talk about motivating students or unmotivated students, we

are usually avoiding responsibility for not having created the environments that elicit people's intrinsic motivation to learn. This is the conclusion of decades of research that has been reviewed and compiled by researchers like Alfie Kohn and Margery Ginsberg. At the LCEC we use Ginsberg's Motivational Framework for Culturally Responsive Teaching. In this articulation of the research, our intrinsic motivation to learn will emerge when we are provided environments where we feel welcomed, safe, and included, have the choice to learn what is relevant to us, are engaged in learning that is significant and challenging to us, and can see ourselves progress.

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

OST-SPECIFIC RESEARCH

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

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

- The LCEC Teen Build Up provides comprehensive and varied activities/supports, not solely tutoring or homework help. According to a 2009 Columbia University research review, afterschool programs with both a strong academic component AND youth development components showed the greatest promise for increasing academic performance of low-income youth. (Gardner, Roth, & Brooks-Gunn, 2009)

- The LCEC Teen Build Up focuses on children and youth attending two or more times per week. According to Harvard Family Resource Project's 2008 "After School in the 21st Century" report, sustained participation in quality afterschool programming contributes to positive academic, social and emotional outcomes. More specifically, a study of 10 afterschool programs found that participation of at least two times a week (for 12-18 months) is sufficient to achieve positive behavioral outcomes and improve youth's attitudes about school.

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
Multi-focused After School Program	September 23, 2019 – June 10, 2020
Multi-focused Summer Camp (Youth Action Summer Internship)	June 22 – August 14, 2020

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.

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

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

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

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.

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

As our LCEC Framework indicates, relevance of programming is at the forefront of our efforts to connect with young people and their families. We seek to build relationships with individuals and organizations who mirror the cultures and identities of the young

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

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

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

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

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

Youth Voice & Leadership - The contributions of youth as decision makers, teachers and guides is highly valued in the LCEC Teen Build Up. From simply deciding what's happening during chill time in program to how the group works through problems and conflicts amongst members to influencing what cultural events the group attends and what speakers come in to present, everyone is learning the value of their voice, their opinions and how to express them. Community building – whether in a specific group like MENS or BOSS, Youth Action or Teen Build Up as a whole – brings young people together and supports their demonstration of empathy, self-awareness and healthy communication.

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

Community & Family Engagement - The beauty of a successful neighborhood center is that community is at the core. Building relationships with schools, community members/residents, area organizations and businesses inherently supports the advancement and growth of young people and our effort to make the community a more just, warm and lively place. The LCEC Teen Build Up has strong connections to staff and faculty at Memorial High School, partnerships with many area organizations and businesses and at least 10 volunteers per year. We receive lots of informal feedback and input from young people and their families and seek out more formal input during phone conversations during regular phone calls/emails.

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

Environment & Safety – The spaces, resources and people that make up the LCEC Teen Build Up are geared toward the developmental levels of the 9th – 12th graders in program. Our policies and procedures developed as an after school and summer program promote an environment of physical and emotional safety and health. Staff and volunteers understand and use the guidance of these policies to ensure that our environment builds a community that's conducive to learning and growing. We highly value the role nutrition and hygiene play in building strong and resilient young people.

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

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

2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Memorial High School	Provides space for programming during the summer, access to youth during the school day for recruitment and mentoring, and coordinated responses to crises in the lives of individual young people and their families	Matt Hendrickson, Principal	No
Partners in Afterschool Success (PASS)	This multi-agency collaborative of which LCEC is a founding member provides access to half-time and summer AmeriCorps members working with high youth afterschool and during the summer	Connie Bettin, Director	Yes
UW African American Studies	Provides 3-5 students per semester volunteering 25 hours with high school (as well as elementary and middle school) students	Michael Thornton, Professor	No
Arts and Literature Lab	Provide recruitment, training and support for artists to offer multi-session clubs for young people in school year and summer	Alaura Borealis, Education Director	No
DAIS MENS	Provide Men Encouraging Nonviolent Strength (MENS) Club curriculum and resources, work with LCEC staff to select and adapt activities appropriate for high school boys	Shannon Barry, Executive Director	No
UW Madison Mobilizing Youth Voices for Racial Justice	Engages young people to analyze issues of race and disenfranchisement, develop intergenerational learning and action opportunities, and create a community forum to develop	Bianca Baldridge, Professor	No

	an agenda to implement solutions based on their collective work		

How do these partnerships enhance this proposal?

Our program offerings and the breadth of relationships developed with kids are much broader than they would be without these partnerships. We would not have art clubs, rich gender-based programming or dynamic multi-agency collaboratives which connect young people with peers across the city, just to name a few. And of course having a deep, thoughtful and mutually beneficial relationship with our feeder school is a critical collaboration for the success of the program. Whether they are providing space for programming, helping identify and recruit young people for program and summer camp, or simply filling us in on a particularly tough (or great) day at school, our connection and communication with all levels of staff at Memorial is paramount to kids having successful days after school.

What are the decision-making agreements with each partner?

We have developed specific MOUs with some of our partners which detail roles and responsibilities, timelines and designated contacts. With others the agreements are more informal and developed between our Youth Programs Manager and their staff. At several partner organizations the staff have turned over, and we've been successful at maintaining and often enriching the partnership as the new person brings new energy and desire to connect with kids. For instance, our relationship with DAIS has evolved through four different prevention education staff members and includes regular co-facilitation with our staff for MENS sessions. Our Youth Programs Manager works closely with each partner organization's leadership and front line staff to make mutually beneficial decisions about program focus, breadth and delivery method. We work hard to ensure that partners are coached about our Lussier Framework and gear their efforts to meld with our approaches. Of course we are always working to adjust and improve every partnership and will change our strategies as needed.

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

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

One of the advantages of our Teen Build Up operating in conjunction with a multigenerational, multi-program community center, is that there are a number of needed services and resources right in our building. We are able to meet some transportation needs (such as providing transportation to and from program for children living at the Tree Lane Family Apartments or getting other young people home after extended field trips) with our own vehicles. We have a Food Pantry and fresh produce gleaners program for families facing food insecurity. Often we send home food with young people, especially when we know their family is facing specific hardships. We offer weekly Job Clinic to support adults in

need of employment with resume building, interview preparation and support with online applications and job search.

For more complex situations we work closely with our local Joining Forces for Families (JFF) social worker and school social workers. The initial identification of an issue may come from us or from them, and once issues are identified, we coordinate our support for children and families. Frequently we work together over multiple months to help families secure new housing, deal with landlord tenant issues, transition to new housing and get needed household goods or access mental health services for their children or adult family members. We work with staff at Briarpatch and Planned Parenthood most often to support young people who themselves are struggling with personal or family issues.

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

3. PROGRAM STRUCTURE AND STAFFING

a. Anticipated Frequency, Duration and Attendance:

High School Multi-Focused Program	Frequency*	# of Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Multi-Focused Afterschool	5 days per week	2.5 – 4	35 weeks	1:15	15
Multi-Focused Summer	5 days per week	5 hours	8 weeks	1:4	10

*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 High School-Age Youth: Anticipated number of individual high school-age youth across all of the proposed programs:
200 overall, 30 regular users who attend 2 x per week for at least 3 months

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c. <u>Additional Activities</u>: Do you anticipate providing activities for the multi-focused high 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).

We offer an extended field trip to a cultural, organizing or community event at least monthly. These events typically run from 5 – 9 pm.

Young people attend two – three weekday or weekend youth organizing conferences during the school year.

During the summer YASI visits another city (Washington DC, Atlanta, or Detroit) on a delegation week-long trip.

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

Position Title Use one line per individual employee	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total
Youth Programs Manager	Experience developing, implementing, supervising and evaluating youth programs	.375	.125		.50
TBU/Buffett Program Coordinator	Youth programming experience	.75	.25		1.0
PASS AmeriCorps member	Youth programming experience	.24	.19		.43
PASS AmeriCorps Member	Youth programming experience	.24	.19		.43

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

b.

All volunteers who are 18 years or older are screened through a caregiver background check through either the Wisconsin Department of Justice or Fidelitec, LLC for volunteers who have recently lived out of state. We use reference checks for volunteers who are under 18 years of age. Potential volunteers receive an orientation focused on creating safe spaces for youth and vulnerable populations, along with a section on mandated reporting. Volunteers sign an expectation agreement following the orientation. Additionally, volunteers are introduced to the Lussier Frameworks which communicates the foundation for which all engagement, activities and daily exchanges should be grounded for purposeful programming. Volunteers receive shared supervision from both a program manager and the Community Engagement

Manager and sometimes trained program staff. All program volunteers receive a name tag and sign-in and out for shifts. All staff receive a training called Working with Volunteers.

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

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

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: HIGH 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 youth, families and the community who may benefit from the proposed program have been involved in the development of this proposal and/or will be involved in the implementation and assessment of program activities and outcomes.

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

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

2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

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

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

How do these partnerships enhance this proposal?

What are the decision-making agreements with each partner?

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

3. PROGRAM STRUCTURE AND STAFFING

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

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

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

b. <u>Total Annual Unduplicated High School-Age Youth</u>: Anticipated unduplicated high school-age youth in proposed programs**:**

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

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

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

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

4. DATA MANAGEMENT AND MEASURES OF SUCCESS

a. What systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses? Describe how client confidentiality and contract compliance with data and documentation will be maintained.

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.

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

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

PROGRAM NAME: _____

1. **PROGRAM DESCRIPTION**

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

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

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

   d. <u>Activities</u>: Describe your proposed program activities. Include information about key parts of your program that help us understand how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed

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

Activity	Estimated Start and Completion Date

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

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

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

2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

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

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

How do these partnerships enhance this proposal?

What are the decision-making agreements with each partner?

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

3. PROGRAM STRUCTURE AND STAFFING

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

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

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

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

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

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

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

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

4. DATA MANAGEMENT AND MEASURES OF SUCCESS

a. What systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses? Describe how client confidentiality and contract compliance with data and documentation will be maintained.

<u>PLEASE NOTE</u>: 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.

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	30	100%	12	100%	334	100%
GENDER						
MALE	10	33%	2	17%	96	29%
FEMALE	20	67%	10	83%	236	71%
UNKNOWN/OTHER	0	0%	0	0%	2	1%
TOTAL GENDER	30	100%	12	100%	334	100%
AGE						
LESS THAN 18 YRS	0	0%	0	0%	10	3%
18-59 YRS	29	97%	11	92%	255	76%
60 AND OLDER	1	3%	1	8%	69	21%
TOTAL AGE	30	100%	12	100%	334	100%
RACE*						
WHITE/CAUCASIAN	12	40%	7	58%	217	65%
BLACK/AFRICAN AMERIC	10	33%	3	25%	37	11%
ASIAN	2	7%	0	0%	23	7%
AMERICAN INDIAN/ALAS	0	0%	0	0%	1	0%
NATIVE HAWAIIAN/OTHE	0	0%	0	0%	0	0%
MULTI-RACIAL:	3	10%	2	17%	0	0%
Black/AA & White/Cauca	2	7%	2	17%	0	0%
Asian & White/Caucasia	1	3%	0	0%	0	0%
Am Indian/Alaskan Nativ	0	0%	0	0%	0	0%
Am Indian/Alaskan Nativ	0	0%	0	0%	0	0%
BALANCE/OTHER	3	10%	0	0%	56	0%
TOTAL RACE	30	100%	12	100%	334	83%
ETHNICITY						
HISPANIC OR LATINO	3	10%	0	0%	10	3%
NOT HISPANIC OR LATIN	27	90%	12	100%	324	97%
TOTAL ETHNICITY	30	100%	12	100%	334	100%
PERSONS WITH DISABILIT	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?

The most relevant information in the data toolkit relates to race. In that category the LCEC staff and board include a far greater percent people of color (60% and 42%) than the population in the surrounding 3/4 mile radius (30%). The volunteer base skews closer to the neighborhood demgraphic with 65% of the volunteers being white.

LCEC Language Access Plan

Plan Overview

The purpose of this plan is to ensure Lussier Community Education Center (LCEC) provides free access to services for adults and their children limited in their English language proficiency.

LCEC will provide language assistance for community members, who do not speak, read, write or understand English or who do speak, read, write or understand English on a limited basis.

To assist with language access, LCEC employs the following methods:

- Bilingual staff for interpretation and translation
- Bilingual volunteer translators for printed materials
- Google Translate for quick and simple answers and exchanges
- Certified Languages International for telephone interpretation in complex or serious situations
- The Interpreters' Cooperative of Madison for translation of complex materials and interpretation at pre-planned events, meetings or activities

Interpretation and Translation Resources

Bilingual Staff

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

Bilingual Volunteers

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

Google Translate

Google Translate is a powerful tool that can instantly translate text and speech into over 100 different languages. Google Translate provides technology for language accessibility in a quick and efficient way. It is typical, as a vibrant neighborhood center, for community members stop in to learn more about LCEC's services and other resources in the community. Staff can use Google Translate to understand and answer basic questions about resources, programs and needs.

For ease of access, LCEC asks leadership staff to download Google Translate to their smartphones, when applicable. LCEC may also ask other staff members to download the app, as needed. In addition, every LCEC space has access to computers with internet access.

Certified Languages International

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

The Interpreters' Cooperative of Madison

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

Special Efforts

Families Applying for Youth Programs

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

Implementation and Training

Implementation

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

Staff Training

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

2018-2019 LCEC Strategic Priorities

The Lussier Community Education Center engages in a biennial Strategic Priorities development process. These are the 2018-2019 Strategic Priorities. The 2020-2021 Strategic Priorities are in the initial stages and will be completed by December 2019.

Telling Our Story
- Develop a graphic representation of the Lussier Framework for public consumption and an infrastructure for collecting and telling the stories of the LCEC in a systematic manner

Board Development
- Board members are confident articulating the Lussier Framework and explaining what makes the LCEC special
- The board continually increases its effectiveness and diversity

Financial Stability
- Raise sufficient funds to ensure the stability of programs and staff compensation that ensures a strong staff team
- Successfully complete SOLID – A Campaign for Brighter Futures, raising $1 million in sustaining gifts over five years

LCEC Maintenance & Facility Update Plan

Plan Overview

Building Description

Lussier Community Education Center (LCEC) is an innovative green-built building on Madison's west side strategically situated on the Jefferson Middle School and Memorial High School campus, across the street from Wexford Ridge apartment complex, adjacent to athletic fields on Gammon Road and one block from West Towne Mall. The building was designed by KEE Architecture and built in 2008 by Tri-North. Our 12,000 square foot building has four multi-purpose rooms, a recreational gym, commercial kitchen, computer lab, radio station/recording studio, small meeting room, food pantry and open-cubicle office space with one private office. Storage and mechanicals are located in our service hallway, sprinkler room, custodians closet and in the attic.

Building Systems Overview

Systems within the facility are broken up into the following categories:

- Heating, Ventilation and Air Conditioning (HVAC)
- Electrical
- Fire Protection
- Plumbing
- Appliances
- Other structural elements

Facility Use Team

Everyone on staff or volunteering at LCEC is part of the overall team helping us maintain a safe and thriving center. We ask everyone to bring to our attention issues that might arise throughout the day. Our Facilities Team includes our two Custodians, Administrative Assistant, Operations Manager and Assistant Director. Issue and questions can also be raised with the Executive Director.

Dealing with Maintenance Issues

If someone notices an issue and it's an emergency (clogged & overflowing toilet, broken and dangerous piece of furniture, etc.) that person should be sure no community members or children are in harm's way and then notify someone from the Facilities Team or their own supervisor. The responder will either fix the issue or call in the appropriate professional.

If it's not an emergency, the staff or volunteer should write up a description of the issue and first talk with the custodian if available. If a custodian is not available, the note can be given to the Operations Manager or Administrative Assistant. They will speak with the custodian to determine if repairs can be done in house or a professional will need to be called.

On a weekly basis staff from the Facilities Team visually inspect the building to determine if repairs or updates are needed.

When repair professionals are called, the request for service is logged in the Maintenance Binder with the date of the call, description of the issue, and planned response from the service professional. All members of the Facilities Team are informed of the call for services in person or via email. If the Facilities Team member who called for service isn't available when the service will occur, another Facilities Team member should be tasked with working with the repair professional. Payment for repairs can occur via invoice or manual check

to the service technician. When the repairs are complete details of the repair should be logged in the Maintenance Binder and a copy of the invoice should be filed in the binder as well.

Names and contact information for professional repair technicians can be found in the Maintenance Binder for reference when issues arise.

Our LCEC building systems installation binder is located in Executive Director's office and includes installation manuals and warranties for materials which were purchased and installed in the building when it was built in 2008. These binders also help with who to call in the case of equipment failure or repair needs.

System Descriptions & Planned Maintenance

HVAC – 1901, Inc. (formerly H&H Heating and Cooling) installed and maintains our HVAC system. This geothermal system is accessed and controlled through a web-interface which is on a virtual server. MG&E owns the system as demonstration project that they are testing for use in other facilities. 1901, Inc. conducts regular maintenance on the system and can be called for repairs as necessary. When repairs are required MG&E staff should also be notified of the call for service.

The HVAC system includes 8 heat pump units that are located in four locations in the building – above the office supply closet, in the ceiling of the service hallway and in both sides of the upstairs mechanical space. Each heat pump unit has a shut off unit located near the unit.

Electrical system – Electric Construction installed our electrical systems, and we call on them for major repairs. We also use local individual licensed electricians for smaller repair needs.

There are 5 electrical panels labeled A – E. The panel locations are:

A – North side of upstairs mechanical space

B – North side of upstairs mechanical space

C – Sprinkler Room

D – Office Supply Closet

E – Service Hallway

Most outlets are marked with the panel letter and breaker number. If a power outage occurs at an outlet a Facilities Team member can reset the breaker after any electrical item has been removed from the outlet.

Fire Protection – LCEC has a building-wide sprinkler system maintained by HJ Pertzborn that is linked with our fire alarm system serviced and supported by Midwest Alarm/Permar Security. Both companies inspect the systems they maintain on a quarterly and annual basis.

Fire extinguishers are located in the kitchen, commons and attic. Summit Co. annually inspects and updates the extinguishers and will initiate these inspections. During this time the technician will also inspect the stove hood and batteries on the fire pulls and the security of the plastic boxes around the pulls.

Plumbing – The LCEC has two multi-person bathrooms (4 stalls and 3 sinks in the women's room; 2 stalls and 2 urinals and 3 sinks in the men's room) and a single bathroom for people with disabilities. The bathrooms have a combination of electronic eye and easy-on handled faucets. There are four sinks in the classrooms (one each in Evjue and Garner and two in Spartan). The commercial kitchen has a hand-washing sink, vegetable sink in the island, a three-sink bank and the dish washing/garbage disposal sink. The dish sanitizer is located next to the garbage disposal sink. The hot water heater and water softener units are located in the upstairs mechanical area. There is a utility sink in the custodian closet and are two outdoor faucets, one at the back of the building and one located on the east side of the building. There are two water fountains between the two bathrooms.

Custodians can be called upon to make minor repairs and fixes. Replacing batteries in the electronic eye faucets, tightening and changing washers in the faucets, unclogging toilets are most frequently on the list of repairs that the custodians handle. The custodian also replaces the urinal cartridges in the waterless urinals.

HJ Pertzborn is accessed for more significant repairs or issues that Facilities Team members can't figure out. We also call on local independent plumbers when possible. We purchase replacement parts such as urinal cartridges from First Supply or online. Pertzborn also provides support for issues with the hot water heater. Salt Co. regularly checks the salt levels in the water softeners and deliver needed salt. Solvit, Inc. provides chemicals and maintenance for the dish sanitizer.

All sinks and garbage disposal filter water through the floor grease trap in the kitchen. This trap is maintained through annual cleaning by RotoRooter.

Appliances – There are several repair companies that we use to service the 7 refrigerators, 8 freezers, convection oven and Wolf range. The company we call is dependent on the make of the appliance needing repair. All our refrigerators and freezers are temperature checked and recorded daily (M-F) and during this time service needs are observed. The kitchen is in daily use (M-F) and during use the other appliances are examined to repair needs.

Other Structural Elements – The other building features attended to for regular inspection and care are the multitude of windows and doors, the basketball hoop, and the center-wide cement floor. La Force, Martin Glass and Mobile Glass are useful vendors for the windows and doors. The basketball hoop and cement floor have not need repair for the past 10 years, and there is no established vendor relationship.

Scheduled Inspections & Maintenance Upkeep

In the name of safety and because of requirements the following inspection schedule is maintained:

Annual:

> Kitchen inspection by Health Department
>
> Fire safety inspection by the Madison Fire Department
>
> Sprinkler System annual check which includes draining the system conducted by HJ Pertzborn
>
> Pest control for the entire building by Professional Pest Control
>
> Fire extinguishers and stove hood inspection by Summit Co.
>
> Grease trap cleaning by RotoRuter (need the name right)

Semi-Annual:

> Pest control for the food areas by Professional Pest Control

Quarterly

> Sprinkler system by HJ Pertzborn
>
> Fire Alarm system by Midwest Alarm
>
> Salt for the hot water heater by Salt Co.

Upon request:

> Chemicals and check on dish sanitizer by Solvit Co.

Capital Improvement Project Planning

	Current Condition	Needs Assessment	Estimated Year(s) of Expense	Estimated Cost	Funding Source(s)	Project Rank Based on Priority (1 is highest priority)
Heating, Ventilation and Air Conditioning (HVAC)	Good	Add wider ductwork in Community Room to reduce mechanical noise	2020	$5900	Reserves, partial support from PEO grant	2
Electrical	Good	No known needs at this time				
Fire Protection	Good	No known needs at this time				
Plumbing	Good	No known needs at this time				
Appliances	Good	No known needs at this time				
Other structural elements	Good	Replace broken window screens	2019	<$1000	Reserves	1

Facility Use Policy

Lussier Community Education Center (LCEC) is an innovative, green-built building on Madison's west side strategically situated on the Jefferson Middle School and Memorial High School campus, across the street from Wexford Ridge apartment complex, adjacent to athletic fields on Gammon Road and one block from West Towne Mall. Our 12,000 square foot building has many multi-purpose rooms which are offered for use by community members, organizations and events.

Facility Use Purpose

Having people rent the facility is important for so many reasons – it offers a communal space for people to be together and get stuff done (hosting a meeting, celebrating a birthday, offering a class, etc.), it brings people to the Center who might otherwise not come here, and it provides financial support to the Center. To foster these purposes, it's essential, as staff, that we understand the purpose of each event/happening, build relationships with facility users, and help people feel good about their experience here.

Building Schedule & General Schedule of Availability

LCEC is open to the public and rooms are available for rent Monday – Friday 8:30 am – 7:00 pm and Saturday 10 am – 4 pm. In addition, the rooms in the building are available on weekdays from 7 – 9 pm, Saturday from 4 – 6 pm and Sunday from 8am – 6 pm .

LCEC programming focuses on after school and summer camps for youth, food programs, employment support, and community organizing and engagement. These programs all have set schedules which generally fill up all our spaces Monday – Friday from 2 – 6 pm and during some other set times in the week.

Seven individual spaces are available for rent. Below is a chart with the details for each space

For room descriptions in more detail, call the LCEC at (608) 000-0000 or visit www.lcecmadison.org.

Room	Size (Sq. ft)	Standing Capacity Standing or theatre style chairs	Seated Capacity Chairs at tables**	Private Hourly Rate M-F 8:30am-9pm	Non-Profit Hourly Rate M-F 8:30am-9pm
Lussier Community Room (1/3 gym)	1596	125	90	$50	$25
William T. Evjue Youth Room	910	40	30	$25	$12.50
Madison Community Foundation Learning Lab	384	20	14	$20	$10
CUNA Mutual Neighborhood Meeting Room	363	N/A	15	$10	$5
Ruth Garner Children's Program Room	772	40	20	$20	$10
Spartan Youth Service Classroom Entire classroom (A+B)/one half (A or B)	941	50	35	$30/$15	$15/$7.50
Lussier Community Kitchen	358	10	N/A	$25	$25
Wexford Commons Participants in other programs may pass through. Exclusive use of Commons requires rental of entire center	1962	175	40	$40	$20

An additional $25/hr surcharge is required for additional Saturday or Sunday hours or any time which pushes beyond 9 pm.

The Lussier Kitchen may be rented with another room but is rarely rented on its own.

Resources are available in most rooms – 5-foot round tables and/or 5 & 6-foot rectangular tables, stationary chairs, projector screen, lectern, dry erase boards and easels, TVs on carts with DVD players, small portable PA system.

Spreading the Word about Facility Use Opportunities

Information about securing space in our facility is located on our website at
http://www.lcecmadison.org/about/buildinguse

Our LCEC brochure also includes information about how to inquire about using our spaces for community use.

Steps for Securing and Using an LCEC Room

1) Know the details of your event. Think about the date, time and how many people (adults & kids) will be attending and the type of event (party, meeting, training, etc).
2) Contact Cliff Wilford, Administrative Assistant, or Shawn Walker, Operations Manager, to discuss the details of your request.
    a. Cliff Wilford, cliff@LCECmadison.org; 608-833-4979 ext. 221
    b. Shawn Walker, shawn@LCECmadison.org; 608-833-4979 ext. 204
3) LCEC staff will make every effort to respond within 24 hours of the initial request.
4) Prospective facility users will be asked about the nature of the event –
    a. One time or reoccurring event
    b. Type of activity which will happen at the event
    c. Affiliation with an organization or individual with a connection to the Center
    d. Establishing if an organization is non-profit or for profit
    e. Event set up required/requested - All events requiring set up are encouraged to add .5 hrs at the beginning and end for set up and clean up
    f. Day & time requested with any flexibility
5) LCEC staff will recommend the room(s) which might work for the event and check availability. Every effort will be made to schedule the event when space is available.
6) Pricing for the space use is determined in consultation with the facility user.
    a. Our published rental rate is calculated based on 1) duration of event (including set up and clean up time needed), 2) room rate for scheduled room(s), and 3) surcharge cost if required
    b. Facility user agrees to published rate or requests discounted rate for financial hardship
    c. LCEC staff member discusses request specifics with Facility Use team to determine reduced rate to be offered. Discounts may include complete fee waiver. Considerations for rate reductions and fee waiving include:
        i. Renters prior relationship with the Center or Center participants
        ii. One time or repeating events
        iii. Financial limitations of the rental group or individual

    iv. Purpose of the event is in line with LCEC mission
   d. LCEC staff and potential facility user agree on final price and payment process is determined – cash, check and credit card payments are accepted.
     i. Credit card payment are made online at https://www.LCECmadison.org/give Include name and date of event in the Comments box

7) With space and fee agreed upon, facility users complete the LCEC Rental Agreement (Appendix A) and return it to Cliff Wilford, Administrative Assistant, or Shawn Walker, Operations Manager
8) Rental fees are due one week prior to the event unless agreed upon with LCEC staff
9) As set up for the event begins, facility users should receive a sign in sheet for all those in attendance. Recording the number of participants including designating how many people are new to the facility for the year assists LCEC in detailing the total number of people who use the building in a year

Important Caveats

- Security deposits are requested based on the event and fall within the following basic guidelines. As with rental fees the deposit amount is negotiable.
  - Meetings – no deposit
  - Large group events/ongoing renters - $50-$150
  - Parties - $100-$250
- Parking is limited to 35 designated LCEC spaces. Other parking is available but shared with multiple users. Potential renters should be informed of parking limitations (especially for large groups) before confirming the booking.
- LCEC's building is on school property, so no alcohol is allowed at any event.
- Ample adult supervision is required for events involving children and youth.
- We have about 125 chairs that are usable for large events. We don't typically book any events at a higher capacity than that.
- We work to give people lots of info about renting space here and are honest about our capacity and limitations. If we don't think an event will work, we are clear about that. For instance if the time period for the event happens when there is lots of other activity and our open floor plan the event might not be successful.
- Often people haven't rented space or set up a space for a party or meeting before. We ask lots of questions about how they envision it and make suggestions of room set ups that we know work for types of events in specific rooms.
- While we have portable PA system, we limit its use to meetings and trainings (not parties). If people need to amplify music, they should bring their own portable speaker. We also offer limited use of our LCD projector.
- LCEC staff may seek to build a specific contract with groups that are setting up ongoing, multi-week events. This contract would be used in conjunction with the rental agreement and would provide the details for events.
- Email or phone contact to secure space is allowed for MMSD/MSCR sponsored events or additional events hosted by ongoing facility users. LCEC staff will be sure to schedule the event as described and record the use in the facility users contract folder.

Internal steps after event is scheduled

1. Be sure the event is thoroughly documented in the room calendar in Google – name of event, time, set up instructions in location space, and any details in notes sections including contact name and phone or email
2. Provide details about event set up and clean-up to Cory or Jose, Custodians, at least one day before the event
3. Create sign-in sheets and provide to renter or Cory or Jose to give to the renter at the event.
4. Complete the rental log with all the event details.

On a weekly basis, room calendars are printed and placed in the Weekly Schedule binder kept at the Front desk. These calendars are used to write the daily schedule on the dry erase board in the Commons. These calendars can also be consulted by staff and others to see if rooms are available.

Partner Programs and Regular Renters

Other than the physical files on these programs, LCEC mostly communicate with recurring groups (MSCR, Play and Learn, Martial Journeys, SMART Recovery, Literacy Network, New Bridge Senior Meal, etc) via email to get their most current schedules. Most groups run fall, spring, and summer sessions, like the schools. Also, like school, there are point people at the agency and then actual teachers/interns that come to the Center. You will get to know the people that come here but administrative issues usually go through the main contact.

LCEC Facility team keeps an updated contact info log at Facility Use/Rental Group Specifics/Regular Facility Users Contact List.xlsx.

Religious and Partisan Groups

We cannot subsidize religious and partisan groups. The lowest rate that we can offer is the non-profit rate.