




July 8, 2010

Appendix MMM-1-11

July 12, 2010

MEMORANDUM

To: Members of the Board of Education

From: Daniel A. Nerad  Superintendent

Subject: **Community Service Projects – Contract for Services via Fund 80**

Attached is the report summarizing progress after the first year from the community organizations receiving funding from the Madison Metropolitan School District. Also attached are the full end-of-year status reports from each organization, except the Urban League; their report will be provided in August.

MMSD funding is now ended for

- ✓ African-American Ethnic Academy, Inc.
- ✓ Kajiab House
- ✓ Urban League of Greater Madison: Project Bootstrap 21st Century Careers Program

Funding, at this point, will continue for one more year for the other nine community organizations.

Attachment: Community Service Project with Contracts for Services via Fund 80 – End of First Year Progress, July 2010

Community Service Projects with Contracts for Services via Fund 80
End of First Year Progress
July 2010

Community Service Activities & Funding Amounts	Program Objectives	End of First Year Progress 7/2009-6/2010
<p>African American Ethnic Academy, Inc.</p> <p>2009-10: \$48,000.00</p>	<p>Increase student performance in math, literacy, science, technology, and the arts.</p> <p>Increase student awareness and understanding of the African and African American heritage.</p> <p>Increase self-esteem and pride in racial and cultural identity.</p> <p>Improve parent understanding of how to include healthy behaviors into their family life.</p>	<ul style="list-style-type: none"> • 72 students in total participated in the program in 2009-10. • 70% of the students qualified for free-reduced lunch, as reported by their families • 95% are students of color and 5% White • Ages range from 4-13 years with the largest age group being pre-school ages 3-4. • AAEA has experienced many transitions and challenges, yet have continued to conduct a program that aims to prepare Madison's youngest learners for school success as well as nurture positive racial identity. Concerted efforts are underway to secure adequate sites as the program focuses its efforts on addressing academic achievement gaps for pre-school aged children and increasing positive family involvement.
<p>Asset Builders of America, Inc.: <i>Madison Millionaires Club Project</i></p> <p>2009-10: \$24,900.00 2010-11: \$24,900.00</p>	<p>Increase student learning in...</p> <ul style="list-style-type: none"> ▪ basic concepts of financial literacy, personal finance and investing; ▪ working together in small groups in an efficient and respectful manner; ▪ becoming comfortable with and proficient at public speaking. <p>Program participants will have fewer disciplinary problems than the student body at their respective institutions as a whole.</p>	<ul style="list-style-type: none"> • 70 youth participated in the program during the 2009-10 school year • A majority of the participants are middle school students. • 97% students are African American, 2% Latino, 1% White • Students demonstrated competency in financial literacy through such activities as opening savings accounts and conducting oral presentations and recitations for family and community members. • One of the challenges noted in the interim report was the poor attendance at the west side site. Program coordinators have since made plans to increase efforts at the Boys and Girls Club sites as well as pursue a change of venue from Lussier to Wright Middle School.
<p>Children's Services Society of WI: <i>FAST Program</i></p>	<p>Improving children's behavior in school and at home.</p> <p>Increasing the positive interactions among family</p>	<ul style="list-style-type: none"> • A total of 4 elementary schools participated in the program in 2009-10 with several on a waiting list. • 187 children and adults participated over the course of the school year

Community Service Activities & Funding Amounts	Program Objectives	End of First Year Progress 7/2009-6/2010
2009-10: \$20,000.00 2010-11: \$20,000.00	members. Getting parents more involved in the school. Connecting parents to other parents and resources in the community, thereby decreasing levels of parental stress and isolation.	<ul style="list-style-type: none"> • 85% of the participants successfully graduated from the program • The largest racial group participating in programs African American and Latino families • Ages of participants range from under 5 years old to over 55
Gay, Straight Alliance for Safe Schools: <i>Building Allies Project</i> 2009-10: \$35,000.00 2010-11: \$35,000.00	Build leadership capacity of youth to address bullying as well as encourage a culture of positive peer pressure around being allies. Enhance student relationships with teachers, parents, and other adults who recognize bullying as a shared problem. Create more understanding around LGBT issues and school safety among parents of sexual minority youth.	<ul style="list-style-type: none"> • 166 youth served in 2009-10 school year • Program mostly based in middle schools with an advisory project with high school students. • 2 middle schools, Sherman and Blackhawk, received consultation on starting GSAs at their sites – 10 students are involved in the start-ups. • Program participants are mostly female (60% female vs. 40% male)
Goodman Community Center: <i>Community Connections Project</i> 2009-10: \$50,000.00 2010-11: \$50,000.00	Strengthen home, community and school partnerships by engaging parents in community activities that increase the collaborative culture of children's success. Increase student engagement, learning and communication with community, parents and schools.	<ul style="list-style-type: none"> • 85% students participating belong to a racial/ethnic group • 75 parents have participated in at least one skill-building group • 67% students report being in a single adult family home • 2 elementary schools, 2 middle schools in the East attendance area and East HS have partnered in support of the program. • The majority of programs experienced increases in parental and student participation.
Kajsiab House 2009-10: \$50,000.00	Increase Hmong students' attendance, readiness to learn, engage, and feel more comfortable and to develop trusting relationships with staff. Increase parent involvement in children's education and communication with teachers to learn about MMSD Framework and Board Priorities.	<ul style="list-style-type: none"> • As many as 36 children participated in the Qeej music program and 60 Hmong students participated in the peer support groups operated by Freedom, Inc. since the beginning of 2009-10 school year. • All students in the program are reported as low-income Southeast Asian children. • 3 female, 30 males are served in the music program • 15 middle school, 13 high school, 5 elementary

Community Service Activities & Funding Amounts	Program Objectives	End of First Year Progress 7/2009-6/2010
	<p>Hmong girls and boys will have equal chance to perform the Qeej and assist community in promoting the Hmong culture.</p> <p>Encourage positive interaction between parents and students.</p>	<ul style="list-style-type: none"> • program sites range from Kasjab House and local community centers (Bayview, Kennedy Heights, and Northport. • Programs are highly valued and attended by Hmong families and community members.
<p>Literacy Network: <i>English in the Schools Program</i></p> <p>2009-10: \$33,077.81 2010-11: \$34,400.92</p>	<p>Support families in fostering a positive educational environment by increasing literacy activities in the home or parental involvement in the children's school.</p> <p>Support families in improving literacy skills to obtain, retain, or advance in employment or achieve other community objectives such as obtain a driver's license or a library card.</p>	<ul style="list-style-type: none"> • 126 parents/adult family members attended educational programming targeted at increasing family involvement and knowledge regarding school-related topics. • Age range of the adult learners served is 20-65 years old with the largest percentage between 20-34 (58.7%) • To date, the following schools have participated by hosting classes: Glendale, Hawthorne, Leopold, Lowell, Schenk, Emerson, and Sennett
<p>Lussier Community Education Center: <i>Jefferson Youth Resource Center & Elementary After School Program</i></p> <p>2009-10: \$25,000.00 2010-11: \$25,000.00</p>	<p>Provide access to resources, support, and quality programming for underserved and low-income children and youth that will make them more successful in school and life.</p> <p>Increase children and youth's sense of self-awareness through involvement in a variety of activities that are built around the diverse learning styles, strengths and interests of participants.</p>	<ul style="list-style-type: none"> • 319 middle school youth have been served since June 2009 • 61 children participated in the 2nd-5th grade program that primarily serves children in the Muir attendance area • 70% of program participants are African American • 95% of youth are reported as low income to very low income • Staff reports increased improvement in academics and school attendance for students who attend programming at least twice a week.
<p>Urban League of Greater Madison: <i>Project Bootstrap 21st Century Careers Program</i></p> <p>2009-10: \$50,000.00</p>	<p>Increase student knowledge of career and post-secondary options.</p> <p>Increase student attachment to school and improved math/literacy skills.</p> <p>Students successfully applying new skills and knowledge in a real-world job experience.</p>	<ul style="list-style-type: none"> • 87 middle school students have participated in the program since the beginning of the current school year. • 4 middle schools currently host the program – Cherokee, Sherman, Toki, and Wright • 75% of the students qualify for free-reduced lunch. • 91% are students of color and the remaining participants are White

Community Service Activities & Funding Amounts	Program Objectives	End of First Year Progress 7/2009-6/2010
UW Madison Center for Biology Education: <i>Adult Role Models in Science (ARMS) Program</i> 2009-10: \$45,877.00 2010-11: \$46,058.00	Instill the wonder and excitement of learning in children through exploring science with a committed mentor. Increase children's understanding of the scientific process and science content knowledge.	<ul style="list-style-type: none"> • 40 sites are being served by the 86 trained volunteers provided by the Center for Biology Education – exceeding the goal of 30 sites • Approximately 800 elementary and middle school students have been served via the science clubs in the first year. • 140 students are anticipated to participate in the Summer Science Clubs hosted by such organizations as MSCR, Goodman Center and Mt. Zion Baptist Church.
UW Madison Pre-College Initiatives: <i>Saturday Enrichment Program</i> 2009-10: \$11,000.00 2010-11: \$12,100.00	Increase percentage of students of color participating in the UW Saturday Enrichment Program. Increase number of partner community centers for outreach outside of Madison.	<ul style="list-style-type: none"> • 49 students have been served to date with anticipation of serving up to 70 spring 2010 • 53% students served are Latino and 29% are African American • Grade levels of participants ranged from 5th through 11th
Vera Court Neighborhood Center: <i>RISE Program</i> 2009-10: \$16,517.00 2010-11: \$16,517.00	Increase or maintain a high level of academic success for student participants. Improve or maintain proficient reading/literacy skills for student participants. Regular participants will report an increase in their own personal interest and knowledge of the post secondary education and/or job training programs.	<ul style="list-style-type: none"> • 37 youth participated in the program during the 2009-10 school year • 75% of participants are African American with another 14% Latino/Hispanic and 9% Multi-racial • 98% of children served by the program are eligible for free/reduced lunch • Program participants expressed a desire to learn more about the college entrance process and job training opportunities. Therefore, a 3rd outcome is being added for the 2010-11 school year aimed at high school youth.

**Madison Metropolitan School District
Community Service Activities
End - of Year Status Report Form
2009-2010 School Year**

Organization Name: African American Ethnic Academy

Contact Person: Virginia Henderson

Prepared By: Chris Hodge

Project Name: African American Ethnic Academy Saturday Program

Project Dates: November, 2009 - June, 2010

Funding Amount: \$48,000.00

1. How many participants has your project served in the first six months of your project? How many students do you anticipate serving? As part of your response, please provide a description of students demographics your program is serving (i.e. age or grade level, gender, and race/ethnicity).

The African American Ethnic Academy, Incorporated (AAEA) provided services to 27 students the first session of the 2009/2010 Program. We anticipated serving 50 more students after the first session. Although we reached our goal of 50, we had to decline 5 students due to space and furniture challenges.

- 70% of the students are eligible to receive free or reduced lunch, as reported by their families, making them eligible for scholarship in our program.
- 95% of students are from an ethnic minority population.
- 16 of the students attending first session were female and 11 were male.
- Second session our enrollment increased to 45 with 21 females and 25 males.

Age of Students	Number of Students
Age 3&4	20
Age 5	6

Age 6	5
Age 7	6
Age 9	2
Age 11	4
Age 12	2
	Total Students 45

2. What are the expected outcomes for students and/or families participating in your program?

We believe that it is critical for AAEA's philosophy and programs to be in line with the agenda of Madison Metropolitan School District (MMSD) in respect to recognizing and providing programs that emphasize the importance of learning, especially early learning while also providing avenues to encourage family involvement in this process. Our organization works to meet some of the current needs of students in Madison, especially students whose families self identify as low income. Outcomes of our program will result in increased academic achievement, decreased number of students referred , identified and enrolled in Special Education Programs. Additionally, family relationship with the schools that enhance students' education, improves family understanding of the school culture and their responsibility as a partner in the education process, especially those who may be new to Madison and the MMSD, is of high importance to us and has the potential of decreasing the number of students of color and low income experiencing challenges in MMSD schools. The literature shows that the earlier in a child's educational process that family involvement begins the more powerful the affect will be. We believe that the cadre of families who are participants in their student's education in our program, will develop the comfort to continue their involvement throughout the grades.

This program is important because the desired effects continues to be early interventions, helping students build strong foundation in both educational and social-emotional domains that provide them with the skills necessary for success in school and life, and promote school readiness that is needed to help students enter kindergarten equip and ready to learn. School readiness is, extremely important because nearly every educational benchmark - from being at grade level to staying in school - is related to school readiness. We ask that MMSD continue to provide financial support for this program.

3. To what extent have you implemented the program?

The program was fully implemented, with the exception of the number of students initially enrolled. Our enrollment increased from 27 students the first session to 46 students second session with at least 5 students being turn down due to the fact we were crunched for space and furniture. Student were exposed to age and ability appropriate experiences and opportunities that had strong emphasis in literacy, mathematics, science/health , and technology. Workshops for parents was held for parents/families to encourage and promote advocacy , parents were given literature on ways that they could help their children become readers. We also acknowledge and supported parents/families as their children first and most influential teachers.

4. Have you measured any outcomes of the program yet? If so, please share any preliminary outcomes.

Due to the late start date (November 7 , 2009) of the program, AAEA has not been able to complete the assessment of students' progress. However, assessments were done during the second session with proven outcomes that there is a strong need for a program of this magnitude. Many of the of the children demonstrated delays in color identification, alphabet knowledge, number recognition , social/emotional skills, shape and labelling objects. This information was discovered during the assessments second session unfortunately, we had no data to compare our finding with. Our goal for 2010-2011 school year is to start our school year with MMSD school year which will enhance our assessment both pre/and post.

5. Have there been any challenges with implementing the program? If so, what steps have been taken to resolve them?

AAEA has experienced many of the same challenges other small businesses have faced such as reduced resources. At the last minute our director resigned because of new responsibilities of her job which she felt made it impossible for her to successfully fulfill her commitment to us. This caused some disruption and delay in the normal process of opening our program. Additionally, housing all of our programs in one facility had been a goal of ours for the past few years. This year we obtained that goal, and that brought on some challenges, such as adequate space, furniture, staffing, and retaining and recruitment of students. We are currently housed in the Genesis Enterprise Center (GEC) building at 313 West Beltline, Madison, Wisconsin. As was published in the media, GEC experienced financial issues just at the time we were scheduled to open our program. We were advised by our legal counsel, to gain a better understanding of the future of that organization, which could also impact the future of AAEA and to renegotiate our lease agreement. The aforementioned caused yet another delay in our start date. Instead of opening the first week in October, 2009 we did not open until November 7, 2009. We stepped up our recruitment efforts by visiting local churches, schools and community centers, word of mouth, to inform and encourage families to participate in the second session of our Saturday Program. All of the above strategies that we used yield great results. The enrollment double, we were able to gain the trust and retain our staff, unfortunately space continue to be an issue for AAEA. We continue to look to MMSD for space and the use of

district resources. We have space at GEC for next school year, however, we have outgrown the space we are currently leasing. Our current stakeholder who are the parents and children support this endeavor and want to see the AAEA Saturday School continue to be an option for them. We would like to be housed in a setting that is a school environment in a facility that is suitable ,and kid sized.

**Madison Metropolitan School District
Community Service Activities
Year End Status Report Form
2009-2010 School Year**

Organization Name: Asset Builders of America Inc.

Contact Person: Richard Entenmann or Robert Wynn
608.663.6332 608.332.4423

Project Name: Millionaires Clubs

Project Dates: January 1, 2010 – May 31, 2010

Year 1 Funding Amount: \$24,900

Please provide thoughtful and thorough responses to each question using no more than two pages total. Feel free to also attach any supporting material as evidence of the information shared in response to the questions.

1. How many participants has your project served in the second six months of your project? How many students do you anticipate serving? As part of your response, please provide a description of student demographics your program is serving (i.e. age or grade level, gender, and race/ethnicity).

The program reached a total of 25 youth in the second six months. The venue for the South Side Millionaires Club was switched to the Boys and Girls Club on Jenewine St. This change in meeting location eliminated the difficult transportation logistics and allowed coordinators to recruit participation from the members who were already at the Boys and Girls Club, but did not know about the Millionaires Club. We continued to attract a range of eight to twelve students to most sessions at that Millionaires Club location on a regular basis. The students were mostly 6th, 7th and 8th graders representing Savannah Oaks, Thoreau, Spring Harbor, Falk and Jefferson Schools. There continued to be more girls than boys in the sessions. In the second semester, all of the participants at the BGDC location were African American. This was different from the first semester when there was some representation from other ethnicities.

The Lussier location continued to suffer from poor attendance, however the location was the home to the "Millionaires Club Member of the Year" – an eleventh grade student from Memorial High School. This site expected to attract students who frequent the Lussier Education Center, but the Center was not successful in getting more than a few students to participate. So there were only two students who attended the Lussier Millionaires Club regularly. The Millionaires Club Coordinators are giving serious consideration to changing the venue from Lussier to perhaps Wright Middle School starting next fall.

At both locations, the Millionaires Club staff provided a syllabus and text. As part of the sessions, the staff continued to place a great deal of emphasis on teaching the students key financial terms and concepts which complement the lessons from the "Money Working for You" text.

The clubs had several guest speakers and presenters during the spring semester. Ronald Cato from Park Bank spoke to the BGDC group about the purpose of banks and the importance of saving. Sterling Lynk from the Urban League spoke to the group about the principles of compounding and investment basics.

The clubs also enrolled in the Stock Market Game which is offered through Economics Wisconsin. The coordinators explained the mechanics of the game, and how the game mimics the reality of the stock market. Both Millionaires Club teams ended up in the top quartile at the end of the ten week competition period.

The Millionaires Club had a life-altering effect on at least one of the students. Observing the seriousness of one of the Lussier club members, the coordinators contacted a local employer on his behalf and connected him to a part-time job which will likely become a full-time job this summer. To assure that he would save some of his earnings, the Millionaires Club coordinator accompanied the club member to Summit Credit Union where he opened a savings account. It takes the student three different buses to get to his destination of employment (when he cannot get a ride from his mentor or a Millionaires Club coordinator). But, after one month, so far, so good!

The Millionaires Clubs culminated with a joint "Next Level" program and reception which was held on May 3rd at the Boys and Girls Club on Jenewine St. The purpose of this program is for the Millionaires Club members to showcase what they have learned before their parents and others in the audience.

Notably, about half of the participants brought one or more parents or mentors to the event. Students on the program presented key financial concepts, recited the Millionaires Club Manifesto, and delivered speeches on what they had learned in the club.

Also at the Next Level Reception, coordinators unveiled the new line of Millionaires Club® Apparel. Operating under the design label of "Show What You Know", the first apparel product is a T-shirt which sports the formula for calculating net worth on the back. Each student was given one of the T-shirts to commemorate their participation in the program, but longer term, the plan is to market the Show What You Know Apparel on a Millionaires Clubs website which will be powered by Sponsorship America Inc.

Club Members also received their incentive payments for the semester. The amount of each incentive payment was based upon the coordinators' assessment of the students' performance and participation in the overall program. Incentive payments ranged from \$20 to \$125.

These funds were not given directly to the students! The coordinators worked with the Star Credit Union, which is housed inside the Boys and Girls Club, to have the students' payments deposited directly into the students' accounts. This process is still underway because many of the students did not have accounts already set up and the club coordinator is working with BGDC staff to have the members' accounts set up.

2. What are the expected outcomes for students and/or families participating in your program?

We expected the following outcomes for students and families:

- **Students will know and understand key financial literacy and investment concepts**
- **Students' overall post test scores will be higher than the pre test scores**
- **Students will have a credit union savings account**
- **Students will own a library card**
- **Students will get exposure to businesses and financial institutions through field trips**
- **Students will improve their communication skills through oral presentations and recitations**
- **Students will educate their parents on at least two key financial literacy concepts per semester**
- **Students will improve their academic performance by using their Millionaires club education as a foundation for their math, social studies and language arts classes**
- **Students will have a more clear idea of their post secondary educational path.**

3. To what extent have you implemented the program?

The first year of the program has been fully implemented:

- **Students demonstrated their understanding of key financial literacy and investment concepts**
- **Students' pre and post test score differential was not meaningful**
- **Students have, or are opening, a credit union savings account**
- **Students were encouraged to obtain a library card**
- **Students gained exposure to businesses and financial institutions through guest presentations**
- **Students worked hard on their communication skills through oral presentations and recitations**
- **Students had the chance to educate their parents on key financial literacy concepts at the Next Level Program and Reception**
- **It is hoped that students will indeed improve their academic performance by using their Millionaires club education as a foundation for their math, social studies and language arts classes. The coordinators do not currently have access to the data to measure this metric.**
- **Exceeding the program's expectations, one Millionaires Club member obtained gainful employment through Asset Builders of America Inc.'s Youth Power Internship and Employment Pipeline.**

4. Have you measured any outcomes of the program yet? If so, please share any preliminary outcomes.

Students have taken the pre and post test from the Money Working for You Text. The results of this data were not meaningful.

Also, of the students who participated in the full second semester of the program, one hundred percent opened up a credit union savings account through their participation.

In addition, we consider the student who obtained employment through the program to be an important tangible outcome of the program.

5. Have there been any challenges with implementing the program? If so, what steps have been taken to resolve them?

The biggest challenge to implementing the program has been regarding student attendance and participation. In order to partially address this problem, the Monday club meetings were moved from the Hughes Street Police Station to the Boys and Girls Club. And next year, the site will be even stronger because club coordinators have already met with the new BGDC Executive Director who has promised to make Millionaires Club a key program component of the overall Boys and Girls Club offerings.

To address the problematic attendance at Lussier, Asset Builders will find a new location to replace the Lussier site.

Upon completion, please send the reports either electronically to lblack@madison.k12.wi.us or by mail, no later than 4:00 p.m. on June 30, 2010, to:

Lisa Black, Special Assistant to the Superintendent
Madison Metropolitan School District
545 W. Dayton St, Rm. 101A
Madison, WI 53703-1967

Attachments: Millionaires Club Syllabuses
Millionaires Club Manifesto
Millionaires Club Performance Incentive Grid
Millionaires Club Next Level Program Flyer
Millionaires Club Next Level Presentation Agenda
Millionaires Club "Show What You Know" Tee Shirt
Millionaires Club Members' Thank You Letter



**Millionaires Clubs of Madison Metropolitan School District
South Side Boys and Girls Club at Allied Drive**

Welcome to the first day of the rest of your life! If you choose to stick with this program and incorporate what you learn into your personal goals, thoughts and behavior, you will indeed have what it takes to be very successful in life – whatever your definition of success might be. Asset Builders of America Inc. contends that **YOUR MOST IMPORTANT ASSET IS YOU!** In other words, being young, you are raw, human capital that can be shaped and molded into an incredibly valuable and marketable asset. **IT IS LARGELY UP TO YOU** whether you will develop the full measure of the potential that is embedded inside you. This Asset Builders Workshop Series is intended to *launch* you on an incredible journey of learning, and self discovery. We also want to help you to focus and to build your self esteem. We can get you started, but ultimately, **only your own effort and commitment will determine how high and how far you go!**

Text

“**Money Working For You**” by Bob Bacarella, Monetta Educational Foundation

Supplemental Articles and notebook binder

Note: Students must come equipped with paper and pencil every day!

Instructors

Robert Wynn, J.D., RIA, Founder and Director, Asset Builders of America Inc., 608.332.4423;

wynn_r@sbcglobal.net

Camille Carter, Teaching Assistant

Sterling Lynk, Teaching Assistant

Incentives

The Millionaires Club emulates the real world by providing performance based incentives and rewards. Chances to earn incentives will come from class participation, completion of assignments, post test score and success in the final presentation.

Daily Schedule (Sessions are at 4:30pm at the Boys and Girls Club at Allied)

Recite MM Manifesto

Lesson Review “Money Working for You” Chapters

Lesson of the Day from “Money Working for You”

FICB Prep – Finance and Investment Challenge Bowl

See study materials at www.ficbonline.org

Stock Market Game Update

Discussion, Vocabulary, Q&A

Break

Special Topic of the Day

Assignments and Planning

Jan 11th

Introductions
Orientation
Welcome – You Are Your Best Asset!
Incentive Opportunities
FICB Overview
Pre test
Chapter 1 – Bartering
Chapter 2 – What is Money
Break
Presentation – Human Capital – Unleashing Your Potential Within
• Bob Wynn
Assignments

Jan 18th – No School, No MM Club

***Jan 25th**

FICB
Stock Market Game Prep
Current Event Volunteer Presenters
Review
Chapter 3 – How to Earn Money
Chapter 4 – Savings
Break
Presentation – Speak Up and Be Heard – Speaking Skills Presentation

Assignments

***Feb 1st**

Stock Market Game Preparation
Review
Chapter 5 – Simple and Compound Interest
Chapter 6 – Saving Early and Often
Break
Presentation – Stage One of Building Wealth - Saving - Financial Institutions and Savings Strategies for Young People
• Personal Banker,
Assignments

***Feb 8th**

Review
Chapter 7 – When Savings become Investments
Chapter 8 – Setting Performance Goals
Break
Presentation – Getting Serious About Your Future; Prepare To Do College Right!
• Great Lakes Presentation
Assignments

Feb 15th

FICB Prep
Enroll in Stock Market Game
Review
Chapter 9 – Methods to Minimize Risk
Chapter 10 – Investment Categories

Break

Field Trip – Opening a Savings Account - Financial Institution

- UW Credit Union – 3500 University Avenue – Amanda Wilson
- **Transportation Needed**

Feb 22nd

Stock Market Game

Review

Chapter 11 – Common Stocks

Chapter 12 – Top 10 Stock Investment Rules

Break

Presentation – Value Line, Stock Checklist and Company Performance Measures

- Better Investing, www.betterinvesting.org

Assignments

March 1st

Stock Market Game

Review

Chapter 13 – Stock Charts (and Capital Markets)

Chapter 14 – Bonds

Break

Field Trip – Business Research

UW Business Library Reference Desk

Eunice Gandt

Assignment

March 8th

Review

Stock Market Game

Chapter 17 – What Is a Mutual Fund

Chapter 18 – Why Use Mutual Funds

Break

Presentation – A Menu of Choices – Developing a Portfolio of Mutual Funds

- Greg Jones, Forward Investment Advisors
- Ray Unger, Forward Investment Advisors

***March 15th**

FICB Preparation

Review

Chapter 19 - Choosing A Mutual Fund

Chapter 20 – Analyzing A Mutual Fund

Break

FICB Simulation Practice

Assignments

March 22nd – possible field trip

Review

Chapter 15 – Measures of Volatility

Chapter 16 – Stock Versus Bond Returns

Break

Presentation – Risk versus Return, Stocks and Bonds from a Company’s Perspective

- Mary Strickland, Smith Barney

Madison Public Library (Get Library Card if you don’t have one)

- Pam Wittig, Madison Public Library 266-6302
- Terry McMenamin, Central Library, 201 W. Mifflin, 266-6359

March 29th, No School, No MM Club

April 5th, No School, No MM Club

April 12th

FICB Preparation
Current Events Presentations
Review
Chapter 21 – Mutual Fund Distributions
Chapter 22 – Reinvestment of Distributions
Break

April 19th

Stock Market Game
Review
Chapter 23 – Real Estate
Chapter 24 – Commodities
Break
Presentation – Real Estate Development: A Proven Avenue to Wealth and Influence

- UW Center for Real Estate
- Nedra Bobo, Real Estate Investor

Assignments

April 26th

FICB Preparation
Review
Entrepreneurship: A Key Avenue to Wealth

- Break

Post - Test
Assignments

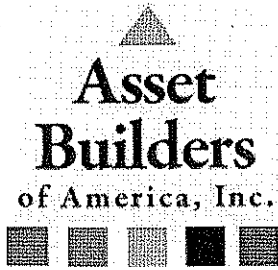
May 3rd (Guests Invited)

Finance and Investment Challenge Bowl!
Opportunity to showcase what you have learned and earn incentive prizes!

- Richard Entenmann, Asset Builders of America Inc., www.assetbuilders.org

MM Club Incentive Awards and Recognition Program

Total		
		130
		30
		30
		30
		30
		40
		110
		30
		130
		50
		30
		4346
		0
		100
		120
		220
		0
		480
		0
		0

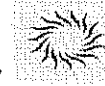


MAKING IT TO THE NEXT LEVEL

The Millionaires Clubs®

Of

The Lussier Community Education Center



And

The Boys and Girls Clubs of Dane County



Invite you to

Our "Making it to the Next Level" Celebration

Date: Monday, May 3, 2010

Time: 4:30 pm – 5:30pm.

**Location: Boys and Girls Club of Dane County
Allied Family Center Location
4619 Jenewein Road
Madison, WI 53711**

RSVP by April 27th by calling 608.332.4423 or email akamailc@gmail.com

In cooperation with:

MADISON METROPOLITAN SCHOOL DISTRICT





**Millionaires Clubs of Madison Metropolitan School District
Lussier Education Center Location**

Welcome to the first day of the rest of your life! If you choose to stick with this program and incorporate what you learn into your personal goals, thoughts and behavior, you will indeed have what it takes to be very successful in life – whatever your definition of success might be. Asset Builders of America Inc. contends that **YOUR MOST IMPORTANT ASSET IS YOU!** In other words, being young, you are raw, human capital that can be shaped and molded into an incredibly valuable and marketable asset. **IT IS LARGELY UP TO YOU** whether you will develop the full measure of the potential that is embedded inside you. This Asset Builders Workshop Series is intended to *launch* you on an incredible journey of learning, and self discovery. We also want to help you to focus and to build your self esteem. We can get you started, but ultimately, only **your own effort and commitment will determine how high and how far you go!**

Text

“**Money Working For You**” by Bob Bacarella, Monetta Educational Foundation
Supplemental Articles and notebook binder

Note: Students must come equipped with paper and pencil every day!

Instructors

Robert Wynn, J.D., RIA, Founder and Director, Asset Builders of America Inc., 608.332.4423;
wynn_r@sbcglobal.net

Camille Carter, Teaching Assistant
Sterling Lynk, Teaching Assistant

Incentives

The Millionaires Club emulates the real world by providing performance based incentives and rewards. Chances to earn incentives will come from class participation, completion of assignments, post test score and success in the final presentation.

Daily Schedule

Recite MM Manifesto
Lesson Review “Money Working for You” Chapters
Lesson of the Day from “Money Working for You”
FICB Prep – Finance and Investment Challenge Bowl
See study materials at www.ficbonline.org
Stock Market Game Update
Discussion, Vocabulary, Q&A
Break
Special Topic of the Day
Assignments and Planning

Jan 8th

Introductions

Orientation

Welcome – You Are Your Best Asset!

Incentive Opportunities

FICB Overview

Pre test

Chapter 1 – Bartering

Chapter 2 – What is Money

Break

Presentation – Human Capital – Unleashing Your Potential Within

- Bob Wynn

Assignments

Jan 15th

FICB

Stock Market Game Prep

Current Event Volunteer Presenters

Review

Chapter 3 – How to Earn Money

Chapter 4 – Savings

Break

Presentation – Speak Up and Be Heard – Speaking Skills Presentation

Assignments

Jan 22nd

Stock Market Game Preparation

Review

Chapter 5 – Simple and Compound Interest

Chapter 6 – Saving Early and Often

Break

Presentation – Stage One of Building Wealth - Saving - Financial Institutions and Savings Strategies for Young People

- Personal Banker,

Assignments

***Jan 29th**

Review

Chapter 7 – When Savings become Investments

Chapter 8 – Setting Performance Goals

Break

Presentation – Getting Serious About Your Future; Prepare To Do College Right!

- Great Lakes Presentation

Assignments

Feb 5th – No School, No MM Club

Feb 12th

FICB Prep

Enroll in Stock Market Game

Review

Chapter 9 – Methods to Minimize Risk

Chapter 10 – Investment Categories

Break

Field Trip – Opening a Savings Account - Financial Institution

- UW Credit Union – 3500 University Avenue – Amanda Wilson
- Transportation Needed

Feb 19th

Stock Market Game

Review

Chapter 11 – Common Stocks

Chapter 12 – Top 10 Stock Investment Rules

Break

Presentation – Value Line, Stock Checklist and Company Performance Measures

- Better Investing, www.betterinvesting.org

Assignments

Feb 28th – No School, No MM Session

***March 5th**

Stock Market Game

Review

Chapter 13 – Stock Charts (and Capital Markets)

Chapter 14 – Bonds

Break

Field Trip – Business Research

UW Business Library Reference Desk

Eunice Gandt

Assignment

March 12th

Review

Stock Market Game

Chapter 17 – What Is a Mutual Fund

Chapter 18 – Why Use Mutual Funds

Break

Presentation – A Menu of Choices – Developing a Portfolio of Mutual Funds

- Greg Jones, Forward Investment Advisors
- Ray Unger, Forward Investment Advisors

March 19th

FICB Preparation

Review

Chapter 19 - Choosing A Mutual Fund

Chapter 20 – Analyzing A Mutual Fund

Break

FICB Simulation Practice

Assignments

March 26th – possible field trip

Review

Chapter 15 – Measures of Volatility

Chapter 16 – Stock Versus Bond Returns

Break

Presentation – Risk versus Return, Stocks and Bonds from a Company's Perspective

- Mary Strickland, Smith Barney

Madison Public Library (Get Library Card if you don't have one)

- Pam Wittig, Madison Public Library 266-6302
- Terry McMenamin, Central Library, 201 W. Mifflin, 266-6359

April 2nd, No School, No MM Club

***April 9th**

FICB Preparation
 Current Events Presentations
 Review
 Chapter 21 – Mutual Fund Distributions
 Chapter 22 – Reinvestment of Distributions
 Break

April 16th

Stock Market Game
 Review
 Chapter 23 – Real Estate
 Chapter 24 – Commodities
 Break
 Presentation – Real Estate Development: A Proven Avenue to Wealth and Influence

- UW Center for Real Estate
- Nedra Bobo, Real Estate Investor

 Assignments

April 23rd

FICB Preparation
 Review
 Entrepreneurship: A Key Avenue to Wealth

- Ron Brent
- Break

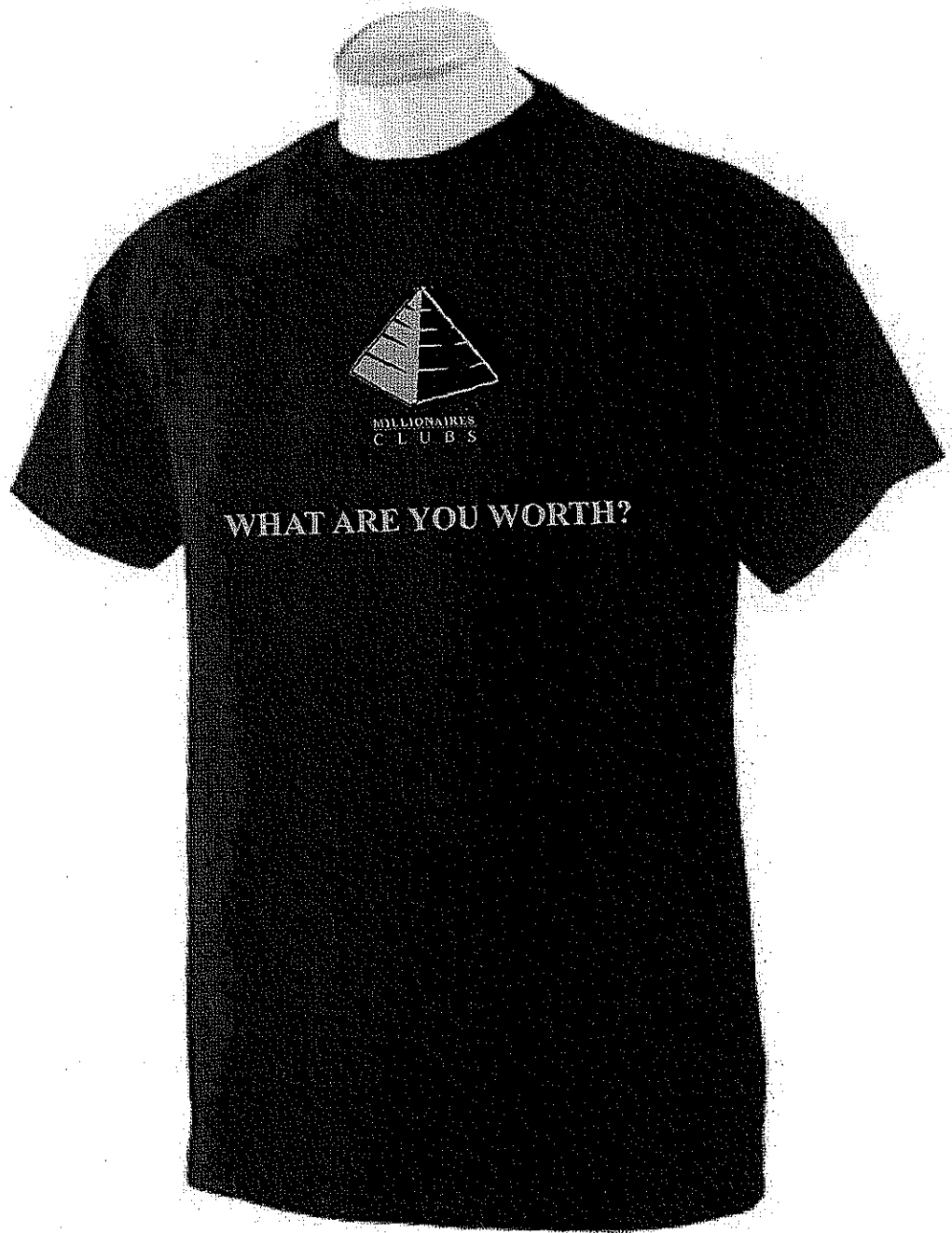
 Post - Test
 Assignments

April 30th

Finance and Investment Challenge Bowl!
 Opportunity to showcase what you have learned and earn incentive prizes!

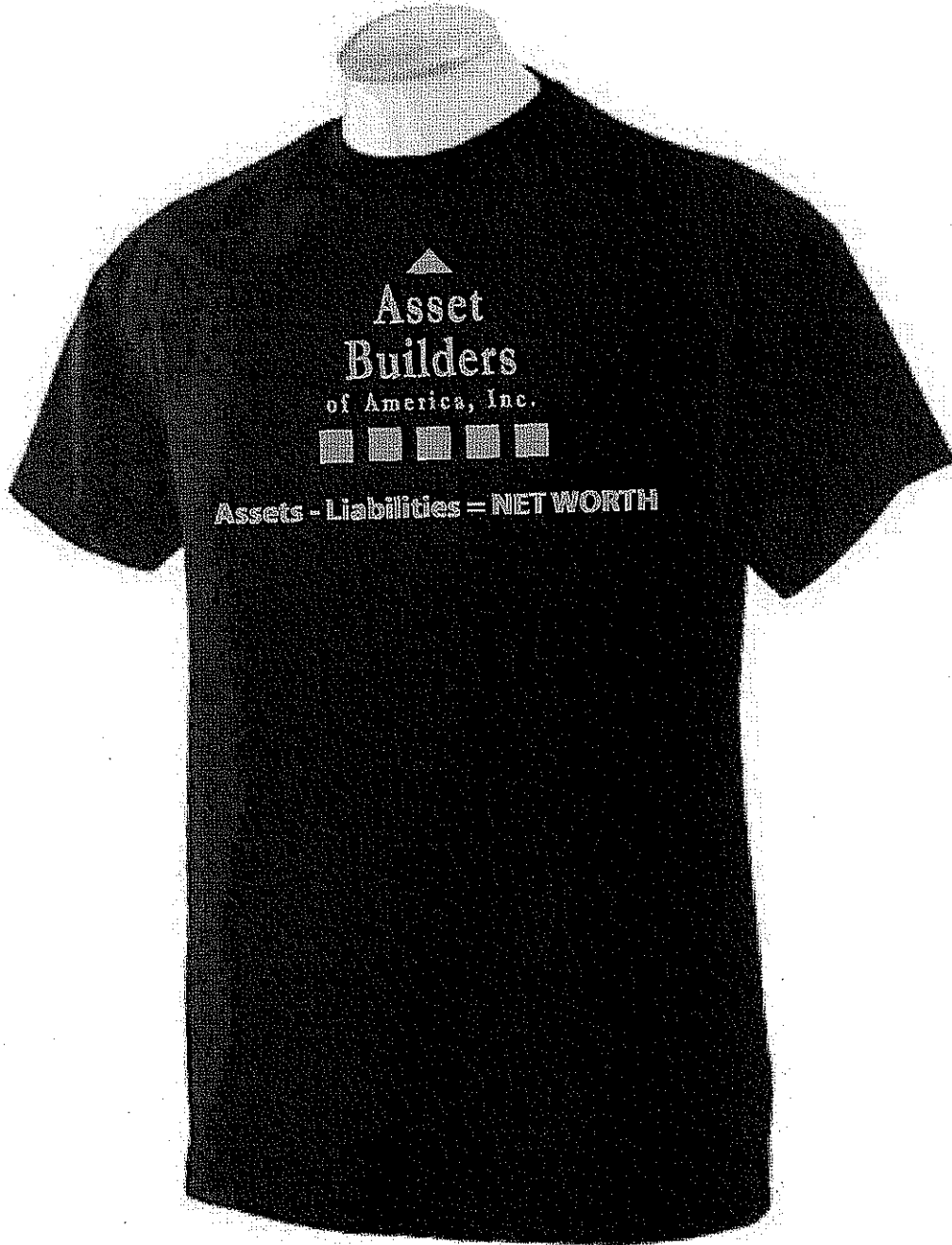
- Richard Entenmann, Asset Builders of America Inc., www.assetbuilders.org

 MM Club Incentive Awards and Recognition Program



MILLIONAIRES
CLUBS

WHAT ARE YOU WORTH?



▲
Asset
Builders
of America, Inc.
■ ■ ■ ■ ■

Assets - Liabilities = NET WORTH



Millionaire's Club Manifesto

I _____

Do hereby affirm and assert the following:

That I will endeavor to develop myself into a constructive, productive and responsible citizen of tomorrow;

That I will at all times, respect myself and others;

That I will make sacrifices early in my life and work hard to prepare myself for great opportunities so that I may enjoy an adult life of personal and professional fulfillment, **free** of financial insecurity;

That I will take education and learning very, very seriously;

That I will seek to understand and participate in the global market economy;

That I control my own destiny and my future will be determined by;

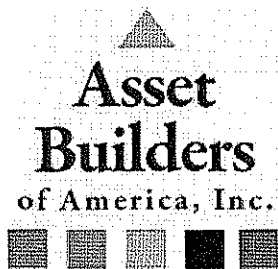
- The goals I set
- A solid education
- Hard work
- Compassion for others
- My choice of associations
- Having a constructive support system and,
- **MOST OF ALL, Determination and Perseverance!!!**

Signed: _____

Name: _____

Parent/Guardian _____

Date: _____



Millionaires Club Program Summation 2009 - 2010

Boys and Girls Club of Dane County

- Total number of participants – 20
- Average weekly participants – 9
- Learned Key Concepts, Exposure to Money Working for You Curriculum
- Guest presentations from Sterling Lynk, Urban League and Ron Cato, Park Bank
- Received Orientation from Star Credit Union
- Some memorized the Millionaires Club Manifesto
- Students were administered pre and post tests
- Stock Market Game Results
 - 27 out of 414
 - Invested in MCD, AAPL, ABX CSCO, MSFT

Lussier Education Center

- Total number of participants – 15 (few repeats)
- Average number of participants weekly – fewer than 5
- Learned Key Concepts, Exposure to Money Working for You Curriculum
- Session coordinator was Camille Carter
- One field trip to Madtown Twisters
- Students played the Cash Flow Game
- Student learned the Millionaires Club Manifesto
- One job placement at Culvers!
- Stock Market Game Results
 - 36 out of 414
 - Invested in LULU, SPR, BA, AAPL, MTNOY, ERTS, JPM, MI

Lessons Learned

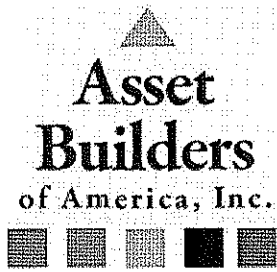
- Site staff need to be engaged encouraging and supporting students' participation
- Each participant should ideally be assigned a volunteer mentor
- Students need to keep up with notes and notebooks
- Educational facilities and transportation are challenges
- More experimentation needed around incentives for students

The Lussier Community Education Center
The Boys and Girls Clubs of Dane County



MADISON METROPOLITAN SCHOOL DISTRICT





Making It to the Next Level
May 3rd, 2010
Allied Family Center

Program

Welcome

Opening Remarks

Recognition of Sponsors and Supporting Cast

Millionaire Club Member Presentations

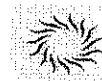
- Mission and Purpose of the Millionaires Club
- Millionaires Club Manifesto
- Millionaires Club Members' Presentations
- Review of the Stock Market Simulation
- Presentation of Certificates and Incentives

Closing Remarks

Refreshments

Special Thanks To:

The Lussier Community Education Center



The Boys and Girls Clubs of Dane County



MADISON METROPOLITAN SCHOOL DISTRICT



Invitees

Millionaires Club Members' parents

Millionaires Club Presenters and Volunteers

Boys and Girls Club Board of Directors

Lussier Staff and Board of Directors

Asset Builders of America Board of Directors

MMSD Administrators and Staff

DFI Staff

One Hundred Black Men

UMOJA



**Madison Metropolitan School District
Community Service Activities
END-Year Status Report Form
2009-2010 School Year**

Organization Name: Children’s Service Society of WI

Contact Person: Jalateefa Joe-Meyers

Project Name: FAST (Families and Schools Together)

Project Dates: September 2009- June 2010

Year 1 Funding Amount: 20,000

Please provide thoughtful and thorough responses to each question using no more than two pages total. Feel free to also attach any supporting material as evidence of the information shared in response to the questions.

1. How many participants has your project served during the entire year of your project?
187 participants were served with these funds in the 2009/2010 school year

2. As part of your response, please provide a description of student demographics your program is serving (i.e. age or grade level, gender, and race/ethnicity).

Elementary age students and there families:

- Hawthorn- we targeted Kindergarten families- Universal recruitment of the whole grade level
- Chavez -we targeted Kindergarten families- Universal recruitment of the whole grade level
- Lincoln- we targeted 3 rd grade students (100% latino Spanish speaking program)
- Elvejem- we targeted Kindergarten students

male	173
Female	238
Race	
wht	98
Black	118
Asian	18
American Indian	

Native	0
Multi racial	0
Black/ white	26
Balance other	21

3. To what extent have you implemented the program? We have completed all 4 programs that were promised

4. Have you measured any outcomes of the program yet? If so, please share any preliminary outcomes.

We do not have completed reports from FAST national on pre and post surveyed outcomes as of yet. However, we do show that 48 families out of 60 families in all 4 programs graduated the FAST program. We expect that we will have positive outcomes on the 48 families that graduated the program. We expect that the following outcomes will be shown using the scales below.

1. Revised Behavior Problem Checklist (Quary-Peterson). This is a pre and post test measure that asks parents about how they observe their youth's behavior that are indicators of delinquency, academic achievement, self-esteem and aggression. We believe that the 48 graduation families will show an increase in positive behaviors at home and school.

2. Family Environment Scale (Moos & Moos). This scale measures change in other aspects of the youth's and parents support system like family climate. We are looking for increased self-confidence and social competence at the end of the program which will indicate high levels of family support. We will again expect that the 48 families that graduated FAST will show an increase of feeling supported by there family and school.

3. Parenting Skills Index (Abidin). FAST collects a pre and post measure of parents' isolation because a parent's level of support impacts the parent/youth relationship. We will expect that the 48 families will show an increase in feeling supported on this scale as well.

4. Parent involvement School Evaluation (Epstein). FAST measures pre and post test parent involvement in the school as an indicator of youth support. Parent involvement and positive presence at the youth's school can contribute to better academic success. We hope that teachers will report on their post evaluation that hey have seen an increase in parental involvement at school.

5. Have there been any challenges with implementing the program? If so, what steps have been taken to resolve them? We had hoped to serve Olsen elementary, but Olsen could not find a school member that would commit to serving on the team helping facilitate the program and going through the training. Therefore we took the next school on our waiting list which was Elevejem elementary.

Lisa Black, Special Assistant to the Superintendent
 Madison Metropolitan School District
 545 W. Dayton St, Rm. 101A

Final Report for Gay Straight Alliance for Safe Schools' Building Allies Program

Submitted on June 17, 2010

Along with continuing our efforts reported in the interim report, GSA for Safe Schools' staff has assisted two middle schools in starting GSAs. Sherman Middle School and Balckhawk Middle School staff received consultation from GSA for Safe Schools staff in how to start up new GSAs at their schools. Between five and 10 youth were involved in starting the GSAs at each school. We expect the GSAs will grow in the next year.

We are aware that middle school GSAs tend to not be as long-lasting as high school GSAs. We intend to continue to nurture our relationship with the GSA advisors at both schools, knowing that GSAs are most stable when the faculty GSA advisor remains steady. We will also encourage the middle school GSA advisors to include invitations to their youth for our next GSA conference in the fall.

Staff have also led a three-hour training using B2A information for the staff at Madison School & Community Recreation.

Thank you for MMSD's generous support our efforts in 2009/2010!

**Madison Metropolitan School District
Community Service Activities
End-Year Status Report Form
2009-2010 School Year**

Organization Name: Goodman Community Center

Contact Person: Meme Kintner

Project Name: Community Connections Project

Project Dates: July 1, 2009—June 2011

Year 1 Funding Amount: \$50,000.

Please provide thoughtful and thorough responses to each question using no more than two pages total. Feel free to also attach any supporting material as evidence of the information shared in response to the questions.

1. How many participants has your project served in the first six months of your project? How many students do you anticipate serving? As part of your response, please provide a description of student demographics your program is serving (i.e. age or grade level, gender, and race/ethnicity).

The Goodman Community Center (GCC) serves as the central gathering point and “home” for 14,000, predominantly low-income residents. The GCC’s Community Connections Project (CCP) has partnered with Emerson, Lowell, O’Keeffe, Sherman and East. All partner schools have significant needs relating to poverty and high percentages of ethnic/racial minority populations. Through these schools, we are serving elementary, middle and high school students. Demographically, youth are primarily eligible for MMSD’s free lunch program, 85% students of color, and 67% single parent families. Across the age span, the CCP has involved students and parents through a wide range of activities including parent skill building groups, parent—child fun activities, enrichment activities for youth, and recreational activities for both parents and youth.

January –June 2010:

- Parent groups continue monthly with an average attendance of 15 parents and 25 children. Girls Inc and Boyz Invasion continue to sponsor monthly parent/youth events with an average of 5 parents attending.
- 150 youth have participated in ongoing GCC enrichment programs. In addition to the ongoing programs, at least 100 parents have attended special events including monthly drum circles, special event dinners, and open gym recreation.
- Academic services include daily tutoring both at school and at GCC, ongoing mentoring relationships for our middle and high school students with tutors and staff, and advocacy support for both parents and youth with concerns that surface through the school day.

2. What are the expected outcomes for students and/or families participating in your program?

The CCP has three primary strategies designed to create positive home and community partnerships: (1) Create a sense of place and belonging for parents by offering a variety of resources and activities for parents to increase their knowledge, skills, and confidence; (2) Increase enrichment-based programming that promotes student engagement with their community and positive youth development, leadership, and skill building; (3) Promote the academics of under-achieving children through communication tutoring and mentoring.

3. To what extent have you implemented the program?

- We are on target with implementation of our program.

4. Have you measured any outcomes of the program yet? If so, please share any preliminary outcomes.

- We are in the process of collecting final grades for the 2009-2010 school year and will have a full report completed soon. It appears through preliminary staff reports that overall attendance has improved for middle school youth and their participation in home work clubs and individual tutoring has had a positive impact on academic progress.
- Summer programming is full, elementary programs are at capacity
- Teen center has extended hours from noon till 8:00pm daily, special high school events Friday nights through August
- A variety of enrichment programs are offered daily to middle and high school youth including Skate Board Club, Ceramics and open gym
- Middle school boys and girls programs are scheduled Monday through Friday
- Lunch and dinner is served Monday through Friday at no charge to all youth
- Parent groups will continue through the summer

Have there been any challenges with implementing the program? If so, what steps have been taken to resolve them?

- There have not been unexpected challenges. We are challenged daily by parents overwhelming responsibilities, life style issues that create challenges for consistent attendance at programs and academic challenges low income youth deal with daily. We will continue to provide transportation to programs as we can, nutritious snacks and dinner for participants, and incentives to encourage consistent attendance to both parents and youth.

**Madison Metropolitan School District
Community Service Activities
Year-End Status Report Form
2009-2010 School Year**

Organization Name: Mental Health Center of Dane County, Inc. - Kajsia House & Freedom, Inc

Contact Person: Doua Vang

Project Name: Kajsia House Project To Improve Hmong Students' Attendance and Graduation Rates in The MMSD

Project Dates: July 1, 2009 – June 30, 2010.

Funding Amount: \$50,000

Please provide thoughtful and thorough responses to each question using no more than two pages total. Feel free to also attach any supporting material as evidence of the information shared in response to the questions.

1. How many participants has your project served in the first six months of your project? How many students do you anticipate serving? As part of your response, please provide a description of student demographics your program is serving (i.e. age or grade level, gender, and race/ethnicity).

In the past 6 months Kajsia House served 33 students and Freedom, Inc. served 60 Hmong school children. Our goal for the year was 100 Hmong school children. Our program serves low-income Southeast Asian school children ages 12-18 years old. These school children come from many Madison elementary, middle and high schools. We work closely with many community centers located in subsidized housing complexes such as Bayview, Kennedy Heights, and Northport communities. We also recruit and work with kids from the southside of Madison. These school children who participate in our programs come from low-income and working poor families. Most of them have parents who are limited English speakers with little to no post high school education. In addition, Freedom, Inc. also works with youths who are involved in the juvenile justice system. Both programs work with a group of Hmong refugee children who are recent arrivals in the USA. Of the Kajsia House children: three are female, 30 are male, 15 are middle in middle school, 13 are in high school and 5 are elementary school students.

June 17, 2010 Year End Report:

For the past 6 months Kajsia House continues to serve 36 students. Three students move out of the state and three students dropped from the program because parents could not send their children to the program. It is critical that parents fully support their children to participate in this after school program. Of the 30 students who are still in the program, 17 who are in middle school and 13 who are in high school. Three are girls and 27 boys.

The freedom, Inc.'s program continues to run and meet as the previous six months without any change. They meet at the Bayview, Kennedy Heights, and Northport Community Centers. Total number of students served is 60.

2. What are the expected outcomes for students and/or families participating in your program? The expected outcomes for our students are: personal growth and development, build strong child and family relations, and increase social justice and community issues awareness.

One of our goals of this project was to help parents understand how the educational system works in this country comparing to their home country. The project works with Hmong parents in encouraging them to participate in during-school and after-school activities to help Hmong children to improve their attendance rates and graduation rates in the Madison Metropolitan School District. By the end of this project, we will determine if our connection with the parents helped Hmong children achieve success in their education.

We also work on improving children's self-worth/esteem while working in building stronger family relationships with their siblings and parents. Most importantly we want them to attend school regularly and at the same time learn to connect and care about issues that affect their communities and other marginalized communities.

6/17/10 Reports

Kajsiab House youth Coordinator continues to meet monthly with parents and for the school year 2009-2010. Topic of discussion continues to be arranged around the school issues, high education and how to support their children in school with school works and other extra activities in school and after school. The KH program and the Freedom, Inc. program are highly encouraged parents to support their children to pursue higher education and to acquire leadership skills.

3. To what extent have you implemented the program?

In the past 6 months, the Kajsiab House Qeej program met regularly twice per week, 4 hours each meeting. The Freedom, Inc. youth groups met weekly. These groups met to discuss, learn and share from each other. Kajsiab House staff also conducted monthly meeting for parents to discuss school issues, how be more involved in their children's school activities, and how to support their children for success. Freedom, Inc. provides case management and safe meeting spaces for children to converse. Freedom, Inc. has 3 girls groups and 1 boys group meeting throughout the city of Madison.

6/17/10

Kajsiab House program continues to meet twice weekly at Kajsia House. The Freedom, Inc. youth groups meet weekly at the three locations, Kennedy Heights, Northport, and Bayview Community Centers.

4. Have you measured any outcomes of the program yet? If so, please share any preliminary outcomes.

The Kajsab House program has been supported by the children's parents. Parents provided transportation for their children to participate in the Qeej program and parents stay during the program to assist with supervision and cleaning. Parents also brought treats and water for the children who participated the program. All the children who continue to participate in the Kajsab House Qeej program attend school regularly and no middle and high school child has dropped out of school.

Freedom, Inc. did an initial need assessment at the beginning of the year and at the end of the year for children who participated in Freedom, Inc.'s program. There is no outcome for the Freedom, Inc. program yet.

6/7/10

The outcomes for Kajsab House this school year of 2009-2010 include;

1. Over this school year, Kajsab House qeej students had performed at 22 Hmong funerals around Wisconsin, 4 funerals in Appleton, Wisconsin; 9 funerals in Sheboygan, Wisconsin; 5 funerals in Milwaukee, Wisconsin; and 4 funerals in Madison, Wisconsin.
2. Qeej students performed three in Madison during this school year, one for the Lakeview Elementary School, another time at the Olbrich Garden for more than 150 people, and also at the Madison Hmong New Year for over 500 viewers.
3. 5 Qeej students graduated with good standing from high school this year. Of these five, three have been accepted at the University of Wisconsin-Madison, two will be attending Madison Technical College this coming school year.

The Freedom, Inc. program has 14 students who graduated from the program.

1. During this school year of 2009-2010, 14 Southeast Asian students had graduated from the program and moved on with their lives. Of these 14 students, 5 were employed, 4 went on to continue with their education at the University of Madison, and 5 took courses at the Madison Area Technical College to further their career choices. The Freedom, Inc. program has shown successful in helping SEA students to become leaders and productive citizens in the communities.
5. Have there been any challenges with implementing the program? If so, what steps have been taken to resolve them?

For the Kajsab House program, there was no challenge in implementing it. The program was able to implement it as proposed. We have full support of Hmong parents with children participating in the program. Our challenge will be evaluating the success of the program as we move forward.

The main problem for the Freedom, Inc.'s programming is transportation. It's extremely hard for youths especially girls to attend the programming due to the fact that there is little to no support for them from the parents. The boys have no problems coming to the programs. In the past six years the Freedom, Inc. has made progress and will continue to work with the Hmong community to change their views on girls attending support groups. In addition, Freedom, Inc needs a better means of transportation.

6/17/10 Year End Report.

The program at Kajsab House and the Freedom, Inc. did not encounter any problem during the last half during this second half of the year while implementing the program activities.

Upon completion, please send the reports either electronically to lblack@madison.k12.wi.us or by mail, no later than 4:00 p.m. on January 30, 2010, to:

Lisa Black, Special Assistant to the Superintendent
Madison Metropolitan School District
545 W. Dayton St, Rm. 101A
Madison, WI 53703-1967

**Madison Metropolitan School District
Community Service Activities
Final Report Form
2009-2010 School Year**

Organization Name: Literacy Network
Contact Person: Jeff Burkhart
Project Name: English in the Schools (EIS)
Project Dates: 2009-2010 and 2010-2011 School Years (current report 2009-2010)
Year 1 Funding Amount: \$33,077.81

1. How many participants has your project served? As part of your response, please provide a description of student demographics.

Our goal was to serve a total of 120 learners during the 2009-2010 school year. One hundred, twenty-six (126) unduplicated parents and adult family members actually attended at least one English in the Schools class during this time period (September through May). Twenty-four (24) learners participated at Sennett Middle School, 22 parents attended at Hawthorne Elementary, 23 parents came to class at Leopold Elementary, 34 students participated at Glendale Elementary, and 23 adults from Lowell, Schenk, and Emerson Elementary schools met at the Goodman Community Center. Demographics:

Gender: male, 26 students (20.6%) and female, 100 students (79.4%)

Race/Ethnicity: white/Hispanic or Latino, 121 students (96%) and Asian, 5 students (4%)

Age: 18-20 years, 2 students (1.6%)
20-34 years, 74 students (58.7%)
35-54 years, 48 students (38.1%)
55-64 years, 1 student, (.8%)
65+ years, 1 student (.8%)

2. What were the expected outcomes for students and/or families participating in your program?

English in the Schools instruction strives to fulfill two main objectives:

1) Families will foster a positive educational environment by increasing literacy activities in the home or parental involvement in the children's school. Direct reporting will demonstrate that 90% of parents will participate more fully in the school or increase literacy activities in the home during the semester of study and/or the following semester.

2) Families will use improved literacy skills to obtain, retain, or advance in employment or achieve other community objectives such as obtain a driver's license or a library card. Direct reporting will demonstrate that 75% of parents will become more active in their community and use literacy skills to meet employment and other goals during the semester of study and/or the following semester.

3. To what extent did you implement the program?

Our goal was to serve three schools during the fall semester of 2009. We served families from five schools at three sites (including Goodman Community Center) in five EIS classes. Students were assessed and assigned to one of two leveled classes at Goodman Community Center and Sennett Middle School; attendance at Hawthorne warranted one multilevel course.

We also met our goal to serve three schools during the spring semester of 2010. Students were assessed and assigned to one of two leveled classes at Glendale Elementary and Leopold Elementary schools; attendance at Hawthorne once again warranted one multilevel course.

4. What were the outcomes of the program?

1) Families will foster a positive educational environment by increasing literacy activities in the home or parental involvement in the children's school: At the end of each session, students who completed programming were surveyed to assess progress. Direct reporting showed that 87% of parents who received 12 or more hours of instruction increased involvement in their children's education. All participants received instruction in school-related topics, as well as general language competencies. School-related topics included:

- American school system, MMSD behavior policies, and after-school activities
- Reading school schedules, calendars, lunch menus, and school report cards
- Parent-teacher conferences
- Spelling teachers' names; identifying children's ages and grade levels
- Learning vocabulary for family, health and illnesses, classroom items, school functions (i.e. PTO events), school staff, and school subjects
- Excused vs. unexcused absences
- Filling out registration forms
- Writing a letter to a child's teacher
- Calling a child in sick

School-related Outcomes

Parents were surveyed at the conclusion of class and teachers also recorded their observations of progress. A wide variety of individual achievements were reported, including:

- One mother reported participating in a parent-teacher conference in English for the first time.
- Two low-literate adults learned how to copy letters.
- One group of students purchased and maintained personal writing journals.
- Numerous students connected with Latino Parents' Night held at their schools.
- Seven students went to the Leopold Elementary library and visited the Leopold Elementary website. They watched a video clip posted on the Leopold blog from the local news and did a listening exercise.
- One parent attended a committee meeting and explored volunteering at the school.
- *One of the successes that we are most happy about involves a father who attended the level 1 class at Leopold. He told the instructor that before the course, he never read with his children...and now he does!*

In addition, one of our most successful activities across sites was the Reading Log that teachers encouraged their students to fill out. Parents took home a reading chart and recorded how many minutes they spent reading on their own and with their children each day. This helped parents establish a reading routine with their children.

2) Families will use improving literacy skills to obtain, retain, or advance in employment or achieve other community objectives such as obtain a driver's license or a library card: Initial direct reporting demonstrated that 67% of parents who received 12 or more hours of instruction became more active in their community and 62% met employment goals (some parents did not have employment goals initially).

Language competencies that students could apply at both school and in their personal and community lives focused on:

- Mastery of cardinal and ordinal numbers
- Telling time
- Forming questions
- Conjugating basic verbs
- Conversing at the doctor's office
- Improved basic grammar
- Phonemic awareness of short and long vowels
- Improved pronunciation
- Giving advice and expressing opinions
- Basic reading skills
- Giving and following directions
- Learning emergency vocabulary
- Creating a family emergency plan in case of fire or other disaster

Community-related Outcomes

- One parent took the Compass test and registered in an ESL 3 outreach class at MATC; six students were placed in postsecondary education or training
- Eight parents made appointments to receive personal tutors or attend group ESL classes through Literacy Network to continue their language studies
- One EIS class took a field trip to the local public library to apply for library cards and check out books; twelve students got their library cards
- Students did a fantastic job of helping each other out during English classes, collaborating to solve problems and assisting each other with communication challenges.
- Ten parents reported getting their driver's licenses
- Two students reported that they became citizens of the United States

Parent Feedback

Comments from beginning level parents (some translated):

"I like the class because I want to improve. I want to learn English. I want to understand people who speak English. I want [to be able to get by in English]."

"I would like the classes to continue to help me improve as a person and understand the English language to be able to help my daughters read books, read a medical prescription, understand their doctors and be able to make doctor's appointments without asking another person for help, to do it for myself. I appreciate this opportunity you all give us. I hope it is possible to continue classes. Thanks."

"Because I come to this English class because it is important for me to learn more [so I can] help my children with their homework and help myself in many things such as my work at the hospital [and] in many places. [English] can help me with everything for this reason I would like to learn more and therefore I started coming and I'd like to learn more and more."

"For us, English class is very important, we would like to learn to be able to help our children with their homework, also to be able to communicate with the teachers about how the kids are behaving at school. I like the class, the teacher is very patient with us."

"I want to learn [how] to understand more English and read so I can help my children and be able to talk with people I know. Also, my job requires it. I want to improve my English and thank you for helping us."

"I like how the teacher learned to students. I would like continue the clase."

"I like the teacher she is very good and she, like to everyone understand, patience."

"Maybe you can teaching more days or ... more hours." –Frequently given feedback

Other achievements reported by parents:

- ④ L. learned how to politely ask a coworker to "please wait a moment" in English and generally communicated better at work (at restaurants near West Towne and in Fitchburg). She translates for her manager for other Spanish-speaking employees and is much more confident using her listening and speaking skills in public.
- ④ S. attended a meeting about her daughter's school dance and talked about volunteering at school with the class.
- ④ A. practiced vowels and numbers with his daughter at least every other day and improved his spelling skills. He used correct school vocabulary to talk about how his child was doing in school.
- ④ F. used health-related vocabulary to talk about visiting the doctor for both her child's fever and her own backache.
- ④ A. said that she's much better at using and recognizing vowels from the English alphabet, and that's good because at work people spell their names to her over the phone.
- ④ A.D. said that she never had the confidence to leave phone messages in English before, but now she does because we have practiced leaving them. She said that when she used to talk to the representative from the insurance company's office, she would request a Spanish speaker, but now, she talks directly to her representative in English.

At Hawthorne Elementary, students became more confident and comfortable both in the school and with English. Most importantly, they reported feeling more integrated in school life and that they now had “a place” in the school community. They expressed being more familiar with the school, including the library, and more entitled to participate. *They felt more like they belonged.*

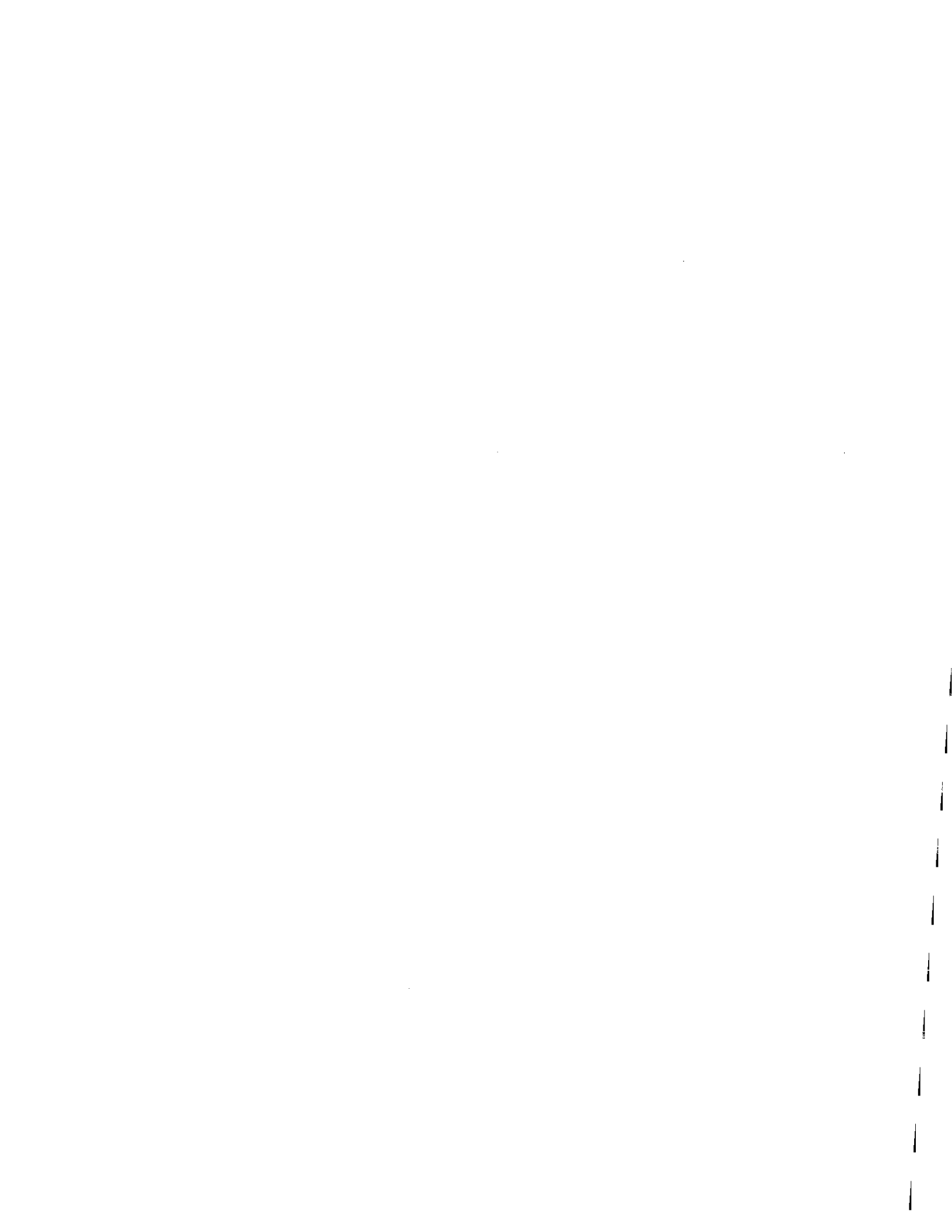
5. Have there been any challenges with implementing the program? If so, what steps have been taken to resolve them?

An ongoing challenge that our limited-English proficient adults faced was balancing family, work, and childcare needs to learn English. Many struggled to attend class consistently and manage demands on their time. School coordinators reported the following reasons parents had trouble getting to class: the weather became too cold and snowy to take young children out, many kids got sick this fall, parents had health issues, transportation arrangements fell through (many were mothers who depended on others for rides or didn't like driving in snow). *Work conflicts were by far the most commonly given reason for missing class.* These unpredictable attendance patterns made data collection and outcome measurement somewhat challenging. To address this, we scheduled multiple survey dates, made telephone calls to students who missed evaluation times, and relied on coordinators and instructors to add their insight to our observations.

When attendance waned, we worked to improve retention by intervening with the help of our partner school site coordinators. They enlisted the support of willing BRS staff to help contact students to bolster attendance. Instructors strove to design the curriculum around the most urgent language needs of the students. They created engaging lessons that taught skills to improve their ability to communicate in specific and immediate ways.

At evaluation team meetings held at each site at the conclusion of programming, we brainstormed other ideas for increasing recruitment and retention in the future. Some options:

- ⑥ Recruit students during dual immersion meetings or other parent involvement nights during spring, summer, early fall.
- ⑥ Work with feeder schools to recruit more students initially.
- ⑥ Collect prizes and introduce an attendance-based program raffle immediately when classes begin.
- ⑥ Implement a customized student book for parents to keep. There isn't a standardized, published book suitable for this 9-week course (which is tailored to individual school competencies), but we could put together a packet of materials in advance to serve as a “text.”
- ⑥ Incorporate an Intercambio language exchange into programming. This worked extremely well at our Goodman site in the fall. For more information, see the video highlighted on MMSD-TV at <http://mediaproductweb.madison.k12.wi.us/node/400>.



**Madison Metropolitan School District
Community Service Activities
Year End Status Report Form
2009-2010 School Year**

Organization Name: Lussier Community Education Center

Contact Person: Paul Terranova

Project Name: Elementary After School Program and the Jefferson Youth Resource Center

Project Dates: 7/1/09 through 6/30/10

Year 1 Funding Amount: \$25,000

1. How many participants has your project served in the first six months of your project? How many students do you anticipate serving? As part of your response, please provide a description of student demographics your program is serving (i.e. age or grade level, gender, and race/ethnicity).

In the Elementary After School Program we served a total of 38 children (ages 7-11) from June until December 2009, and an additional 23 children from January to June 2010. Of those children, 39 came an average of at least 2 days per week. Our average daily attendance was 14 children. Participants in the Elementary Program live predominantly in the Muir Elementary School enrollment area.

From June until December 2009 the YRC served 145 unduplicated youth. We served 172 unduplicated youth in the first quarter of 2010 with an average daily attendance of 55. All youth are between 11 and 13 years old. Fifty-three percent of participants are female and forty-seven percent are male. The Youth Resource Center middle school after school is open to all students at Jefferson Middle School.

Combined Race/ Ethnicity and Income Level Statistics for both Elementary and YRC programs in 2009. We currently do not have this data compiled for 2010.

RACE/ETHNICITY		
White		8%
Black		70%
Nat. Hawaiian/Pacific Isl.		0%
Asian		13%
Hispanic		4%
American Indian		5%
PERCENT OF MEDIAN INCOME		
<30%	"Very Low Income"	76%
30-49%	"Low Income"	19%
50-79%	"Moderate Income"	4%
>80%		1%

2. What are the expected outcomes for students and/or families participating in your program?

Elementary

#1) Underserved and low-income children have access to resources, support, and quality programming that will make them more successful in school and life.

#2) Underserved and low-income children will increase their social, physical and cognitive development through participation in high quality care in their after school hours and in the summer.

YRC

#1) Youth have access to resources, support and programming that will make them more successful in school and life.

#2) Youth will increase their sense of self-awareness through involvement in a variety of activities that are built around the diverse learning styles, strengths and interests of participants.

3. To what extent have you implemented the program?

Elementary After School Program

Since the beginning of 2010, we have continued our Elementary After School Program daily from 3:30 – 5:30 p.m. (on Mondays the program goes from 2:00 – 5:00). While the daily activities change, some things remain constant. The LCEC After School and Summer Camp program provides a place for children to try out new experiences and learn about their own strengths, talents and interests. Our programs focus on four areas of programming: academics, arts, health/fitness and

community service/leadership. Below are some of the activities that our participants enjoyed in during the past six months.

The girls in the program now have their own group up and running, they meet 1-2 times weekly. They were eager to get started and as a result we have seen an increase in attendance. The focus of the group will be to help girls build healthy relationships, learning about setting goals, and build self esteem. Activities will include guest speakers, games, discussions, and community service.

We continue to have assistance from student teachers from John Muir Elementary. During the school day the volunteers work in the K-1 classrooms. The only interaction they have with most of the children is greetings as they pass each other in the halls. The children welcome them into the program and are eager to have the individualized attention and to share stories about their day.

Youth Resource Center

In addition to the regular clubs we have offered in the past there were a few special opportunities for the youth. We continued to run cooking, juggling, chess, drama, DJ, science anime, audio/video, geo-caching and ping pong clubs and introduced a new cultural cooking club where the students learn about the culture and history of a region before they cook an authentic meal from there. At the end of the semester we provided the youth with a cook book of recipes and pictures of the youth in action

In the middle of March we had an All-Jefferson Variety Show in the Memorial high school auditorium. There were 5 groups of kids from after school that practiced for a month before the show during after school. The other big event of the semester was the Second Annual LCEC Black History Celebration. We had 150+ community members who came out for food, music, poetry and educational discussions on reparations and slavery. We had 4 middle school youth who volunteered to help sign people in, serve food and clean up. In addition to helping out at our Black History Celebration we had 9 youth participate in the city-wide Martin Luther King Jr. Youth Service Day at the Monona Terrace. They participated in break-out sessions and large-group activities, and in the afternoon came back to the center to make and deliver cards to a senior living center.

Over spring break we had 4 students participate in a state-wide clean energy video project contest (and got second place!). They created a 2 minute video encouraging Wisconsin residents to use clean energy. The video is posted on youtube.com. The link is <http://www.youtube.com/watch?v=c64TtnMGzh0>. This is the 3rd video project that the youth have participated in and they are becoming proficient in the video editing software and camera use.

One of the most exciting things we started was a partnership with ACCESS Community Health Centers to hold 9 monthly sessions, starting in March and running through the summer and next fall, with our middle school youth. Each session has a discussion topic that the doctor will present about for 15-20 minutes and then they youth will have the chance to ask questions and further discuss issues raised during the talk. We are hoping to reach 50 unduplicated youth and we had 35 unduplicated participants through the first 3 sessions.

4. Have you measured any outcomes of the program yet? If so, please share any preliminary outcomes.

Elementary

Outcome#1: We use our attendance sheets to evaluate the frequency of contact that we are having with the children. These numbers are assessed every quarter. In 2010, the actual number of children who came two or more days per week was more than double our target number. Additionally, volunteers working with participants report improvement in academic skills.

Outcome#2: Our main measure of this outcome is that 75% of the items on the the SACERS (School Age Care Environment Rating Scale) be rated at 5 or above. The SACERS evaluation occurs twice a year and measures: physical space, staff interactions with children, staff interactions with families, and interactions with each other, academics, and other aspects of the program. When we conducted the SACERS assessment in December of 2009, we met our goal. We will be conducting SACERS again in early July 2010.

YRC

Outcome #1: Students who regularly attend the YRC twice a week will demonstrate greater connectedness by maintaining high or improving low school attendance and academic achievement. Our goal was to target 20 students who attend the YRC at least twice a week and ensure fifteen of them maintain high or improve low school attendance and grades. Eighteen of twenty met these requirements.

Outcome #2: Youth have access to a diverse array of experiences through a wide variety of programs, which focus on academic achievement, arts, health/fitness and community service/leadership. Our goal is to serve 150 youth throughout the calendar year. Through the end of the school year we served more than 170 unduplicated youth.

5. Have there been any challenges with implementing the program? If so, what steps have been taken to resolve them?

Elementary After School Program

We continue to serve a large percentage of high needs children and have been focusing on developing our one on one relationships with those children and their families. One of the children in our program was absent many days without explanation. After have conversations with the parent, we learned this was due to health complications. As a result we developed a closer working relationship with the child's family about how we can be more observant of the signs indicating that this child needs rest or to be at home. This deeper communication allows us to understand the unique family situations of our participants and make adjustments accordingly.

Youth Resource Center

At the middle school level fighting will always be an issue. Kids feel the need to prove how tough they are to anybody who questions it. In middle school teasing is a daily part of life and some kids think that that is enough to make them fight. There have been a number of big fights on the weekends and during the school day with the potential to spill over into after school. Our staff has been through a number of trainings through MSCR and the Youth Resource Network to help deal with these issues. In addition, the three coordinators, three AmeriCorps and most of our regular staff attended a two-day conflict resolution training called H.I.P. (Help Increase the Peace) organized by the LCEC and Youth Resource Network for youth workers throughout the community. Through this training staff were able to learn a number of different activities that can help to de-escalate a situation and show youth that there is another way to deal with the feelings they have.

Upon completion, please send the reports either electronically to lblack@madison.k12.wi.us or by mail, no later than 4:00 p.m. on January 30, 2010, to:

Lisa Black, Special Assistant to the Superintendent
Madison Metropolitan School District
545 W. Dayton St, Rm. 101A
Madison, WI 53703-1967

University of Wisconsin-Madison, Center for Biology Education (CBE)
Kevin Niemi
After School Science Clubs, Adult Roles Models in Science
July 1, 2009-June 30, 2011
Year 1 funding amount: \$45,877

Goals reached:

Fund 80 enabled us to significantly expand After School Science Clubs, an ongoing CBE program. With our additional staff support, we were able to triple our pool of Science Club leaders, and offer more frequent training sessions for both volunteers and after-school staff.

- We have exceeded our goal of extending the program to 30 sites (we now have 40 sites).
- We reached our goal of expanding into Middle Schools, with 3 middle school pilot sites during 2009-2010 and 4 sites for Summer 2010.
- We implemented 3 summer science programs last summer, addressing our goal to expand into summer programming.

1. Numbers of participants

Number of volunteers and staff trained:

During the 2009-2010 school year, the service learning course component served a total of **55 service-learners and 31 additional volunteers** not enrolled in the class, serving 40 after-school program sites, including most of Madison's Elementary Schools, 3 Middle Schools, 6 Community Centers, and 1 Church. **We reached a total of approximately 800 elementary and middle school students through all our science clubs.**

For Summer 2010, we will be leading Science Clubs at all 4 Middle School MSCR Youth Resource Centers: Blackhawk, Hamilton, Sherman, and Whitehorse. We will also host clubs at Mt. Zion Baptist Church, Sandburg YMCA, and Goodman Community Center. **We anticipate reaching at least 140 students through these Summer Science Clubs.**

More frequent training sessions with more attendees. During the 2007-2008 academic year, Science Club training sessions were held once per semester. Because the service-learning course is held in the evening class period serves as a joint training session once monthly for other volunteers and after-school staff. Joint training provides more frequent opportunities for volunteers and staff to learn about new science activities and to exchange ideas about student learning and improve the odds of long-term sustainability through training of site staff. Our training sessions in 2008-9 drew an average of 40 participants. During 2009-10 our average attendance is 50. We held training sessions in September,

October, and November 2009 and February, March, and April 2010. We will participate in MSCR's Summer Training for staff, leading 2 sessions of approx. 30 participants each, and are planning to hold a Science Clubs training session in July. Participants include staff and supervisors at MSCR, Wisconsin Youth Company, YMCA, Red Caboose and the community centers.

2. Expected outcomes:

- A) Science Club leaders are better prepared to conduct an After School Science Club as a result of training provided by ARMS/Fund 80. They remain active in science outreach and community service.
- B) After-school Staff are better prepared to engage in science with the children they work with as a result of training provided by ARMS/Fund 80. After-school Programs benefit from having trained volunteers infuse science into their programming.
- C) Children participating in After School Science Clubs enjoy science, see themselves as scientists, and learn how to 'think like a scientist,' using problem-solving skills.

3. Outcomes: A. Impacts on students in service-learning course:

We concluded our 3rd year of teaching the service learning course. Numbers of students in the course have increased each semester, now serving 30 UW students each semester. Numbers of volunteers outside of the course has also steadily increased, including 10 students each semester through the UW Morgridge Center's Badger Volunteers program.

Excerpts from Biology 375: Engage Children in Science Course Evaluations

Please rate your level of comfort in the following areas before and after taking this course (1=Very Little, 2=Some, 3=Quite a Bit, 4=A Lot)

a. engaging in community service	Before 2.7	After 3.7
b. engaging the general public in science	Before 1.9	After 3.7
c. working with diverse people	Before 3.2	After 3.8
d. practicing inquiry-based science with kids	Before 2.2	After 3.8

Question: Has the class motivated you to work with elementary kids from low-income families?

Students consistently answered 'yes.' Some excerpts of their reasons why:

"I was already motivated, but this class gave me the tools/resources necessary to get it done."

"It has helped reaffirm my belief that most kids, if given the chance, want to engage

in science. Since I also believe that science and technology is important to help society advance, I definitely want to see as many students as possible go into science, math, and technology.”

“This class helped me to examine the inequities in science and think about ways to make changes. I definitely am more aware of issues (people being left out of science) and have tried to think about biases I have and make sure that I am including all students.”

“The club really helped me to become comfortable leading an educational activity with a diverse group.”

Question: Has the class influenced your career goals?

“It has helped solidify my belief that part of any career in science involves teaching/mentoring the next generation.”

“The class has really solidified that I want to find an occupation where I can work with children.”

Question: Has this class motivated you to do community service in the future? If so, how?

All students answered ‘yes.’ Some of their reasons include:

“It re-emphasized how important it is to me. I realized how the time I spend with the kids was my favorite time of the week.”

“This class motivated me to branch out and make connections elsewhere in the community.”

“It opened my eyes to the greater need for science outreach in the community.”

“It has given me more self confidence about venturing outside of the University to experience something different and interact with different people.”

“The friendships that I made with the kids and staff were really great and I hope to continue in the future.”

3. Outcomes. B. Impacts on After School Program Staff

Below are excerpts from two of our monthly training sessions, one emphasizing the parallels between science and life skills, and one on the ‘engineering design process’:

Please rate your level of comfort in the following areas before and after this training session (**1=Very Little, 2=Some, 3=Quite a Bit, 4=A Lot**):

How to set up an environment for ecology activities	Before 2.0	After 3.0
How life skills are learned through science activities	Before 2.2	After 3.3
Know how to facilitate science inquiry	Before 2.2	After 2.9
The engineering design process	Before 1.97	After 3.15
How to engage kids in the engineering design process	Before 1.79	After 3.34
Leading engineering design process activities	Before 2.32	After 3.42

These data demonstrate that staff feel they are more comfortable using skills to lead science activities with children in their programs as a result of participating in training sessions.

Surveys of program staff also show why Science Club is a meaningful part of their program's activities:

Question: If you did not have a volunteer, how comfortable would you feel running Science Club if you had the materials and activities? Please explain why or why not.

Many staff say they would feel comfortable with the science activities, which again shows that the training sessions are effective. Many staff even say that they do science activities on days when the volunteer is not present. However, below are reasons cited by staff why they would still like a volunteer even if they do feel comfortable:

"It is beneficial to have community members come into the school; it allows the students to become aware of the different experiences/people in the world."

"It is an opportunity to teach them about Science in a way that we do not have time to do. We are so busy doing a million things, and would love to add aspects such as the Science Club ourselves, but it is just too much for our three staff to accomplish. It's great that the Science Club gives us the opportunity to teach the kids about Science, but still frees my staff up to do their jobs."

"I feel that having a volunteer with expertise in science is a necessary component of the Science Club. Our staff know about children and group/classroom management but they are not necessarily adept at leading science related activities."

Question: Do you feel that the Science Club is useful and enjoyable for the kids and why?

"[Names removed] have been wonderful volunteers this school year! I am continually impressed with their activity ideas, as well as their organizational skills and the connections they have built with students. Both are able to modify activities

for students who need more/less of a challenge, which is very helpful when working with a group of students. They have really formed some lasting bonds with students.”

“Most elementary school kids do not have very much exposure to science and the science club offers a great opportunity to get kids engaged in science related activities while they are still young. I believe that this club is making lasting impressions on many of the younger children we serve.”

“The projects are applicable to their interests and are a great way to bridge the gap between science and their daily life. Parents appreciate any additional educational programming their children receive. “

“I believe that the science club is useful for the kids because they are exposed to many skills: math and science, listening, team playing, sharing resources, patience...”

“Yes, the science club exposes the students to hands on activities and ideas that they would not necessarily get in school or in our after school program. For the students who have an interest in science, it is especially important to expose them to these activities and continually activate their passion.”

“I have had nothing but wonderful experiences. I sincerely hope to get another volunteer next year!”

After-school program staff have been key contributors to the success of After School Science Clubs and help us set priorities for training sessions and for the service-learning course. At the same time, we have heard that After School Science Clubs have helped to motivate collaborations across the various after-school agencies in Dane County. Linda Eisele, our partner in the City of Madison Office of Community Services, says that Science Clubs and our monthly trainings helped to inspire a countywide collaborative fall training session for program staff that is now in its second year.

3. Outcomes C. Impacts on MMSD students

Some of the most valuable information on impacts on the children in Science Clubs comes from after-school program staff. Their feedback demonstrates that Science Club leaders are effective in helping students to ‘think like scientists’ and use critical thinking skills:

“The volunteers were very professional with staff and the children. They ask probing questions with the kids. They get the kids to ask questions.”

“The students have covered a variety of fields of study, and have really been challenged to think critically, hypothesize, and explore.”

Each of our UW students designs and implements an evaluation tool to assess student engagement and learning in their clubs. These have included pre and post assessments of students' knowledge and attitudes about science as well as observational techniques. Examples:

Draw a Scientist: Students ask the children in their clubs to draw a scientist. Before participating in science club, these drawings are usually stereotypical "mad scientists", Albert Einstein, and/or almost always white males. After participation in science club, students draw their science club leader and/or themselves as scientists. "Draw science" has also been used - students tend to draw "blowing things up" before participation in science club and a greater variety of activities including outdoor observation after participation.

Observational studies have found that students in science club are engaged in science process skills: asking questions, measuring, comparing, hypothesizing, classifying, making inferences, recording data, experimenting, predicting and communicating.

3. Outcomes: Special Emphasis on Strategic Priority #4

Perhaps most importantly, volunteers and staff alike point to the importance of the relationships formed between Science Club leaders and children. This reinforces Educational Framework Strategic Priority #4: Learning, Engagement, and Relationships. For many children, the relationship they form with their Science Club leader helps to motivate their learning.

The relationships that Science Club leaders have established with program staff have helped to spur collaborations beyond Science Club, furthering the district's priority on Home & Community Partnerships. For example, 3 after-school programs attended the 'Science Expeditions' public science event on UW campus; 4 Science Clubs shared science activities with their peers at the ARMS annual Children's Science Symposium (this year held at Warner Park due to the closure of the current Children's Museum); 6 Science Club leaders helped to organize Family Science Nights at their program site; and many other leaders furthered collaborations by writing 'family science handbooks,' helping plan youth gardens, and translating science activities into Spanish.

A particularly exciting collaboration was sparked by a Science Club leader at Emerson who wrote a family-friendly science activity handbook. She had the idea of creating 'science backpacks' with materials to do the activities in the book, which could be loaned out to kids. Members of the Downtown Madison Kiwanis were so excited by the idea that they decided to fund 100 backpacks that kids could keep! We distributed these backpacks to kids at 7 After School Science Clubs. The kids were thrilled!

Challenges:

1. We continue to strive to make After School Science Clubs and other ARMS programming accessible and meaningful to all children and families. As a follow-up to our Advisory Board meeting in the spring, which identified ways to make connections with African-American and Latino families, we are working to do science outreach in new venues. For example, we have an After School Science Club at the Mt. Zion Baptist Church's after-school program, which is directed by former MMSD principal Chris Hodge. PEOPLE Scholar Martia Hunt is the student volunteer leader of the club and is working with us this summer. She is attending the Juneteenth celebration, hosting a booth about the ARMS program and After School Science Clubs. We are also working to make more Spanish-language materials and to make connections in the Hmong community.

Martia Hunt is primarily working with us this summer to help us review our current assessment practices and do research into how to apply culturally responsive teaching practices to our After School Science Clubs. She is interested in helping us to improve our cultural competency training in the service-learning course, and to develop ways to assess children's learning and motivation that are embedded within science activities. Martia will pilot new assessment techniques this summer with her Science Club and document their success and limitations.

2. We continue to work to make After School Science Clubs meaningful to middle school students. Sarah Wright and Mercedes Reed, our Americorps VISTA led a pilot Science Club at Toki Middle School this year, discovering. Two volunteers led clubs at Sennett and Hamilton as well. We learned how middle school programs function differently, and how to collaborate with MSCR staff to 'recruit' interested students, as well as ways to maintain student interest. We found that middle school students loved engineering design challenges as well as outdoor activities, and were more inclined to keep science notebooks. Again, the relationships between the Science Club leaders and the kids were key to the success of the club and one of the greatest benefits.

Secondary science education major Steffany Spangler, who led the Science Club at Sennett, is working with us this summer to research effective methods of engaging middle school students and assessing their learning. She will pilot new activities and assessments in a mini-course Science Club at Whitehorse this summer, documenting successes and recommending modifications. Steffany has also made recommendations for how to prepare service-learning students to interact with middle school students and asking open-ended questions, using role playing and case studies to train middle school Science Club leaders. She will incorporate the use of science notebooks, verbal assessment, and formative assessment techniques (e.g. interest scales, think-pair-shares).

**Madison Metropolitan School District
Community Service Activities
Mid-Year Status Report Form
2009-2010 School Year**

Organization Name: UW-Madison School of Education – Precollege Initiatives

Contact Person: Nancy Blake and Jennifer Lord

Project Name: Saturday Enrichment Program

Project Dates: October 29, 2009 – April 1, 2010

Year 1 Funding Amount: \$11,000

Please provide thoughtful and thorough responses to each question using no more than two pages total. Feel free to also attach any supporting material as evidence of the information shared in response to the questions.

1. How many participants has your project served in the first six months of your project? How many students do you anticipate serving? As part of your response, please provide a description of student demographics your program is serving (i.e. age or grade level, gender, and race/ethnicity).

Our project has served 74 students between January 1, 2010 – May 31, 2010.

Latino – 33

African-American – 29

Asian – 3

European – 8

Bi-racial – 1

Male – 35

Female – 39

Grade:

1-5th grade Lincoln Saturday Program: 20

5th - 14

6th - 13

7th - 8

8th - 13

9th - 2

10th - 4

11th - 0

2. What are the expected outcomes for students and/or families participating in your program?

- i) We expect that both parents and students will have an increased awareness of precollege programs that available to students at the UW-Madison
- ii) Student will have greater exposure and comfort with the UW-Madison campus

3. To what extent have you implemented the program?

Since January, 2010 we have completed 3 programs in which MMSD funding was used to provide access to our programs. We partnered with Lincoln Elementary school and provided classes for their Saturday program. We also provided additional scholarships for Spring Break with a Twist and Fresh Expression

4. Have you measured any outcomes of the program yet? If so, please share any preliminary outcomes.

- i) 83% of the students answered "Yes" to the question, "Do you feel this program was a good experience?"
- ii) 78% of students who completed our survey said the program they attended "increased their interest in attending college and in career opportunities."
- iii) 76% of the students who complete our survey said "Yes" to, "Are you interested in participating in other precollege programs?"
- iv) 64% of the students answered "Yes" to "Do you feel that attending precollege programs on other campuses would help you in selecting a college?"
- v) 46% of the students answered "Yes" to the question "Do you feel this program will help you to be more successful in school?"
- vi) 72% of the students answered "Yes" to the question, "Did this program give you more ideas about careers?"

5. Have there been any challenges with implementing the program? If so, what steps have been taken to resolve them?

Yes, in working with the community centers we have had some difficulty with students enrolling for a program, however not attending. We continue to work with the community centers to rectify this problem – this is an ongoing problem for

Upon completion, please send the reports either electronically to lblack@madison.k12.wi.us or by mail, no later than 4:00 p.m. on June 17, 2010, to:

Lisa Black, Special Assistant to the Superintendent
Madison Metropolitan School District
545 W. Dayton St, Rm. 101A
Madison, WI 53703-1967

**Madison Metropolitan School District
Community Service Activities
Mid-Year Status Report Form
2009-2010 School Year**

Organization Name: **Vera Court Neighborhood Center**

Contact Person: **Ben White / Hope Saadaoui**

Project Name: **RISE** (middle school component) **SPARK** (high school component)

Project Dates: **2009-2010 school year**

Year 1 Funding Amount: **\$16,517**

Please provide thoughtful and thorough responses to each question using no more than two pages total. Feel free to also attach any supporting material as evidence of the information shared in response to the questions.

- 1. How many participants has your project served in the first six months of your project? How many students do you anticipate serving? As part of your response, please provide a description of student demographics your program is serving (i.e. age or grade level, gender, and race/ethnicity).**

Vera Court neighborhood Center has had 37 unduplicated youth participate in the RISE/SPARK program since September of 2009.

Demographics:

RISE program: Ages 11-14 (6th-8th grade)

SPARK program Ages 14-17 (9th-11th grade)

African American 75%

Caucasian 0%

Latino/Hispanic 14%

Asian 0%

Multi-Race 9%

Vera Court neighborhood Center serves a substantially higher percentage of low income and ethnic minority residents that the city average. Consistently, over 98% of VCNC children and youth participants are eligible for the school district's free/reduced lunch program. In addition, 84% of the SPARK/RISE participants come from single parent female headed households.

2. What are the expected outcomes for students and/or families participating in your program?

Outcome #1

Participants will increase or maintain a high level of academic success. 80% of enrolled RISE/SPARK students will improve their grade point average or maintain above a 3.0

Outcome #2

Participants will improve or maintain proficient reading/literacy skills. 80% of enrolled RISE/SPARK students will improve or maintain proficient reading skills.

3. To what extent have you implemented the program?

The RISE program has been an ongoing program at Vera Court Neighborhood Center for many years; we implemented the high school portion of this program in September 2009 to complement the current RISE program. During the summer of 2009 Vera Courts Program Director and Program Coordinator began program development and goal setting for the expanded RISE program. Beginning in September 2009 the RISE/SPARK program was fully staffed by 3 full time AmeriCorps members, one Youth Worker and is supervised by the Program Director. One of the main components of RISE/SPARK program is to provide academic case management for all participants. This is accomplished through one-on-one in school tutoring, weekly contact with teachers, social workers and parents. All 3 AmeriCorps members do individual tutoring at both Black Hawk Middle School and East High School for all program participants. Weekly phone calls and meetings are made with teachers at both the middle school and high school level.

By the beginning of January the middle school RISE staff were monitoring the grade reports and progress assessments of all middle school students in the program. There were pretty consistent trends in terms of our two objectives. RISE students continued to either improve their grades or maintain an average of a 3.0 or higher. There continue to be some cases where students' grades slip from one quarter to the next though the staff is quick to identify these areas in need of attention.

In addition to homework, RISE staff planned and carried out several field trips and extracurricular activities this quarter to supplement regular academic curriculum. The students enjoyed an outing to the Madison Museum of Contemporary Art where they participated in ArtZone, an outreach program of the museum geared towards giving kids more exposure to art in our community. A fun spin on educational trips were taken this year to spoken word performances and the production of *Buffalo Soldier*, a local play depicting the story of African-American soldiers in the post Civil War era. The RISE staff have also added a "Wednesday Check-in" to the program in hopes of increasing the accountability and responsibility of our students. The checks in

covered academic and behavioral goals and over all check-in on how things were going for the student.

During the first two weeks of the school year, all RISE/SPARK participants completed a survey asking them to identify specific academic needs and highlight both their strengths and weaknesses. RISE/SPARK staff review these answers and conduct meetings with individual students to create unique academic plans for each student. The RISE/SPARK program provides necessary, individual attention to program participants that increases their ability to succeed in school. While typical after-school programs offer academic assistance and tutoring the RISE/SPARK program maintains extensive contact with parents, teachers, and academic support staff to assure coordinated efforts in academic achievement. At midterm and at the end of each academic quarter each student meets individually with the RISE coordinator to assess their academic progress. By December of 2009 all aspects of the RISE/SPARK program were fully implemented and running smoothly.

By the beginning of the second semester of the school year the SPARK portion of the program began to focus on more than just grades and homework. The program broadened its focus for the programming to offer youth a first glance into what life is like both preparing and attending post-secondary education. With that in mind, we have opened up discussion on and had our students research what the obstacles are in getting into college, and what our youth can do to overcome them. Our focus has been on funding higher education as well as achieving the requisite level of academic success to gain admission to an institution of higher education. Our students showed a clearly elevated level of understanding of what it takes to get into and succeed in college through these research-based discussions. While some of our students came to our program with initial assumptions of what it takes to get into college, it is clear that we have begun to challenge those assumptions.

In addition to the research and discussion regarding the facts of getting into college, we have also demonstrated what college life is like to our youth. As much as is possible, we have attempted to expose our youth to college life. We have done this by attending events on the UW-Madison campus. One example as a movie showing put on by the Student Global AIDS Campaign. Our students not only attended the movie, which was shown in a lecture hall, but engaged in the college level discussion that took place afterwards. These types of experiences are extremely valuable by exposing our youth to the environment and the substance of collegiate life.

4. Have you measured any outcomes of the program yet? If so, please share any preliminary outcomes.

Outcomes are based on kids that attend the RISE/SPARK program on a regular basis, at least 3 times per week through out the entire school year.

The middle school RISE program had 10 out of 14 or 71% regular program participants maintain or increase a high level of academic success. And 12 out of 14 or 86% regular participants improved or maintained proficient reading/literacy skills.

The high school SPARK program had 8 out of 11 or 73% of regular program participants maintain or increase a high level of academic success. And 10 out of 11 or 91% of regular participants improve or maintain proficient reading/literacy skills.

5. Have there been any challenges with implementing the program? If so, what steps have been taken to resolve them?

The Vera Court Neighborhood Center has always struggled to retain funding for High School age programming. The graduated members of our middle school RISE program were excited to have the new high school SPARK program to attend this year. In previous years once students graduated from 8th grade they were often faced with a lack of academic programs that could help them navigate through high school and get them prepared for college. Since the start of the program we have had 18 High school students join the SPARK program with an enthusiasm to continue their academic success with the help of the Vera Court Neighborhood Center.

Another challenge that the SPARK/RISE program faced was the reality of 80% of our middle and high school students maintaining or improving their GPA. As the school year progressed program staff realized that the original outcome objective of 80% was set too high for some of our students to achieve. For the upcoming 2010-2011 school year we would like to change Outcome # 1 to read:

Outcome#1

Participants will increase or maintain a high level of academic success. 70% of enrolled RISE/SPARK students will improve their grade point average or maintain above a 3.0

In addition we would like to add a 3rd outcome that is aimed only at the high school (SPARK) portion of the program. This outcome was a result of the high school students expressing a strong desire to learn more about the college entrance process and local job training programs.

Outcome #3

Regular participants will report an increase in their own personal interest and knowledge of post secondary education or job training programs.

Lisa Black, Special Assistant to the Superintendent
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