

**(ATTACHMENT 2) ACTION ON A REQUEST TO ENTER INTO CONTRACTS FOR 21ST CENTURY COMMUNITY LEARNING CENTERS (CLCS)**

**AGREEMENT FOR A 21ST CENTURY COMMUNITY LEARNING CENTER (CLC)**

**THIS AGREEMENT** is entered into by and between the Milwaukee Board of School Directors, (hereinafter referred to as “MPS”), and \_\_\_\_\_, (hereinafter referred to as “Provider”).

**WHEREAS**, MPS is authorized by § 118.001, Wis. Stats. to take any board action that is within the comprehensive meaning of its terms and powers if the action is not prohibited by state or federal law; and

**WHEREAS**, the Secretary of the United States Department of Education has been authorized to allot funds to states to be awarded as competitive sub-grants to local applicants under the *21<sup>st</sup> Century Community Learning Centers Act*, (“21<sup>st</sup> CLC Act”), and P.L. 114-95, Title IV, Part B, Sec.4201 Every Student Succeeds Act of 2015 (“ESSA”); and

**WHEREAS**, MPS has applied for, and has received, a grant award under the 21<sup>st</sup> Century Community Learning Centers Program from the Wisconsin Department of Public Instruction, (hereinafter referred to as “WDPI”), to operate Community Learning Centers, (each a “CLC” and together the “CLCs”), in schools that are in program improvement status per Title 1 designation; have been determined to be in need of intervention and support to improve academic achievement and other outcomes; and enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models.

**WHEREAS**, the grant awarded to MPS authorizes MPS to operate CLCs in conjunction with local governmental agencies, businesses, vocational education programs, institutions of higher education, community colleges, and cultural, recreational, and other community and human services entities to provide a broad array of student services, programs and activities; and

**WHEREAS**, MPS is desirous of entering into this Agreement with Provider to provide services to MPS that are authorized in the 21<sup>st</sup> CLC Act and ESSA, and required by the WDPI grant awards.

**NOW, THEREFORE**, in consideration of the mutual promises set forth herein, the parties hereby agree as follows:

**I. SCOPE OF SERVICES**

**A. Administrative and Operational Standards.**

1. Provider will operate a CLC at the direction of MPS, which complies with the “2019-20 Community Learning Center Contract Standards” and “2019-20 MPS Community Learning Center Program Guidelines and Standards” attached hereto and incorporated herein by reference as Appendices A and B, respectively.
2. Provider will inform its officers, administrators, employees, volunteers and subcontractors of all applicable standards and procedures.
3. Provider agrees to submit a completed 2019-20 CLC “Program Plan” in the form required by MPS throughout the year for each “Program Cycle”. A sample form, “2019-20 Community Learning Center Program Plan - Cycle 1” is attached hereto and incorporated herein by reference as Appendix C. Funds will not be disbursed until this Program Plan is received and approved by MPS for each Program Cycle. Throughout the term of this Agreement there will be two Program Cycles.
4. The CLC must operate for a minimum of 10 hours per week, 115 days per academic school year, for a period no fewer than 33 weeks, beginning no later than August 19, 2019 for middle/high schools and September 9, 2019 for K5/K8 schools. Middle/high school sites must operate at a minimum, through May 15, 2020. K5/K8 sites must operate, at a minimum, through May 29, 2020. All middle/high school sites will provide programming Monday-Thursday and all K5/K8 sites will provide programming Monday-Friday. The targeted population are students with the greatest academic need as determined by school administration and Provider.

B. Program Standards.

1. The CLC will be developmentally appropriate for its participants and varied to maintain student and parent participation. Each CLC will include programming in at least three of the following program areas for each Program Cycle, including at least one type of academic enrichment programming and at least two additional types of services, programs and/or activities that contribute to overall student success.
  - i. Mentoring programs
  - ii. Remedial educational activities
  - iii. Tutoring services
  - iv. Service learning programs
  - v. Activities that enable students to be eligible for credit recovery
  - vi. Literacy education programs
  - vii. Mathematics education programs
  - viii. Arts and music programs
  - ix. Counseling programs
  - x. Financial literacy programs
  - xi. Environmental literacy programs
  - xii. Nutritional education programs
  - xiii. Regular, structured physical activity programs
  - xiv. Services for individuals with disabilities
  - xv. Programs for English Language Learners
  - xvi. Cultural programs
  - xvii. Telecommunications and technology education programs
  - xviii. Expanded library service hours
  - xix. Parenting skills programs that promote parental involvements and family literacy
  - xx. Programs that provide assistance to students who have been truant, suspended or expelled
  - xxi. Drug and violence prevention programs and counseling programs
  - xxii. Programs that build skills in science, technology, engineering and mathematics (STEM)
  - xxiii. Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2008 and the Workforce Innovation and Opportunity Act
2. Each CLC will be evaluated in the following areas after each Program Cycle according to the Standards as outlined in Appendix A to this Agreement. Provider understands that the ability to meet the required Standards is directly correlated to future continuation, as well as funding levels.
  - i. Overall Attendance.
  - ii. Academic Enrichment Programs – All CLC sites.
    1. Academic enrichment programming must be integrated into extended day programming. The School, (*i.e.*, the facility where the CLC is located), and Provider will ensure that all CLC participants are enrolled in academic enrichment activities which are aligned with

students' core academic needs (i.e., literacy, reading, math, science, etc.) as identified by the School Improvement Plan ("SIP") and completed CLC Needs Assessment. Provider, in conjunction with the School Principal, Site Coordinator, Academic Coordinator (whose roles are defined in Appendix E) and a core group of the School's teachers will ensure the academic activities are closely aligned with the SIP, instructional strategies, best practices, and Common Core State Standards for Mathematics, Reading, and English Language Arts.

2. All before and after school academic enrichment programming must take place prior to recreation enrichment programming. Any schedule changes that deviate from this format must be pre-approved by MPS Recreation.
3. All CLC participants are required to participate in academic enrichment activities for a minimum of 45 minutes per day, four days a week, starting on, or prior to, August 19, 2019 for middle/high school sites and September 9, 2019 for K5/K8 sites throughout the duration of the CLC program. CLC staff must assure that the daily CLC schedule supports participation in academic enrichment by each participant.
4. CLC academic enrichment programming must be diversified and intentionally designed to support student academic achievement and support school-specific learning outcomes as identified in the SIP and CLC Needs Assessment. Programming must be organized and follow a scope and sequence of engaging learning activities which promote active learning by participants. All CLC academic enrichment activities must follow a daily or weekly lesson plan, and lesson plans must be kept on file in the CLC.
5. Provider will be required to implement the following academic enrichment programs specified by grade level, unless an alternative curriculum has been approved for use by MPS. MPS shall evaluate proposed alternative curriculum in accordance with the criteria set forth in the 21st Century Community Learning Center Grant program Application Guidelines for 2019-2020 (Appendix L, pg. 4, 18-19). The 2019-20 CLC Enrichment Curriculum Criteria Checklist form (Appendix M) must be completed and submitted to MPS for review and approval for any proposed academic enrichment curriculum not listed below.
  - i. LitART Literacy Enrichment Curriculum - K5/K8 Sites.
    - a. As part of the regular schedule of academic programming, all K5/K8 sites must facilitate the LitART literacy enrichment curriculum for all participants in grades 1-8 for a minimum of 60 minutes per group each week. LitART sessions must be offered weekly, beginning September 9, 2019, and ending no earlier than May 29, 2020.
    - b. All new staff members from each K5/K8 site who are teaching LitART must attend the LitART training in Fall, 2019 and requested follow-up trainings throughout the academic school year. MPS Recreation may identify and require staff in need of additional training, including Site and Academic Coordinators, to attend refresher trainings as needed.
    - c. Attendance records must be documented in APlus for all individual LitART activities. Participant assessments, (in the form of pre- and post-tests), provided through the LitART curriculum must be completed and submitted as requested by MPS.
  - ii. Lions Quest Enrichment Curriculum - Middle/High School Sites.
    - a. As part of the regular schedule of academic programming, all middle/high school (and selected K-8) sites must facilitate the Lions Quest Out of School Time (OST) enrichment curriculum for a minimum of 20 participants at least once per week for a minimum of 60 minutes. Lions Quest sessions must be offered weekly, beginning September 16, 2019, and ending no earlier than May 4, 2020.
    - b. A minimum of two staff members from each middle/high school site must attend Lions Quest training in Fall, 2019 and requested follow-up trainings throughout the academic school year. MPS Recreation may identify and require

staff in need of additional training, including Program and Academic Coordinators, to attend refresher trainings as needed.

- c. Attendance records must be documented in APlus for all individual Lions Quest activities. Each site must participate in at least one “approved” Community Service Learning Project (“CSLP”) to be completed no later than May 4, 2020.
  - d. A minimum of two staff members and three students from each middle/high school site must attend the Lions Quest Wrap-Up Celebration to present their CSLP on May 8, 2020. A video diary of the CSLP, (minimum of 5 minutes), and a written project narrative must accompany each project.
  - e. Participant assessments, (in the form of pre- and post-tests), provided through the Lions Quest curriculum and other required forms or documents must be completed and submitted as requested by MPS.
- iii. Comic Book Literacy Enrichment Curriculum - Middle/High School Sites.
- a. As part of the regular schedule of academic programming, all middle/high school sites (and selected K5/K8 sites) must facilitate the “Reading is a Super Power” Comic Book Club Literacy Enrichment Curriculum for a minimum of 15 participants at least once per week for a minimum of 60 minutes. Comic Book Club sessions must be offered weekly, beginning August 26, 2019 for MS/HS and September 9, 2019 for K5/K8 and ending no earlier than May 14, 2020.
  - b. A minimum of two staff members from each middle/high school site must attend Comic Book Club training in Fall 2019 and requested follow-up trainings throughout the academic school year. MPS Recreation may identify and require staff in need of additional training, including Program and Academic Coordinators, to attend refresher trainings as needed.
  - c. Attendance records must be documented in APlus for all individual Comic Book Club activities. Each site must complete one approved culminating project no later than May 7, 2020. Each site must also participate in the culminating Comic Book Club event which will take place by May 7, 2020.
  - d. A minimum of two staff members and three students from each middle/high school site must attend Comic Book ComicCon Wrap-Up Celebration to present their final project on May 7, 2020.
  - e. Participant assessments, (in the form of pre- and post-tests), provided through the “Reading is a Super Power” Comic Book Club Literacy Enrichment Curriculum must be completed and submitted as requested by MPS.
6. High Quality Homework Help.
- i. High Quality Homework Help is required to begin by August 19, 2019 for MS/HS school sites and September 9, 2019 for K5/K8 school sites.
  - ii. The Provider will offer a minimum of 30 minutes of high-quality homework help four days per week based upon individual participant needs. Regular communication with the School’s day staff regarding participant needs, and a quiet, appropriate space in which participants can receive assistance with homework assignments must be established.
7. Youth Recreation Programs.
- i. The Provider will develop and operate a Youth Recreation Program which exposes participants to activities in: the arts (dance, drama, pottery, music, etc.); sports and fitness (activities designed to get kids moving and physically active, as well as discussions on health and nutrition); cooperative learning games (non- competitive in nature); games that provide opportunities to practice basic academic skills such as chess, checkers, puzzles and word games; and experiences that build on a wide diversity of cultural and ethnic groups. Youth Recreation Programs are

required to begin by August 19, 2019 for middle/high school sites and September 9, 2019 for K5/K8 school sites and operate for a minimum of 45 minutes per day, four days a week, and end no earlier than May 3, 2020 for middle/high school sites and May 29, 2020 for K5/K8 sites.

8. **Sports Physical Activity & Recreation for Kids (SPARK) Curriculum - K5/K8 Sites.**
  - i. As part of the regular schedule of recreation programming, all K5/K8 sites must facilitate the SPARK curriculum for all participants ages 5-14 for a minimum of 45 minutes per group. SPARK sessions must be offered weekly, beginning September 23, 2019 and ending no earlier than May 29, 2020.
  - ii. One staff member from each K5/K8 site must attend a SPARK training in Fall 2019 and requested follow-up trainings throughout the academic school year. MPS Recreation may require identified staff to attend refresher trainings as needed.
  - iii. Attendance records must be documented in APlus for all individual SPARK activities. Evaluations provided through the curriculum must be completed and submitted as requested by MPS.
9. **Family Involvement.**
  - i. Family enrichment programming supporting student learning: The School and Provider must offer a minimum of two (2) programs per Program Cycle. A minimum total of four (4) high quality programs designed to engage family members in support of student learning must be offered annually. Sites in an initial grant must reach a minimum of 40 unduplicated families by May 29, 2020. Sites in a continuation grant must reach a minimum of 30 unduplicated families by May 29, 2020. CLCs unable to meet the minimal number of unduplicated families shall submit to MPS an action plan outlining Provider's effort to reach additional families.
10. **Parent orientation: Provider must complete at least one parent orientation event with at least one parent or guardian of each CLC participant on the purpose of the CLC program. The orientation must emphasize the academic focus, participant selection process and program commitment, among other policies.**
  - i. This may be completed through a mass gathering, individual parent meetings or a combination of the two. Participation/attendance at all mass gathering parent orientation events must be documented in APlus as a parent orientation activity by September 27, 2019. School-led open house events are not sufficient, unless an audience of CLC parents is separately addressed. All CLC families must receive written orientation materials by September 6, 2019 for MS/HS school sites and September 27, 2019 for K5/K8 school sites. For CLC families enrolling after those dates, written orientation materials must be received within one week of the enrollment date.
  - ii. The parent orientation may qualify as a family enrichment program if also accompanied by academically-focused and engaging activities for parents that are in support of student learning.
11. **Provider will work with the School to coordinate mandatory, on-site professional development for all staff, including those working with academic enrichment, for a minimum of 10 hours per academic school year. Provider and the School Principal or a designee will work with the CLC and the School's day staff to facilitate professional development that is aligned with the goals and objectives of the SIP and the CLC. All professional development will focus on program improvements to support student/participant academic achievement.**

12. Provider's representative and School Leader will conduct quarterly site visits of the CLC program, a minimum of four times per year (to be completed by October, January, March, and May), to observe the quality of the program content and academic instruction. Both the Provider and School Leader must submit Site Observation Forms to MPS immediately following the site visits.
13. Provider will advertise and promote the CLC program, ensuring that all flyers, documents, and information sent to community residents and families of the school CLC site be translated into languages that ensure access to information regarding the CLC program.
14. Provider will be responsible for the care, custody, control, supervision, and security of all individuals participating in CLC sponsored programs.
  - iii. Provider will ensure that the entry to the CLC is secured or monitored at all times.
  - iv. Provider will ensure that CLC participants are supervised at all times. Under no circumstances will a child be left on site or on offsite field trips unsupervised.
  - v. In the event child abuse is suspected, and Child Protective Services is contacted, Provider will contact a member of the MPS Project Team as soon as possible, but no later than thirty (30) minutes after the report of the incident. Additionally, Provider will submit a confidential report to the MPS CLC Program Office via email to Provider's assigned MPS project team member within 24 hours indicating why Child Protective Services was contacted.
  - vi. Provider will submit a "CLC Program Safety Plan," via the form included in Appendix C, as well as a written policy for participant discipline to the MPS CLC Program Office. The discipline policy will also be communicated to parents/guardians of CLC participants as part of the required parent orientation.
16. For emergency situations requiring police, fire, Child Protective Services (CPS) or ambulance services, Provider shall within 30 minutes following an incident/accident, verbally report the incident/accident to a member of MPS's CLC Project Team. If no CLC Project Team member is available, the caller must communicate the situation verbally to a full-time staff member of the MPS Recreation Department. Additionally, Provider shall submit a written incident report within 24 hours of the incident via email to a member of the MPS CLC Project Team.
 

The MPS Project team may request that reports and/or additional documents be submitted sooner if necessary. MPS CLC team will report emergency incidents to the Wisconsin Department of Children and Families (DCF) with any necessary information once the emergency incident is reported to MPS.
17. Any information pertaining to student records obtained for the purpose of this Agreement is restricted to the services provided under this Agreement and will not be used or given to anyone or any other parties outside of the Agreement as governed by any state law or federal regulation.

- C. Provider will employ a sufficient number of qualified and properly trained persons to effectively carry out the CLC program. MPS reserves the right to request the removal of any CLC personnel whom MPS, in its sole discretion, determines is not effectively carrying out his/her job duties. Provider must supply ample staff in accordance with DCF Group Childcare Licensing Standards, as identified in Appendix C.

Required CLC positions (as referenced in Appendix E) include:

1. Site Coordinator for each individual CLC site that is qualified and trained to oversee the CLC program's operation and services. Site Coordinators must be hired and begin performing duties by August 6, 2019 for MS/HS and August 26, 2019 for K5/K8 sites.
2. Academic Coordinator for each individual CLC location who is a highly qualified, certified teacher to work jointly with the CLC and the School's administration to assist with the planning and facilitation of Academic Programs. Academic Coordinators must be hired and performing duties by September 3, 2019.

3. Security Monitor who will be present at the site at all times of CLC program operation. Provider will ensure that the entry to CLC is secured or monitored at all times. All K5/K8 sites require a minimum of one Security Monitor and all middle/high school sites require a minimum of two Security Monitors, one of whom should be an MPS School Safety.
  4. Data Entry Personnel who are responsible for entering all participant registration information and daily attendance by activity. A minimum of 2 CLC staff members, one of whom must be the CLC Site Coordinator, must be trained in the APlus attendance tracking system by September 9, 2019. Monthly cost reimbursements for CLC expenditures will not be released by MPS until 2 CLC staff members are trained and monthly attendance data has been entered into the APlus system. Provider will ensure that all participant reports and personnel information are kept confidential as governed by state law and federal regulations.
  5. Sites will have a maximum of 30 days to fill any vacancies of the above-mentioned required positions from the date of vacancy. Failure to fill the required positions within 30 days may result in termination of this Agreement.
  6. Provider will ensure that all staff in regular contact with children obtain and maintain a current certificate of completion for infant and child CPR and external defibrillator use from an agency approved by DCF within 6 months of hire per Section 251.5(1)(c) of the Monitoring Checklist – License Exempt Programs - DCF 251
- D. Provider will determine the steps required to adequately prepare for the CLC program, as well as those needed at the conclusion of the CLC program. Provider will use its best judgment when determining staffing needs outside of actual CLC program dates.
- E. Provider shall comply with, and ensure its sub-contractors performing work under this Agreement comply with Milwaukee Board of School Directors’ Administrative Policy 3.09(17), which requires that employees be paid a “living wage”. If MPS determines in its sole discretion, Provider has violated this living wage policy, MPS may terminate this Agreement without liability for undelivered services or goods. MPS may also deem Provider ineligible to participate in future contracts with MPS.
- F. Provider will hire an MPS Food Nutrition Services employee at his/her current rate whenever Provider uses the kitchen located at the site, unless otherwise authorized by the MPS Department of School Nutrition Services.
- G. MPS will provide dinner to all eligible CLC participants at selected sites (determined by MPS School Nutrition Services) provided the following requirements are met:
1. Provider has at least one person at each site where dinner is being served that is trained in all applicable Child and Adult Care Food Program (“CACFP”) rules and regulations. Provider must attend annual training for the CACFP program conducted by MPS School Nutrition Services.
  2. Provider must keep documentation sufficient for MPS to claim the meals pursuant to the USDA’s CACFP on MPS’ APlus data tracking system. This includes input of a daily point of sale meal count, and current enrollment information.
  3. Provider must perform their own clean up and food disposal. Clean up means the removal of all food trays and debris on tables to allow for wipe down and sanitation by MPS staff. Food disposal means disposal of food in appropriate, agreed-upon containers. MPS staff is responsible for sanitizing debris free tables and emptying trash containers.
  4. Provider will provide a written notice of cancelation of meal service to MPS School Nutrition site staff two weeks in advance. Failure to notify MPS School Nutrition could result in Provider covering any lost costs.
  5. Provider must follow instructions on how to operate the Point of Service (POS) which includes entering each child into the POS. If unable to operate the POS computer, Provider will document the name and ID number of each child that receives a meal.

Failure to comply with any of these requirements will result in the discontinuance of meal service and could result in provider to cover any lost cost to School Nutrition Services.

- H. Provider will monitor all CLC staff and volunteers and provide performance evaluation reports as requested by MPS.

## II. FACILITIES

### A. Building Usage.

1. MPS will provide space, (on a nonexclusive basis), utilities and routine custodial cleaning and maintenance at the MPS facility \_\_\_\_\_, (hereinafter referred to as “facility”), located at \_\_\_\_\_ on pupil attendance days from 6:30 a.m. to the start of the school day and from the end of the school day until the closing of the authorized CLC programming, but no later than 10:00 p.m., for the 2019-20 school year.

In the event the CLC operates on a weekend, the cost of the facility’s operations personnel overtime will be charged to Provider’s CLC grant. If special circumstances arise, *e.g.*, CLC special event, during the week that requires non-routine custodial cleaning, the cost of overtime will also be charged to Provider’s CLC grant.

2. MPS may provide space in the facility on non-pupil attendance days at such times as negotiated between the parties. However, access on non-pupil attendance days is not guaranteed.
3. MPS will provide an appropriate number of classrooms/multi-purpose rooms in which to run the CLC program, as well as adequate office space for the CLC on-site that is equipped with a desk, telephone, locked filing cabinet, accessibility to the internet to enter data into APlus and storage space for supplies/equipment. The school will assure access to classrooms during academic enrichment and Homework Help activities to create a conducive learning environment during the CLC program. Access must be assured prior to the start of the program.
4. MPS will provide CLC staff and students daily/regular access to School technology, including the internet, classroom computers, computer labs, and computer carts, to enable students participating in the afterschool program to use online and computer-based intervention and enrichment tools and resources in support of student academic achievement. MPS will, as needed, provide any required training for CLC staff to ensure appropriate usage of any and all School technology.
5. Provider will use the MPS facility, equipment and supplies provided for under this Agreement only for the purpose of operating the CLC.
  - a. Provider does not have authorization to allow outside groups, not contributing to the operations of the CLC, to use of the facility. This includes lead agency events not related to operating the CLC.
6. Provider will make no alterations or additions to the fixed equipment and building structure.
7. Provider shall be responsible for cleaning and maintaining classrooms and all MPS facilities, equipment and supplies utilized for the program on a daily basis in accordance with the MPS Building Operations Daily Cleaning Guide, incorporated herein as Appendix O. This includes, but is not limited to: sweeping floors; cleaning table surfaces; and the collection of garbage from all rooms used.
8. Provider will quit and deliver up possession of the utilized facility and equipment peaceably and quietly at the end date of this Agreement in the same condition as the facility and equipment were in at the commencement, reasonable wear and tear excepted. Any personal property owned by Provider, its agents, or employees not removed from a facility at the end of the Agreement will become the property of MPS, to be disposed of as MPS sees fit. At no time will MPS be responsible for any damage/theft of property belonging to Provider, its agents, or employees.
9. Provider will repair, at its expense, any damage to the common areas and technology resulting from the acts of its agents, employees, or the acts of its participants occurring during the regular hours of the CLC program, reasonable wear and tear excepted.



10. Provider will be liable to MPS for any damage, except for reasonable wear and tear, to property, equipment and supplies of MPS in the operation of the CLC program, and will hold MPS and its agents, representatives, successors, and assigns harmless from any liability, claim, or damages caused by the acts or omissions of Provider, its staff, agents, representatives, successors, and assigns.
11. Provider will adhere to any emergency procedures that may be required by MPS, *e.g.*, fire drills, tornado drills, etc. Provider will routinely conduct safety drills so that participants are aware of the proper procedures to follow in the event of an emergency as referenced in the School Safety Plan.
12. Provider will have a message delivery system indicating to callers they have reached the Community Learning Center installed prior to the start date of the CLC program. The message system will be either: (1) 24-hour voice mail; or (2) 24-hour answering machine. All voice messages must be returned by CLC staff within a 24-hour period.
13. MPS will provide unreserved parking spaces to Provider, its officers, agents, employees and visitors under such restrictions as MPS may determine from time to time, including the requirement that priority in parking space assignment will be given to MPS's use and the requirement that all of Provider's vehicles, and those of its officers, agents, employees and visitors, be removed from the MPS parking lot daily and immediately after the conclusion of the CLC Program. MPS will not be responsible for any damage to vehicles that are parked in the MPS parking lot.

### III. COLLABORATION

Provider will cooperate and comply in all respects with MPS obligations as a 21<sup>st</sup> Century CLC grant recipient, including the 21<sup>st</sup> Century CLC Collaborative "Roles and Responsibilities"; attached hereto and incorporated herein by reference as Appendix E. Provider will work with the School to carry out the requirements set forth in this Agreement.

- A. Provider will actively engage in the monitoring and continuous improvement of student academic performance through participation in CLC activities.
- B. Provider will ensure that its employees and volunteers attend all mandatory CLC meetings which include, but are not limited to:
  1. Site Coordinator and academic coordinator meetings;
  2. Orientations, trainings, and conference sessions;
  3. APlus training sessions;
  4. School Learning Team meetings;
  5. CLC collaborative meetings (Lead Agency, Mid-Year and End of Year Reviews, etc.); and
  6. Special district meetings.

In the event Provider fails to adhere to this requirement, MPS may, in its sole discretion, reduce the reimbursement of administrative costs due to Provider under the CLC grant for each documented infraction.

- C. In addition to MPS trainings, the following conferences are also approved for CLC staff to attend:
  1. Wisconsin DPI CLC Conference;
  2. Center for Summer Learning National Conference;
  3. Beyond School Hours Conference;
  4. National Afterschool Association Conference;
  5. Wisconsin Afterschool Association Conference; and
  6. Wisconsin Association of Child and Youth Care Professionals.

Attendance at any other staff trainings on which CLC funds will be expended must be submitted

for preapproval to MPS by completing a “Request for Professional Training/Conference Reimbursement.” A sample reimbursement form is attached hereto and incorporated by reference as Appendix F. If said form is not submitted and approved prior to attendance, MPS will have the right to withhold reimbursement.

- D. Provider will work closely with the School to ensure that collaborative meetings are held between stakeholders where CLC data is presented, discussed and acted upon as outlined in Appendix A.
- E. All CLC promotional materials, (flyers, articles, media coverage, etc.) must include reference to the 21<sup>st</sup> Century Community Learning Centers and the partnership with either “Milwaukee Recreation” or “Milwaukee Public Schools.” All CLC promotional materials must be approved by MPS, in writing, prior to distribution.

#### **IV. EQUIPMENT AND SUPPLIES**

- A. Equipment and supply purchases made with CLC funds must be related to the objectives of the CLC program.
- B. Provider will provide equipment, materials and supplies as needed to efficiently operate the CLC Program, unless MPS agrees otherwise. All equipment, materials and supplies used in the CLC Program, whether purchased by Provider with CLC Program grant funds or directly by MPS, will remain the sole property of MPS upon termination of this Agreement. Provider will keep all equipment, materials and supplies used in the CLC Program in good and safe working condition. Provider will be responsible for repairing and/or replacing damaged, lost or broken equipment, materials, and supplies.
  - 1. All apparel, (*e.g.*, t-shirts, jackets, etc.), and printed items, (*e.g.*, business cards, banners, stationary, flyers, etc.), purchased with CLC funds must include reference to the 21<sup>st</sup> Century Community Learning Centers Program and either “Milwaukee Recreation” or “Milwaukee Public Schools.” In the event apparel is purchased by Provider, Provider shall comply with the standards set forth in MPS Board of School Directors’ Administrative Policy 3.09(18).
  - 2. All technology purchases must be pre-approved by MPS CLC Administration. Technology purchased with CLC funds are considered MPS District Property by the MPS Department of Technology, and are subject to all applicable standards established by the Department of Technology.
- C. Provider will submit a “Request to Purchase Equipment Over \$150” form, a sample of which is attached hereto and incorporated by reference as Appendix D, for approval by MPS prior to making any equipment purchases equal to, or over, \$150. If said form is not submitted and approved prior to purchase, MPS will have the right to withhold reimbursement. Provider will place an MPS inventory identification tag on all equipment equal to, or over, \$150 that has been reimbursed with CLC funds. Provider will keep written records of these items, as well as their corresponding inventory number.

#### **V. COMPENSATION**

- A. MPS will make payment to Provider in the amount of \$ \_\_\_\_\_ for meeting the CLC program requirements outlined in this Agreement as provided below.

1. No later than August 12, 2019 for middle/high school sites and September 3, 2019 for K5/K8 school sites, Provider will return to MPS a completed “21<sup>st</sup> Century CLC Project Annual Budget Forecast,” for each location under this agreement indicating an annual budget by cost category. A Budget Forecast form is included in collective budget documents which are attached hereto and incorporated herein by reference as Appendix G. This Agreement is contingent upon the appropriation of funds by the MPS Board of School Directors. MPS will not reimburse Provider for any expenditures incurred prior to the start date of this Agreement without prior approval from MPS.
  2. MPS will review Provider’s proposed budget documents. Upon approval, Provider will submit a “Monthly Cost Report” by the 28<sup>th</sup> of each month for reimbursement. Whether late Cost Reports will be accepted and reviewed is in the sole discretion of the MPS Recreation Department.
- B. Reimbursement for expenditures will be made on a monthly basis, provided that Provider has complied with all MPS’s fiscal requirements and has supplied all records and reports requested by MPS including, but not limited to Employee Criminal Background Records, CLC Program Plans, Teacher Surveys and Parent/Participant Surveys. MPS will have 45 days from timely receipt of Provider’s Monthly Cost Report to reimburse approved expenditures.
- C. Fiscal Requirements.
1. Provider agrees to spend all funds received under this Agreement in accordance with the authorized cost categories identified in Appendix G.
  2. Provider will maintain adequate source records including, but not limited to, invoices, payroll records, time sheets and receipts for up to seven years after the termination of this Agreement.
    - a. Personnel expenditures must be entered on a “Schedule of Paid Cost” form. A Schedule of Paid Costs Monthly Report form is included in Appendix G.
    - b. Copies of all receipts submitted by the Provider must be “legible” and provide the following information:
      1. Name of vendor from which the item was purchased;
      2. Date of the purchase, which must coincide with the period in which the reimbursement is requested;
      3. Identification and quantity of items purchased; and
      4. Amount spent (excluding all taxes, late payment fees, etc.).
    - c. All purchases must include a written description of the purpose of the expenditure on the monthly “Schedule of Paid Costs.” A Schedule of Paid Costs Monthly Report form is included in Appendix G. Any purchase that does not include a description may not be approved for reimbursement.
  3. Provider will use appropriate cash management procedures so that public funds disbursed under this Agreement are discernible from other funds.
  4. Provider will expend and account for funds in a manner consistent with: the provisions of this Agreement; 34 C.F.R. § 75.532, (U.S. Department of Education General Administrative Regulations (“EDGAR”)); and for allowable costs as outlined in 2 C.F.R. § 200.400 *et seq.*
  5. Provider must submit an amended budget to MPS for approval prior to making any adjustments in the budget category amounts. Budget amendments will not be accepted after January 17, 2020.
  6. Any remaining funds allocated to Provider, but not expended, during the term of this Agreement will remain under the jurisdiction of the Board for future programming.
  7. Provider understands that a portion of any funds raised by the Board for the CLCs may be used to assist with MPS’s CLC operation costs.
- D. Revenue-Generated Activities and Wisconsin Shares Child Care Subsidy.
1. Provider will maintain adequate source records relating to program fees and revenue-generating activities, *i.e.*, registration, fees, snack bars/cafes, field trips, and fundraisers, and include documentation of all funds collected under “CLC Program Revenue” on the Monthly Cost Reports.

Failure to report revenue associated with CLC operations may result in termination of this Agreement in MPS's sole discretion.

2. Unless prior written approval of MPS has been received, Provider will not exceed the suggested registration and daily fee limits as set by MPS and outlined in Appendix K, which is attached hereto and incorporated by reference. Provider must make accommodations to service all CLC participants regardless of their ability to pay.
3. All funds generated through the collection of Wisconsin Shares Child Care Subsidies will be monitored by MPS. In the event Wisconsin Shares child care subsidies are utilized, Provider must meet the standards for licensed child care centers established by the Wisconsin Department of Children and Families (Appendix N) and participate in the YoungStar Quality Rating and Improvement system.

Wisconsin Shares Child Care Subsidies are only to be used for CLC purposes and must be spent in accordance with the authorized cost categories as identified in Appendix G. CLC Funds will be expended in the following order:

- a. CLC grant funds as set forth in Section V of this Agreement; then
  - b. Wisconsin Shares Child Care Subsidies (Except when approved by MPS); then
  - c. Program revenue.
4. Provider understands that seven and one-half percent (7.5%) of the Wisconsin Shares Child Care Subsidies collected will be placed in a central account to pay for administrative costs.

E. Fiscal Compensation Procedures.

1. Provider will submit by the 28<sup>th</sup> of each month, to Michelle Walters at the MPS Department of Recreation and Community Services, Room 162, 5225 West Vliet Street, Milwaukee, WI 53208, a completed "Monthly Cost Report." Provider will have 30 days from the end of the CLC Program to submit all financial documentation, including, but not limited to Cost Report Schedules of payments, and invoices and receipts for "final" reimbursement of program expenses. Any reimbursement requests submitted after that date may not, in MPS's sole discretion, be approved for reimbursement.
2. Provider will include, with each Monthly Cost Report submitted, the following documentation:
  - a. Legible copies of all paid receipts and invoices submitted for reimbursements which conform to the requirements of § V.C.2. A completed Schedule of Paid Costs should also be submitted with the receipts;
  - b. Copies of Organizational Checks used for payment of authorized expenses; and
  - c. Copies of Payroll ledger forms and other relevant data (identifying payee, check number, hourly rate, gross wages and authorized deductions).
3. Provider will have each Monthly Cost Report signed by the school principal, and lead agency authorized organizational officer and identify the name and telephone number of the person responsible for its preparation.
4. Provider will assure that all Cost Report documentations are legible, clear and organized in their submission, recognizing that any required document that isn't submitted or is in error will reduce or delay the payment requested.

- F. MPS will not be liable to pay Provider for any and all work that Provider is unable to perform due to act of God, riot, war, civil unrest, flood, earthquake, outbreak of contagious disease or other cause beyond MPS's reasonable control (including any mechanical, electronic, or communications failure, but excluding failure caused by a party's financial condition or negligence).

## VI. CONTRACT COMPLIANCE SERVICES (CCS) REQUIREMENTS

- A. In educating the children and youth of Milwaukee, MPS is also a primary purchaser of goods and services in the Milwaukee marketplace. MPS believes it is obligated to display in its own operations the values of excellence, diversity, and economic responsibility that it strives to teach its students.

To that end, MPS requires for this Agreement the use of Historically Underutilized Business (HUB) firms and the engagement of the MPS contract awardee in Student Engagement activities.

- B. The HUB participation requirement for this Agreement is 10% per 12-month contract period of total purchased goods and/or services by a certified HUB vendor, including, but not limited to: general supplies, office supplies, program supplies, equipment rental, contractual services, and transportation.
- C. All information relating to the HUB participation requirement and the Student Engagement Requirement, including all forms required to document compliance with these requirements, can be found at <http://www.milwaukee.k12.wi.us> (click on Vendors, then click on Forms), which is herein expressly incorporated by reference.
- D. Provider must submit a HUB Utilization Plan. No credit for participation will be granted until MPS-recognized HUB Firm certification documentation is received.
- E. Provider is responsible for verifying with any HUB vendor that certification is current and that the North American Industry Classification System (NAICS) description (or qualifications description on certification document) matches the commercially useful function listed in Appendix H to this Agreement.
- F. The forms attached hereto as Appendix H and incorporated by reference are a binding part of this Agreement. Failure to return these forms within the required timeline will result in the termination of this Agreement. Fillable versions of these same forms can also be found at <http://www.milwaukee.k12.wi.us> (click on Vendors, then click on Forms):
  - 1. HUB Utilization Plan (current certification document, with NAICS code, must be submitted);
  - 2. Prime Vendor Information Sheet; and
- G. Student Career Awareness/Education Plan/Commitment.
  - 1. The Student Engagement Requirement is 10 hours of Career Education per 12-month contract.

## **VII. PROGRAM EVALUATIONS AND AUDITS**

- A. If Provider is required, under the statutory requirements and provisions of P.L.98-502 or the requirements of 2 C.F.R. § 200.501, to have a single audit, Provider will provide MPS a copy of its annual single audit no later than 90 days after the end of Provider's fiscal year. If Provider is not required to have a single audit, a written letter affirming this will be submitted to MPS no later than 30 days after receiving and signing this Agreement.
- B. Provider will grant MPS or any authorized MPS representative the right to conduct a program evaluation and/or a contract compliance/financial audit of the program funded under this Agreement for a period of up to three years following the expiration of this Agreement. If Provider fails to allow the audit, this Agreement will become null and void and all funds previously advanced under this Agreement will be returned from Provider to MPS.
- C. If any audit identifies costs as inappropriate, MPS will be entitled to recover any payments made to Provider under this Agreement.

## **VIII. ADDITIONAL CONDITIONS**

- A. MPS employees are expressly forbidden to accept gifts, gratuities, or favors that might improperly influence MPS's relationships with vendors or create the perception or any impropriety or undue influence in the award of any contracts. Provider agrees it will not offer such gifts, gratuities or favors.
- B. Provider, during the period of this Agreement, will not hire, retain or utilize for compensation any member, officer, or employee of MPS or any person who, to the knowledge of Provider, has a conflict of interest.
- C. Provider will comply with the following state and federal laws and regulations:
  - 1. Title VI of the Civil Rights Act of 1964, (P.L. 88-352), which prohibits discrimination on the basis of race, color or national origin;

2. Title IX of the Education Amendments of 1972, as amended, (20 U.S.C. §§ 1681-1683, §§ 1685-1686), which prohibits discrimination on the basis of sex;
  3. Section 504 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps;
  4. The Age Discrimination Act of 1975, as amended, (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age;
  5. The Drug Abuse Office and Treatment Act of 1972, as amended, (P.L. 92-255), relating to nondiscrimination on the basis of drug abuse;
  6. The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970, as amended, (P.L. 91-616), relating to nondiscrimination on the basis of alcohol abuse or alcoholism;
  7. Sections 523 and 527 of the Public Health Service Act of 1912, as amended, (42 U.S.C. § 290 dd--2), relating to confidentiality of alcohol and drug abuse patient records;
  8. Title VIII of the Civil Rights Act of 1968, as amended, (42 U.S.C. § 3601, *et seq.*), relating to nondiscrimination in the sale, rental or financing of housing;
  9. Any other nondiscrimination provisions in the specific statute(s) under which application for Federal Assistance is being made;
  10. The requirements of any other nondiscrimination statute(s) which may apply to the application;
  11. P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by the award of the CLC Program grant;
  12. All applicable requirements of all other federal laws, executive orders, regulations and policies governing the CLC Program; and
  13. All health and safety laws or rules that apply to public schools.
- D. Provider is an independent Provider and is not an agent, servant, or employee of MPS. Provider's engagement with MPS is limited solely to the operation of the 21<sup>st</sup> Century Community Learning Centers as outlined in this Agreement.
- E. In the performance of work under this Agreement, Provider shall not discriminate against any employee or applicant for employment because of race, color, national origin, age, sex, sexual orientation, gender identity, or handicap, which shall include, but not be limited to, the following: Employment, upgrading, demotion or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeships. Provider will post in conspicuous places, available for employees of Provider and applicants for employment, notices setting forth the provisions of this non-discrimination clause.
- F. Provider must comply with all requirements of Wis. Stats. § 48.685 and § 48.686, which identify the standards required for criminal history and child abuse record searches for licensed Caregivers and Child Care Programs.
1. Provider will conduct, at Provider's expense, any and all required background checks, as set forth below:
    - i. Providers participating in the YoungStar Quality Rating System and receiving Wisconsin Shares Child Care Subsidies must abide by all background check requirements prescribed by the Wisconsin Department of Children and Families ("Department"), including, but not limited to:
      - a. Submitting a request to the Department for a criminal background check for each potential caregiver and at least once every 5-year period for each existing caregiver;
      - b. Obtaining FBI fingerprint checks every five (5) years;
      - c. Submitting background checks for any and all employees and contractors with the opportunity for unrestricted access to children;
      - d. Using the Child Care Provider Portal (CCPP) to submit new and prospective

- employee information needed to trigger fingerprint-based checks;
- e. Abiding by all other requirements prescribed by the Department, available at <https://dcf.wisconsin.gov/ccbgcheck>.
- ii. Providers not subject to the requirements set forth in the above Section VIII(F)1.i. must obtain a criminal information background check through the Wisconsin Department of Justice (<https://recordcheck.doj.wi.gov/>) and other states' agencies, as applicable, on all current and potential administrators, board members, officers, full-time employees, part-time employees and volunteers who have, or who are anticipated to have direct, unsupervised contact with children throughout the Summer Recreation Program. (Note: No background checks are required for youth mentors/workers who are under the age of 18).
    - a. An out-of-state background check should be completed in the state(s) in which the individual resided for at least six months within the last ten years and was 18 years or older at the time.
    - b. For purposes of this Agreement, a volunteer is any non-paid person who provides services on a regular and ongoing basis for more than five hours a week. A volunteer is not a parent or other adult who is a one-time volunteer for a field trip or other one-time-only activity. Provider will use good judgment in accepting the services of a volunteer, and will be familiar with the volunteer before accepting services of that volunteer.
    - c. No later than one month before work with children at the Summer Recreation Program begins, Provider will electronically submit completed background checks for all individuals providing services under this Agreement utilizing the Smart Sheet link provided herein:  
<https://app.smartsheet.com/b/form/9095513a736c49a791df055c1e2fa879>. Records that indicate a history of conviction or pending criminal charges will be reviewed by the MPS Department of Employment Relations. Thereafter, MPS will immediately notify Provider of any individual(s) who, based on MPS standards, should not have contact with children. Failure to submit the results of any crime information records checks prior to the provision of services will result in the termination of services. All determinations made by MPS with regards to whether an individual is fit to provide services under this Agreement are made in MPS's sole discretion.
- iii. As required by law, Providers shall complete the other searches required by Wis. Stat. § 48.685, review the results and determine that there is nothing in the background of Provider's employees, agents or sub-contractors that would render them unfit to provide services under this Agreement where there is contact and access to children. Background factors that would disqualify any individual from providing services to MPS include, but are not limited to: falsification of background information; conviction of a criminal offense that substantially relates to the duties and responsibilities to be assigned to or performed by Provider under this Agreement; or pending criminal charges alleging acts of a similar nature. Provider has a duty to retain all documentation related to background checks and other searches performed pursuant to this Agreement and Wis. Stat. § 48.685 on file for the duration of this Agreement and to provide the same to MPS upon request.

- G. For purposes of this Agreement, a volunteer is any non-paid person who provides services on a regular and ongoing basis for more than five hours a week. Provider shall use good judgment in accepting the services of a volunteer, and shall be familiar with the volunteer before accepting services of that volunteer. In the event Provider hires, or accepts as a volunteer, any individual during the term of this Agreement to provide services under this Agreement, the requirements of Section VII.F. must be fulfilled before said individual is allowed to have contact with children participating in the 21<sup>st</sup> Century Community Learning Centers Program.
- H. Concurrently with signing this Agreement, Provider will provide MPS with a certification which certifies that neither Provider nor its principals and its subcontractors nor their principals are listed as debarred or suspended in the System for Award Management (SAM), the government wide exclusion list maintained by the federal government. Provision of this certification is a material term of this Agreement and condition precedent to any payment of compensation. If during the term of this Agreement, Provider, its principals or its subcontractors, are listed on SAM, Provider has a duty to inform MPS of the same, at which time MPS will have the right to immediately terminate this Agreement. In the event of such a termination, MPS will only be liable for services rendered through the effective date of termination. MPS will not be liable for any uncompleted portion of this Agreement or for any goods or services purchased or paid for by Provider for use in completing the Agreement.
- I. Provider agrees to strive to implement the principles of equal employment opportunities through an effective Affirmative Action program. A copy of such program shall be produced by Provider upon request by MPS. The program shall set its objective to increase the utilization of women, minorities and handicapped persons, and other protected groups, at all levels of employment in all divisions of Provider's work force, where these groups may have been previously under-utilized and under-represented. Provider also agrees, in the event of any dispute as to compliance with the aforesaid requirements, it shall be Provider's burden to show it has met all such requirements.
- J. When a violation of the non-discrimination, equal opportunity and/or affirmative action provision of this Agreement has been determined by MPS, Provider shall immediately be informed of the violation and directed to take all action necessary to halt the violation, as well as such action as may be necessary to correct, if possible, any injustice to any person adversely affected by the violation, and immediately take steps to prevent further violations.
- K. If, after notice to Provider of a violation of the non-discrimination, equal opportunity and/or affirmative action provision of this Agreement, further violation of those provisions are committed during the term of the Agreement, MPS may terminate the Agreement without liability for any remaining funds which may be disbursed. MPS, at its sole discretion, may permit Provider to complete the Agreement. In the case of any violations of these provisions, Provider may be ineligible to participate in future contracts with MPS.

## **IX. INDEMNITY**

Provider will be required to defend, indemnify and hold harmless MPS, its agents, board members, officers, and employees (collectively referred to in this section as the "Indemnitee"), from and against any and all actual or alleged claims, demands, actions, causes of action, damages and claims of any kind, including but not limited to bodily injuries, personal injuries, contingent liabilities or damages and reasonable attorneys' fees, arising out of or in any way related to or associated with or arising from the services rendered under this Agreement or the operation of Provider, that are or may be brought or maintained by any individual or entity against the Indemnitee. This indemnification obligation will include any actual or alleged claims or causes of action of any kind against the Indemnitee due to the decision to enter into this Agreement with Provider. This indemnification obligation will not be reduced in any way by the existence or nonexistence, limitation, amount or type of damages, compensation or benefits payable under workers' compensation laws or other insurance provisions. Under no circumstances is the



fact that MPS is named as an additional insured under any of Provider’s insurance policies. Provider agrees to accept tender of the defense of any claim or action against Indemnatee falling within the scope of this indemnity.

**X. INSURANCE AND BONDS**

- A. Provider understands and agrees that financial responsibility for claims or damages to any person, or to Provider’s employees and agents, will rest with the Provider. Provider will effect and maintain any insurance coverage, including, but not limited to Workers’ Compensation, Employer’s Liability, Commercial General Liability, Contractual Liability, Automobile Liability, and Umbrella Liability to support such financial obligations.
- B. “The Milwaukee Board of School Directors” is to be named as an additional insured by separate endorsement under all of the following insurance coverage policies with the exception of Workers’ Compensation. Evidence of all required insurances of Contractor shall be submitted electronically to MPS via its third-party vendor, EXIGIS Risk Management Services. Waivers and exceptions to the above limits will be in the sole discretion of MPS and shall be recorded in the EXIGIS system, which records are incorporated into this Contract by reference. The Certificate of Insurance or policies of insurance evidencing all coverages will include a statement that MPS will be afforded a thirty- day written notice of cancellation, non-renewal or material change by any of Provider’s insurers providing the coverage required by MPS for the duration of this Agreement. Insurance companies must be acceptable to MPS and must have a current A.M. Best rating of A- or better.

**All Certificates of Insurance must be uploaded to Exigis Risk Management before MPS will sign.**

The minimum limits of insurance that MPS requires from Provider are:

1. Workers’ Compensation.....Statutory Coverage

Employer’s Liability

Bodily Injury by Accident .....\$100,000 each accident

Bodily Injury by Disease .....\$500,000 policy limit

Bodily Injury by Disease .....\$100,000 each employee

The Employer’s Liability policy must be \$100,000 per occurrence or sufficient limits to meet Umbrella policy’s underlying insurance requirements. This coverage will be modified to include a waiver of subrogation endorsement in favor of “The Milwaukee Board of School Directors”, including its directors, officers, agents, employees and volunteers.

2. Commercial General Liability

Commercial General Liability .....\$1,000,000 per occurrence/\$2,000,000 general aggregate

Sexual Abuse/Molestation .....\$1,000,000 per occurrence/\$1,000,000 aggregate

Personal & Advertising Injury

Limit.....\$1,000,000 per occurrence

Products-Completed Operations

Aggregate .....\$2,000,000 aggregate

Medical Expense.....\$5,000

The Commercial General Liability policy must be on an occurrence form covering the risks associated or arising out of the services provided under this Agreement. This insurance is not to have any exclusions, sub-limits, or restrictions as respects coverage for sexual abuse and molestation, corporal punishment, athletic events, and use of gymnasium equipment.

3. Auto Liability

Combined Single Limit.....\$1,000,000 each accident

If vehicles will be used while providing services under this Agreement, a Business Auto Liability policy is required including, but not limited to, Uninsured Motorists, Underinsured Motorists, and contractual liability for risks assumed in this Agreement covering the use of any vehicle in an amount not less than \$1,000,000 per accident.

- 4. Umbrella (excess) Liability.....\$4,000,000 per occurrence

Umbrella (excess) Liability.....\$4,000,000 aggregate

The Umbrella Liability policy must provide excess employer’s liability, commercial general liability and auto liability coverage.

- 5. Fidelity Bond/Crime Insurance ..... Value of the contract

A Crime Insurance policy, in the form of either a Commercial Crime Policy or Financial Institution Bond, providing coverage for Employee Dishonesty, On Premises, In Transit (Theft Disappearance and Destruction Coverage Form and Robbery and Safe Burglary Coverage Form), Forgery/Alteration, Computer and Funds Transfer Fraud will be carried in the amount of the total annual “value of the contract”. Such insurance may be written with a deductible; however, such deductible will not exceed \$10,000. “The Milwaukee Board of School Directors” will be named as loss payee with respect to losses involving property or funds provided under this Agreement by MPS. This policy is to cover all employees, officers, and board members of Provider and all of Provider’s contractors or subcontractors handling money, securities or other property of Provider or property of MPS used in providing services under this Agreement. Provider must submit a paper copy of this coverage to MPS with the signed contract.

- 6. School Leaders’ Errors & Omissions\*\*..... \$1,000,000 per occurrence/\$2,000,000 aggregate

Directors’ and Officers’ insurance may be used in lieu of School Leaders’ E&O provided that the Insurance Company shows proof that all employees and volunteers are protected by the coverage.

All policies, with the exception of the School Leaders Errors & Omissions policy, will be written on an occurrence form.

A sample Certificate of Insurance is attached hereto and incorporated by reference as Appendix I.

**XI. NONSECTARIAN**

Provider will be nonsectarian in its programs, admissions policies, employment practices and all other operations. Provider will regularly monitor the activities of its subcontractors, and any individual who participates in the providing of the CLC, to ensure compliance with this requirement.

**XII. INFORMATION AND REPORTS**

- A. Provider will give information at such times and in such forms as may be requested by MPS, or its designee, concerning any of the operations of the CLC Program. Provider will generate and provide this information in a format and at the time as requested by MPS or its designee.
- B. Provider is required to submit two completed CLC Program Plans to the CLC Project Team in Room 163 of MPS’s Administration Building, according to the following schedule:
  - 1. Program Plan for Cycle 1: Due no later than August 12, 2019 for middle/high school sites, and September 3, 2019 for K5/K8 sites; and
  - 2. Program Plan for Cycle 2: Due no later than January 10, 2020 for all school sites.
- C. Provider is required to have two with a maximum of three CLC staff, (one of whom must be the Site Coordinator), trained on the APlus system at all times under this contract to enter CLC attendance data

on a daily basis. Monthly cost reimbursements for CLC expenditures will not be released by MPS until two CLC staff are trained and all monthly attendance data has been entered into the APlus system.

All data must be entered accurately and honestly to reflect actual participant counts. Falsification of data will be grounds for termination of this Agreement with no further liability on the part of MPS.

1. Provider understands that site access to APlus may be discontinued if two CLC staff are not trained in the APlus System.
- D. Provider will notify the Senior Director of MPS's Department of Recreation and Community Services of any correspondence regarding the CLC Program received from the United States Department of Education or the WDPI that requires a formal response.
- E. Prohibited Practices.
  1. Provider, during the term of this Agreement, will not hire, retain or use for compensation any officer or employee of MPS to perform services under this Agreement in a manner that would violate Administrative Policy 6.04.
  2. MPS employees are expressly forbidden to accept gifts, gratuities, or favors that might improperly influence MPS's relationships with Providers or create the perception or any impropriety or undue influence in the award of any contracts. Provider hereby attests it is familiar with MPS's Code of Ethics which states, in part, "An employee of Milwaukee Public Schools may not accept any gift or gratuity in excess of \$25.00 annually from any person, persons, group or any firm which does business with or is attempting to do business with MPS".
  3. No MPS employee may enter into this Agreement if, by doing so, the employee would violate Administrative Policy 6.04.
  4. If Provider intends to use funds hereunder to purchase apparel for \$5,000.00 or more, the Provider agrees to provide only items manufactured by responsible manufacturers as that term is defined in MPS's Administrative Policy 3.09(18)(B)4. Provider is required to include this provision in all subcontracts to this Agreement.

### **XIII. TERM AND TERMINATION OF AGREEMENT**

- A. The term of the Agreement is for one fiscal year, commencing on August 1, 2019 and ending on June 30, 2020. This Agreement is contingent upon the approval of the Milwaukee Board of School Directors.
- B. This Agreement, and its addenda, are intended by Provider and MPS as a final expression of their agreement and as a complete and exclusive statement of its terms. This Agreement supersedes all prior proposals, negotiations, conversations, discussions and Agreements among the parties concerning the subject matter hereof.
- C. This Agreement may be terminated before expiration of its term for any of the following grounds:
  1. Both parties agree in writing to the termination;
  2. For any reason in MPS's sole discretion, after 30 days written notice by certified mail of such termination, unless, at the discretion of MPS, termination should become effective sooner; and
  3. After 10 days written notice, by registered or certified mail, for any material failure to comply with the terms of this Agreement, including, but not limited to:
    - a. Failure to comply with all the terms regarding perform background checks as outlined in Section VII; and
    - b. Failure to report revenue on monthly cost reports.
  4. Should MPS determine that Provider has violated any requirements set forth in this agreement; MPS may give ten days written notice by certified or registered mail specifying the violations. Provider will have 10 days to cure the alleged violation(s). Should Provider fail to cure the

violations within 10 days to MPS's satisfaction, in its sole discretion, MPS may terminate the agreement upon a final notice of termination sent by certified or registered mail.

Upon termination of this Agreement, MPS will recover all funds paid to Provider under this Agreement to which Provider is not entitled. The decision of MPS will be final. In the event of termination, MPS will only be liable for services rendered through the date of termination and not for the uncompleted portion, or for any materials or services purchased or paid for by Provider for use in completing the Agreement.

5. Provider will meet or exceed all federal, state, and local laws, regulations, and ordinances and will meet the standards set by any federal, state, or local agency which may have regulatory or administrative control over such party, its facility, and/or activity. The failure of Provider to meet such standards may result in the automatic termination of this Agreement.
6. No amendment or modification of any provision or term of this Agreement will be effective unless the same is documented in writing and signed by authorized signatories of both parties.

#### **XIV. NOTICES**

Notices to MPS provided for in this agreement will be sufficient if sent by Certified or Registered mail, postage prepaid, addressed as indicated below. Notices to Provider will be sufficient if sent by Certified or Registered mail, postage prepaid, addressed as indicated below, or to such other respective addresses as the parties may designate to each other in writing from time to time.

To: LYNN A. GREB, SENIOR DIRECTOR  
Milwaukee Public Schools  
Department of Recreation & Community Services  
5225 W. Vliet Street, Room 162  
Milwaukee, WI 53208

To: PROVIDER  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### **XV. STATUTES**

Whenever, under this Agreement, reference is made to a provision in the Wisconsin Statutes or United States Code or implementing a regulation and such provision is subsequently amended by the Wisconsin Legislature, United States Congress or state or federal administrative agency, such reference in the Agreement will be deemed to be amended to conform to the new law or regulation.

#### **XVI. SEVERABILITY**

If any term or provision of this Agreement will be found by a court of competent jurisdiction to be invalid, illegal or otherwise unenforceable, the same will not affect the other terms or provisions hereof of the whole of this Agreement, but such term or provision will be deemed modified to the extent necessary in the court's opinion to render such term or provision enforceable, and the rights and obligations of the parties will be construed and enforced accordingly, preserving to the fullest permissible extent the intent and agreements of the parties herein set forth.

#### **XVII. OWNERSHIP OF INFORMATION**

All information and any derivatives thereof, whether created by MPS or Provider, that are related to the services covered under this Agreement remains the property of MPS and no license or other rights to such information is granted or implied hereby. For purposes of this Agreement, "derivatives" will mean: (i) for copyrightable or copyrighted material, any translation, abridgment, revision, or other form in which an existing work may be recast, transformed, or adapted; and (ii) for patentable or patented material, any improvement thereon.

**XVIII. NON-DISCLOSURE AND NON-USE OF MPS INFORMATION AND WORK PRODUCT DEVELOPED BY PROVIDER FOR MPS**

Provider will not disclose, publish, or disseminate any information it obtains from or develops for MPS under this Agreement. Provider agrees to take all reasonable precautions to prevent any unauthorized use, disclosure, publication, or dissemination of information and work product obtained from or developed for MPS under this Agreement. Provider agrees not to use, publish or disseminate information and work product for its own or any third party's benefit without the prior written approval of MPS.

**XIX. RETURN OF DOCUMENTS**

Within ten business days of the receipt of MPS's written or oral request, Provider will return all documents, records, and copies thereof it obtained during the development of the work product or the provision of services covered by this Agreement.

**APPENDICES**

The following documents are hereby made a part of this Agreement and Provider agrees to abide by all the terms and conditions herein.

- Appendix A ..... 2019-20 Community Learning Center Contract Standards
- Appendix B ..... 2019-20 Community Learning Center Program Guidelines and Standards
- Appendix C ..... 2019-20 Community Learning Center Program Plan - Cycle 1
- Appendix D ..... Request to Purchase Equipment Over \$150 (form)
- Appendix E ..... Roles and Responsibilities
- Appendix F ..... Request for Professional Training/Conference Reimbursement (form)
- Appendix G ..... Budget Categories and Allowable Expenses Information
- Appendix H ..... HUB Utilization Plan
- Appendix H1-A ..... Prime Vendor Information Sheet CLC
- Appendix H1-B ..... Student Career Education Plan Commitment CLC
- Appendix I ..... Sample Certificate of Insurance
- Appendix J ..... Building Permit
- Appendix K ..... 2019-20 Suggested CLC Fee Rates
- Appendix L ..... 2019-20 CLC Grant Application Guidelines
- Appendix M ..... 2019-20 CLC Enrichment Curriculum Criteria Checklist
- Appendix N ..... DCF Health & Safety Checklist – License Exempt Programs-DCF 251
- Appendix O ..... MPS Building Operations Daily Cleaning Guide

In the event an inconsistency exists between this Agreement and any appendix, this Agreement will be controlling.

**APPROVED:**

**APPROVED:**

\_\_\_\_\_  
Larry Miller, President  
Milwaukee Board of School Directors

\_\_\_\_\_  
Provider Board President

Date: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
Keith P. Posley, Ed.D.  
Superintendent of Schools

\_\_\_\_\_  
Provider Executive Director

Date: \_\_\_\_\_

Date: \_\_\_\_\_

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Adria Maddaleni, J.D.  
Director, Procurement & Risk  
Management

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**FOR OFFICE USE ONLY**

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Reviewed by Risk Management:

By: \_\_\_\_\_

Date: \_\_\_\_\_

## 2019-20 Community Learning Center Contract Standards Traditional Elementary & K-8 School Sites

Standard	Competitive Grant (Max. of \$100,000)	Competitive Grant (Max. of \$115,000)	Competitive Grant (Max. of \$130,000)	Competitive Grant (Max. of \$145,000)	Continuation Grant (\$75,000-\$99,000)
<b>Program Participation Standards</b>					
Minimum Hours of Operation per week	10	10	10	10	10
Minimum Weeks of Operation per year	30	30	30	30	30
First Day of MPS Student Attendance	September 3, 2019	September 3, 2019	September 3, 2019	September 3, 2019	September 3, 2019
CLC Programming must begin by:	September 9, 2019	September 9, 2019	September 9, 2019	September 9, 2019	September 9, 2019
CLC Programming may not end earlier than:	May 29, 2020	May 29, 2020	May 29, 2020	May 29, 2020	May 29, 2020
Minimum Number of Students Served Daily ( <i>Average Daily Attendance</i> )	Range: 41-55	Range: 56-70	Range: 71-85	Range: 86+	Range: 55-75
	41	56	71	86	55
Regular Attendees per year (30 times per year)	33	45	57	69	55
Regular Attendees from the Day School	51%	51%	51%	51%	51%
<b>Homework Help Standards</b>					
Minimum Time per day	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes
Minimum Days per week	4	4	4	4	4
Programming must begin by:			First day of CLC programming		
<b>Academic Enrichment Standards</b>					
Minimum Time per day	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes
Minimum Days per week	4	4	4	4	4
Minimum Number of Students Served Daily ( <i>Average Daily Attendance</i> )	41	56	71	86	55
Programming must begin by:			First day of CLC programming		
<b>Recreation Enrichment Standards</b>					
Minimum Time per day	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes
Minimum Days per week	4	4	4	4	4
Minimum Number of Students Served Daily ( <i>Average Daily Attendance</i> )	41	56	71	86	55
Programming must begin by:			First day of CLC programming		
<b>Family Enrichment Standards</b>					
Minimum events per semester/CLC Program Cycle	2	2	2	2	2
Minimum events per year	4	4	4	4	4
Min. Unduplicated families per year	40	40	40	40	30
All CLC parents must complete initial Parent Orientation by:	September 27, 2019	September 27, 2019	September 27, 2019	September 27, 2019	September 27, 2019
CLC parents/families enrolling after initial Parent Orientation:			Must receive written orientation materials within 1 week of student enrollment date		



Curricula Standards:	
<i>LitART Curriculum Standards</i>	
Minimum Time per <u>week</u>	60 minutes
Minimum <u>Weekly</u> Attendance	See above for Minimum Number of Students Served Daily (Average Daily Attendance)
Programming must begin by:	September 23, 2019
Programming may not end earlier than:	May 29, 2020
<i>SPARK Curriculum Standards</i>	
Minimum Time per <u>week</u>	60 minutes
Minimum <u>Weekly</u> Attendance	See above for Minimum Number of Students Served Daily (Average Daily Attendance)
Programming must begin by:	September 9, 2019
Programming may not end earlier than:	May 29, 2020
<i>Lions Quest Curriculum Standards (6<sup>th</sup> -8<sup>th</sup> grade only)</i>	
Minimum Time per <u>week</u>	60 minutes
Minimum <u>Weekly</u> Attendance	20 CLC students
Programming must begin by:	September 16, 2019
Programming may not end earlier than:	May 4, 2020
<i>“Reading is a Super Power” Comic Book Club Curriculum Standards (4<sup>th</sup>-8<sup>th</sup> grade only)</i>	
Minimum Time per <u>week</u>	60 minutes
Minimum <u>Weekly</u> Attendance	15 CLC students
Programming must begin by:	September 9, 2019
CLC Programming may not end earlier than:	May 14, 2020

## 2019-20 Community Learning Center Contract Standards Early Start Middle & High School Sites

Standard	Competitive Grant (Max. of \$100,000)	Competitive Grant (Max. of \$115,000)	Competitive Grant (Max. of \$130,000)	Competitive Grant (Max. of \$145,000)	Continuation Grant (\$75,000-\$99,000)
<b><i>Program Participation Standards</i></b>					
Minimum Hours of Operation per week	10	10	10	10	10
Minimum Weeks of Operation per year	30	30	30	30	30
First Day of MPS Student Attendance	August 12, 2019	August 12, 2019	August 12, 2019	August 12, 2019	August 12, 2019
CLC Programming must begin by:	August 19, 2019	August 19, 2019	August 19, 2019	August 19, 2019	August 19, 2019
CLC Programming may not end earlier than:	May 29, 2020	May 29, 2020	May 29, 2020	May 29, 2020	May 29, 2020
Minimum Number of Students Served Daily ( <i>Average Daily Attendance</i> )	Range: 41-55	Range: 56-70	Range: 71-85	Range: 86+	Range: 55-75
	41	56	71	86	55
Regular Attendees per year (30 times per year)	33	45	57	69	55
Regular Attendees from the Day School	51%	51%	51%	51%	51%
<b><i>Homework Help Standards</i></b>					
Minimum Time per day	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes
Minimum Days per week	4	4	4	4	4
Programming must begin by:		First day of CLC programming			
<b><i>Academic Enrichment Standards</i></b>					
Minimum Time per day	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes
Minimum Days per week	4	4	4	4	4
Minimum Number of Students Served Daily ( <i>Average Daily Attendance</i> )	41	56	71	86	55
Programming must begin by:		First day of CLC programming			
<b><i>Recreation Enrichment Standards</i></b>					
Minimum Time per day	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes
Minimum Days per week	4	4	4	4	4
Minimum Number of Students Served Daily ( <i>Average Daily Attendance</i> )	41	56	71	86	55
Programming must begin by:		First day of CLC programming			
<b><i>Family Enrichment Standards</i></b>					
Minimum events per semester/CLC Program Cycle	2	2	2	2	2
Minimum events per year	4	4	4	4	4
Min. Unduplicated families per year	40	40	40	40	30
All CLC parents must complete initial Parent Orientation by:	September 6, 2019	September 6, 2019	September 6, 2019	September 6, 2019	September 6, 2019
CLC parents/families enrolling after initial Parent Orientation:		Must receive written orientation materials within 1 week of student enrollment date			

<b>Curricula Standards:</b>	
<i>Lions Quest Curriculum Standards (6<sup>th</sup> -8th grade only)</i>	
Minimum Time per <u>week</u>	60 minutes
Minimum <u>Weekly</u> Attendance	20 CLC students
Programming must begin by:	September 16, 2019
Programming may not end earlier than:	May 4, 2020
<i>“Reading is a Super Power” Comic Book Club Curriculum Standards (4<sup>th</sup>-8<sup>th</sup> grade only)</i>	
Minimum Time per <u>week</u>	60 minutes
Minimum <u>Weekly</u> Attendance	15 CLC students
Programming must begin by:	September 9, 2019
CLC Programming may not end earlier than:	May 14, 2020



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## 2019-20 MPS Community Learning Centers *Selection, Recruitment, and Retention of CLC Participants*

### Selection of CLC Participants:

CLC Site Coordinator and CLC Academic Coordinator should work collaboratively with the principal and day school staff to identify CLC students. The goal is the 21<sup>st</sup> CCLC grant is to serve students **with the greatest academic need**. CLCs must employ an intentional recruitment and retention plan and not rely primarily on open enrollment to recruit student participants. Per DPI recommendation, recruitment should rely more heavily on a formal teacher referral process and student data to ensure that students with the greatest need for academic support are being targeted for recruitment.

When developing criteria for selecting students for your CLC program, here are some guiding questions to consider:

- Based on school data, who are the students with the greatest academic needs in my school?
- Based on school data, what are the academic needs of these targeted students?
- What successful strategies or programs from the day school can the CLC implement/extend to support student learning?

### Examples of selection criteria:

- Students selected for CLC academic enrichment and recreation enrichment activities **must** meet the following criteria:
  - Students are performing **Below Target**, **Well Below Target**, or **Significantly Below Target** in reading and/or math on district benchmark assessments (i.e., MPS STAR Assessment administered in Fall, Winter, and Spring each school year).
  - Students are referred for additional academic support by day school classroom teacher, day school administrator or parent based on classroom observations, grades, or other academic performance or behavior indicators (Office Discipline Referrals, suspensions, and truancy).

### Recruitment of CLC Participants:

- Some strategies and best practices for recruiting students in your CLC program may include, but are not limited to:
  - Call and/or send letters/invitations home to parents of identified students. Inform parents that the CLC is valuable opportunity to help support their child's academic achievement and is open only to a limited number of students.
  - Organize an informational meeting for parents and students who have been invited to join the program. Provide an overview of the CLC program and explain expectations regarding student attendance, behavior, etc.

### Retention of CLC Participants:

- Some strategies and best practices for retaining students in your CLC program may include, but are not limited to:
  - Call and/or send regular (weekly, monthly) progress reports to parents of participating CLC students. Provide an update on their child's progress in the CLC program.
  - Develop a system to reward or recognize students for reaching or exceeding standards in academic growth, attendance, behavior, or other criteria.
  - Capture "student voice" through students surveys regarding their interest and needs.

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## 2019-20 MPS Community Learning Centers K5/K8 *High Quality Homework Help*

**Required Start Date:** No later than September 9, 2019

**Schedule Requirement:** Must be offered at least for 30 minutes per day, 4 days per week.

**Note:** Homework help time must be offered to all CLC students. If students do not have homework to complete, then they may participate in an alternate academic support or enrichment activity.

### **Program Requirements:**

The program should provide a range of support that **reinforces school-day instruction** and is **differentiated** based upon individual student needs. CLC must assure regular communication with day school staff regarding participant needs. A quiet, appropriate space in which CLC participants can receive assistance with homework assignments must be established.

### **Collaboration Requirements:**

The principal and lead agency will work with the CLC and day school staff to facilitate professional development that is aligned with the goals and objectives of the School's Improvement Plan. The principal and lead agency representatives will conduct quarterly site visits of the CLC program to observe quality of program content and homework help assistance and submit Site Observation Forms for completed site visits to MPS.

### **Design:**

Homework help time must be offered to all CLC students. If students do not have homework to complete, then they may be directed to participate in an alternate academic support or enrichment activity other than homework help.

During homework help time, CLCs may implement a **learning center model of activities**, allowing students to choose from an offering of **multiple activities** after they complete homework assignments. This structure creates opportunities for increased **student choice**.

The CLC Site and Academic Coordinator should meet with day school administration and classroom teachers to design and implement a structure for homework help that best supports students' academic needs. Best practices include:

- A quiet, appropriate space in which participants can receive assistance with homework assignments must be established.
- Create a system, including **formal tools/forms**, to **communicate between day school teachers and CLC staff** about students' daily homework assignments.
- Ensure that **each CLC staff** has a well-stocked **supply of resources to support homework time**. Supplies may include but are not limited to: writing paper, pencils, erasers, pens, crayons, markers, rulers, protractors, compass, additional copies of students' textbooks, dictionaries, grade/skill-level appropriate books for pleasure reading (fiction and non-fiction), educational board games, hands-on, project-based learning activities, etc.

### **Recommended Resources from You for Youth:**

- Effective Homework Time Training Plan: <https://y4y.ed.gov/tools/effective-homework-time-training-plan>
- Effective Homework Time Training To Go: <https://y4y.ed.gov/teach/alignment/trainings-to-go/effective-homework-time/>
- Homework Sharing Tool: <https://y4y.ed.gov/tools/homework-sharing-tool>
- Homework Communication: <https://y4y.ed.gov/tools/homewo>
- Homework Contract: <https://y4y.ed.gov/tools/homework-contract>
- Homework Log: <https://y4y.ed.gov/tools/homework-contract-updated>

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## 2019-20 Community Learning Centers MS/HS High Quality Homework Help

**Required Start Date:** No later than August 19, 2019

**Schedule Requirement:** Must be offered at least for 30 minutes per day, 4 days per week.

**Note:** Homework help time must be offered to all CLC students. If students do not have homework to complete, then they may participate in an alternate academic support or enrichment activity.

### **Program Requirements:**

The program should provide a range of support that **reinforces school-day instruction** and is **differentiated** based upon individual student needs. CLC must assure regular communication with day school staff regarding participant needs. A quiet, appropriate space in which CLC participants can receive assistance with homework assignments must be established.

### **Collaboration Requirements:**

The principal and lead agency will work with the CLC and day school staff to facilitate professional development that is aligned with the goals and objectives of the School's Improvement Plan. The principal and lead agency representatives will conduct quarterly site visits of the CLC program to observe quality of program content and homework help assistance and submit Site Observation Form of site visits to MPS.

### **Design:**

Homework help time must be offered to all CLC students. If students do not have homework to complete, then they may be directed to participate in an alternate academic support or enrichment activity other than homework help.

During homework help time, CLCs may implement a **learning center model of activities**, allowing students to choose between an offering of **multiple activities** after they complete homework assignments. This structure creates opportunities for increased **student choice**.

The CLC Site and Academic Coordinator should meet with day school administration and classroom teachers to design and implement a structure for homework help that best supports students' academic needs. Best practices include:

- A quiet, appropriate space in which participants can receive assistance with homework assignments must be established.
- Create a system, including **formal tools/forms**, to **communicate between day school teachers and CLC staff** about students' daily homework assignments.
- Ensure that **each CLC staff** has a well-stocked **supply of resources to support homework time**. Supplies may include but are not limited to: writing paper, pencils, erasers, pens, crayons, markers, rulers, protractors, compass, additional copies of students' textbooks, dictionaries, grade/skill-level appropriate books for pleasure reading (fiction and non-fiction), educational board games, hands-on, project-based learning activities, etc.

### **Recommended Resources from You for Youth:**

- **Effective Homework Time Training Plan:** <https://y4y.ed.gov/tools/effective-homework-time-training-plan>
- **Effective Homework Time Training To Go:** <https://y4y.ed.gov/teach/alignment/trainings-to-go/effective-homework-time/>
- **Homework Sharing Tool:** <https://y4y.ed.gov/tools/homework-sharing-tool>
- **Homework Communication:** <https://y4y.ed.gov/tools/homewo>
- **Homework Contract:** <https://y4y.ed.gov/tools/homework-contract>
- **Homework Log:** <https://y4y.ed.gov/tools/homework-contract-updated>

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## 2019-20 MPS Community Learning Centers K5/K8 Academic Enrichment

**Required Start Date:** No later than September 9, 2019

**Schedule Requirement:** Each participant must receive a minimum of 45 minutes academic enrichment per day for 4 days per week.

### **Program Requirements:**

All math and literacy enrichment activities will be fully coordinated with content from the day school. Enrichment programming will be diversified, and activities will be structured to be sequential with a focus on providing hands-on activities and experiential learning opportunities. CLC staff must assure that the daily CLC schedule supports participation in academic enrichment by each youth.

### **Collaboration Requirements:**

The CLC team (Lead Agency, Principal, Site Coordinator, Academic Coordinator and a core group of day school teachers) shall ensure CLC academic activities are closely aligned with the School's Improvement Plan and Common Core State Standards for Mathematics, Reading, and English Language Arts. CLC math and literacy based enrichment activities must align with day school instructional strategies and best practices and support the achievement of students with the greatest academic needs as identified by day school and CLC staff. CLC literacy and math enrichment may integrate other core academic content such as science, social studies, technology, and humanities. CLC enrichment programming must be diversified and encompass the following characteristics:

- Intentionally designed to meet the specific learning outcomes that are aligned with the schools' standards/goals
- Organized scope and sequence of learning activities
- Engaging activities involving active learning

High quality academic enrichment activities are:

- Intentionally designed to meet specific learning outcomes that are aligned with the current School Improvement Plan and the schools' standards/goals
- Driven by an organized scope and sequence of learning activities
- Differentiated; learners have multiple ways to engage in activities for active learning
- Interactive and hands-on to keep youth motivated and challenged, as through learning centers or learning stations
- Rich with opportunities for learners to practice critical thinking and problem-solving skills
- Developmental; units of instruction are connected; the instructor should understand and be able to explain how activities build upon each other
- Often project-based, experiential, or theme-based

High quality academic enrichment activities are NOT:

- silent reading programs
- worksheet-driven
- focused on seatwork that is not interactive
- too broadly focused (i.e., "open" computer lab)
- unvaried; same activities are offered each day with little variety

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Examples of high quality academic enrichment activities include but are NOT LIMITED to the following:

- book or reading clubs
- math exploration
- chess
- science exploration (i.e., robotics, engineering, Engineering Adventures)
- service-learning
- computer programming/coding (i.e., Hour of Code)
- writing (i.e., newspaper, newsletter)
- technology (i.e., website design, video production)
- entrepreneurial programs

### ***Mandated Academic Enrichment Curricula***

All elementary/K-8 sites will be required to implement the following mandated academic enrichment program specified by grade level, unless an alternative curriculum has been approved for use by MPS. MPS shall evaluate proposed alternative curriculum in accordance with the criteria set forth in the 21st Century Community Learning Center Grant program Application Guidelines for 2019-2020. Please complete the 2019-20 CLC Enrichment Curriculum Criteria Checklist form and submit to MPS for review and final approval of any proposed academic enrichment curriculum not listed below.

#### ***LitART – Literacy Enrichment for Elementary & K-8 CLC Sites***

As part of the regular schedule of academic programming, all elementary and K-8 sites must facilitate the LitART literacy enrichment curriculum for all participants in grades 1-8 for a minimum of 60 minutes per group. LitART sessions must be offered weekly, beginning September 23, 2019, and ending no earlier than May 29, 2020.

All new staff members from each elementary and K-8 site who are teaching LitART must attend the LitART training in Fall 2019 and requested follow-up trainings throughout the academic school year. MPS Recreation may identify and require staff in need of additional training, including Site and Academic Coordinators, to attend refresher trainings as needed.

Attendance records must be documented in APlus for all individual LitART activities. Participant assessments, (in the form of pre- and post-tests), provided through the LitART curriculum must be completed and submitted as requested by MPS.

### **Optional Academic Enrichment Curricula for K-8 Sites (6<sup>th</sup> – 8<sup>th</sup> Grade Only)**

#### ***Lions Quest Enrichment Curriculum – K-8 Sites (Social Emotional Learning and Service Learning)***

K-8 school sites have an option to choose to facilitate the Lions Quest Out of School Time (OST) enrichment curriculum for a minimum of 20 - 6<sup>th</sup> – 8<sup>th</sup> grade participants at least once per week for a minimum of 60 minutes. As part of the regular schedule of academic programming, if a K-8 school chooses to have their 6-8 grade students to participate, Lions Quest sessions must be offered weekly, beginning September 16, 2019, and ending no earlier than May 4, 2020.





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A minimum of two staff members from each K-8 school site must attend Lions Quest training in Fall, 2019 and requested follow-up trainings throughout the academic school year. MPS Recreation may identify and require staff in need of additional training, including Site and Academic Coordinators, to attend refresher trainings as needed.

Attendance records must be documented in APlus for all individual Lions Quest activities. Each site must participate in at least one “approved” Community Service Learning Project (“CSLP”) to be completed no later than May 4, 2020.

A minimum of two staff members and three students from each middle and high school site must attend Lion Quest Wrap – Up Celebration to present their CSLP on May 8, 2020. A video diary of the CSLP, (minimum of 5 minutes), and a written project narrative must accompany each project.

Participant assessments, (in the form of pre- and post-tests), provided through the Lions Quest curriculum and other required forms or documents must be completed and submitted as requested by MPS. **All high school students successfully completing the program will receive MPS Service Learning Credit required for graduation.**

#### ***“Reading is a Super Power” Comic Book Club Literacy Enrichment Curriculum - Middle and High School Sites***

As part of the regular schedule of academic programming, all middle and high school sites (and selected K5/K8 sites) must facilitate the “Reading is a Super Power” Comic Book Club Literacy Enrichment Curriculum for a minimum of 15 participants at least once per week for a minimum of 60 minutes. Comic Book Club sessions must be offered weekly, beginning August 26, 2019 for Early Start Schools and September 9, 2019, and ending no earlier than May 14, 2020.

A minimum of two staff members from each middle and high school site must attend Comic Book Club training in Fall 2018 and requested follow-up trainings throughout the academic school year. MPS Recreation may identify and require staff in need of additional training, including Site and Academic Coordinators, to attend refresher trainings as needed.

Attendance records must be documented in APlus for all individual Comic Book Club activities. Each site must complete one approved culminating project no later than May 7, 2020. Each site must also participate in the culminating Comic Book Club event which will take place by May 7, 2020.

A minimum of two staff members and three students from each middle and high school site must attend Comic Book ComicCon Wrap –Up Celebration to present their final project on May 7, 2020.

Participant assessments, (in the form of pre- and post-tests), provided through the “Reading is a Super Power” Comic Book Club Literacy Enrichment Curriculum must be completed and submitted as requested by MPS.



## 2019-20 MPS Community Learning Centers MS/HS *Academic Enrichment*

**Required Start Date:** No later than August 19, 2019

**Schedule Requirement:** Each participant must receive a minimum of 45 minutes of academic enrichment per day for 4 days per week

### **Program Requirements:**

All math and literacy enrichment activities will be fully coordinated with content from the day school. Enrichment programming will be diversified, and activities will be structured to be sequential with a focus on providing hands-on activities and experiential learning opportunities. CLC staff must assure that the daily CLC schedule supports participation in academic enrichment by each youth.

### **Collaboration Requirements:**

The CLC team (Lead Agency, Principal, Site Coordinator, Academic Coordinator and a core group of day school teachers) shall ensure CLC academic activities are closely aligned with the School's Improvement Plan and Common Core State Standards for Mathematics, Reading, and English Language Arts. CLC math and literacy based enrichment activities must align with day school instructional strategies and best practices and support the achievement of students with the greatest academic needs as identified by day school and CLC staff. CLC literacy and math enrichment may integrate other core academic content such as science, social studies, technology, and humanities. CLC enrichment programming must be diversified and encompass the following characteristics:

- Intentionally designed to meet the specific learning outcomes that are aligned with the schools' standards/goals
- Organized scope and sequence of learning activities
- Engaging activities involving active learning

High quality academic enrichment activities are:

- Intentionally designed to meet specific learning outcomes that are aligned with the current School Improvement Plan and the schools' standards/goals
- Driven by an organized scope and sequence of learning activities
- Differentiated; learners have multiple ways to engage in activities for active learning
- Interactive and hands-on to keep youth motivated and challenged, as through learning centers or learning stations
- Rich with opportunities for learners to practice critical thinking and problem-solving skills
- Developmental; units of instruction are connected; the instructor should understand and be able to explain how activities build upon each other
- Often project-based, experiential, or theme-based

High quality academic enrichment activities are NOT:

- silent reading programs
- worksheet-driven
- focused on seatwork that is not interactive
- too broadly focused (i.e., "open" computer lab)
- unvaried; same activities are offered each day with little variety



Examples of high quality academic enrichment activities include but are NOT LIMITED to the following:

- book or reading clubs
- math exploration
- chess
- science exploration (i.e., robotics, engineering, Engineering Adventures)
- service-learning
- computer programming/coding (i.e., Hour of Code)
- writing (i.e., newspaper, newsletter)
- technology (i.e., website design, video production)
- entrepreneurial programs

### ***Mandated Academic Enrichment Curricula***

#### ***Lions Quest Enrichment Curriculum – Middle and High Sites (Social Emotion Learning and Service Learning)***

As part of the regular schedule of academic programming, all middle and high school sites must facilitate the Lions Quest Out of School Time (OST) enrichment curriculum for a minimum of 20 participants at least once per week for a minimum of 60 minutes. Lions Quest sessions must be offered weekly, beginning September 16, 2019, and ending no earlier than May 4, 2020.

A minimum of two staff members from each middle and high school site must attend Lions Quest training in Fall, 2019 and requested follow-up trainings throughout the academic school year. MPS Recreation may identify and require staff in need of additional training, including Site and Academic Coordinators, to attend refresher trainings as needed.

Attendance records must be documented in APlus for all individual Lions Quest activities. Each site must participate in at least one “approved” Community Service Learning Project (“CSLP”) to be completed no later than May 4, 2020.

A minimum of two staff members and three students from each middle and high school site must attend Lion Quest Wrap –Up Celebration to present their CSLP on May 8, 2020. A video diary of the CSLP, (minimum of 5 minutes), and a written project narrative must accompany each project.

Participant assessments, (in the form of pre- and post-tests), provided through the Lions Quest curriculum and other required forms or documents must be completed and submitted as requested by MPS. ***All high school students successfully completing the program will receive MPS Service Learning Credit required for graduation.***

#### ***“Reading is a Super Power” Comic Book Club Literacy Enrichment Curriculum - Middle and High School Sites***

As part of the regular schedule of academic programming, all middle and high school sites must facilitate the “Reading is a Super Power” Comic Book Club Literacy Enrichment Curriculum for a minimum of 15 participants at least once per week for a minimum of 60 minutes. Comic Book Club sessions must be offered weekly, beginning September 9, 2019, and ending no earlier than May 14, 2020.

A minimum of two staff members from each middle and high school site must attend Comic Book Club training in Fall 2019, and requested follow-up trainings throughout the academic school year. MPS Recreation may identify and require staff in need of additional training, including Site and Academic Coordinators, to attend refresher trainings as needed.

Attendance records must be documented in APlus for all individual Comic Book Club activities. Each site must complete one approved culminating project no later than May 7, 2020. Each site must also participate in the culminating Comic Book Club event which will take place by May 7, 2020.



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A minimum of two staff members and three students from each middle and high school site must attend Comic Book ComicCon Wrap –Up Celebration to present their final project on May 7, 2020.

Participant assessments, (in the form of pre- and post-tests), provided through the “Reading is a Super Power” Comic Book Club Literacy Enrichment Curriculum must be completed and submitted as requested by MPS.

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## 2019-20 MPS Community Learning Centers K5/K8 *Youth Recreation*

**Required Start Date:** No later than September 9, 2019

**Schedule Requirement:** Each participant must receive a **minimum** of 45 minutes of recreation enrichment per day for 4 days per week.

### **Program Requirements:**

The CLC will develop and operate a Youth Recreation Program which exposes participants to activities in: the arts (dance, drama, pottery, music, etc.); sports and fitness (activities designed to get kids moving and physically active, as well as discussions on health and nutrition); cooperative learning games (non-competitive in nature); games that provide opportunities to practice basic academic skills such as chess, checkers, puzzles and word games; and experiences that build on a wide diversity of cultural and ethnic groups. Youth Recreation Programs are required to begin by September 9, 2019, and operate for a minimum of 45 minutes per day, four days a week, and end no earlier than May 29, 2020.

In addition to listing the recreation enrichment activities you will be offering during your program cycle, please connect each recreation enrichment activity to one or more learning goals and youth development goals.

**Learning goals** represent benchmarks or outcomes based on what you expect the child to learn by the end of the activity or program. Learning goals focus primarily on developing cognitive skills. The child should be able to show that he or she clearly understands and has mastered the concept or skill taught throughout the activity.

**Youth development goals** represent benchmarks or outcomes based on what you expect the child to learn by the end of the activity or program. Youth development goals focus on building the social, moral, emotional, and physical skills of the child and his or her understanding of why these skills are important. Youth development goals often, directly and indirectly, support learning goals.

### ***SPARK Afterschool Physical Activity Curriculum – Elementary and K-8 sites only***

As part of the regular schedule of recreation programming, all elementary and K-8 sites must facilitate the SPARK curriculum for all participants ages 5-14 for a minimum of 45 minutes per group. SPARK sessions must be offered weekly, beginning on later than September 23, 2019, and ending no earlier than May 29, 2020.

One staff member from each elementary and K-8 site must attend a SPARK training in Fall 2019 and requested follow-up trainings throughout the academic school year. MPS Recreation may require identified staff to attend refresher trainings as needed.

Attendance records must be documented in APlus for all individual SPARK activities. Evaluations provided through the curriculum must be completed and submitted as requested by MPS.



## 2019-20 MPS Community Learning Centers PARENT ORIENTATION & FAMILY ENRICHMENT ACTIVITIES

### ***Parent Orientation***

The CLC must complete at least one parent orientation event with at least one parent or guardian of each CLC participant on the purpose of the CLC program which must emphasize the academic focus, participant selection process and program commitment among other policies.

This may be completed through a mass gathering, individual parent meetings or a combination of the two. Participation/attendance at all mass gathering parent orientation events must be documented in APlus as a parent orientation activity. School-led open house events are not sufficient, unless an audience of CLC parents is separately addressed. All CLC families must receive written orientation materials by September 6, 2019, for MS/HS sites, and September 27, 2019, for K5/K8 sites. For CLC families enrolling after that date, written orientation materials must be received within one week of the enrollment date.

The Parent Orientation may qualify as a Family Enrichment program if also accompanied by academically-focused and engaging activities for parents that are in support of student learning.

### ***Family Enrichment Activities***

#### **Program Content:**

- a. **Activities:** Family Enrichment activities are defined as high quality programs designed to engage family members in support of student learning.
- b. **Examples of Family Enrichment Activities that would be appropriate for CLC:**
  - *Family Literacy & Math Nights* – This ongoing series of hands-on, interactive literacy workshops (coordinated jointly by day school teachers, CLC Academic Coordinator, and CLC staff) will teach parents of CLC youth about the school’s reading and math curricula. Each month, parents will learn new strategies that they can do at home with their child to reinforce and support literacy and mathematics skills. Workshops will take place on the third Tuesday of each month. A light dinner will also be provided.
  - *Parenting with Love & Logic* – Series of monthly workshops for parents that focus on building positive discipline and effective parenting techniques. Dinner and childcare will be provided.
  - *Adult GED/ESL Classes* – Parents of CLC youth are offered the opportunity to improve overall literacy skills by completing adult basic education classes (GED) and/or improve English speaking, reading, and writing skills. Building literacy skills is essential to helping parents effectively support literacy skills at home with their child, improving communication with school and afterschool staff, and strengthening communication and opportunities in the community and workforce environments.
- c. **Examples of Family Enrichment Activities that would NOT be appropriate for CLC:**
  - *School/CLC Spaghetti Dinner* – CLC and school work collaboratively to plan this event. Parents and students are offered spaghetti dinner to build community and celebrate. (*Why is this activity not appropriate?* Although school and CLC worked together to plan this event and it may help to build a sense of community in the school/CLC, it is neither interactive nor does it include opportunities for parents to learn a skill or receive information that will help them reinforce student learning at home.)



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- *CLC Holiday Celebration* - Parents and students are invited to gather for a celebration of the holiday. Students perform songs, dance, and showcase projects that they've been working on in the CLC program. Parents are invited to participate in a sing-along. (Why is this activity not appropriate? Parents are simply watching students perform. They are not learning a skill or receiving information that will help them reinforce student learning at home.)
- *Student sports game/play/recital* – Students perform and parents are invited to attend game/performance and observe skills youth have developed. (Why is this activity not appropriate? It is not interactive. Parents are not learning a skill or receiving information that will help them reinforce student learning at home.)





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## **2019-20 MPS Community Learning Centers Professional Development Plan**

Each CLC site is required to provide a minimum of 10 hours of on-site Professional Development (PD) for all CLC staff for the 2019-20 school year. Providers will work with the day school to coordinate mandatory PD for all staff, including those working with academic enrichment. The principal and lead agency will work with the CLC and day school staff to facilitate PD that is aligned with the goals and objectives of the School's Improvement Plan and the Community Learning Center. All PD will focus on program improvements to support student academic achievement.

At least five hours of on-site PD must take place in Cycle One, and the remaining minimum of five hours must take place in Cycle Two. The site and Academic Coordinators will coordinate training sessions every quarter based on the following options.

### ***PD Options for Frontline Staff***

- Design a PD session based on a Site Coordinator or Academic Coordinator Meeting Topics.
  - This involves the development of a training session utilizing information, resources, and training methods from topics covered in bi-monthly meetings.
  - Possible facilitation might include a presentation of information, small group discussion on making program improvements based on information, creating staff and program goals based on information, the inclusion of an action plan, etc.
  - Suggested Structure: On-site presentation = 45 minute minimum; Group Discussion, Modeling or Practice = 30 minutes; Action/Program Improvement Plan = 30 minutes
  
- Milwaukee Public Schools In-Person Training
  - The MPS CLC Project Team will periodically offer in-person frontline staff training throughout the academic year. A listing of the scheduled trainings will be made available to sites with topic and session information.
  - Sites must send a minimum of 5 frontline staff to these training to qualify for the site's PD hourly requirement.
  - Follow-up discussions on-site may be facilitated to elaborate on the PD topics.
  - Suggested Structure: Training = 2 hours; Group Discussion, Modeling or Practice = 1-hour min.
  
- YoungStar and Registry Sanctioned Training
  - Sites that conduct or participate in YoungStar qualifying training sessions may utilize the training to satisfy the PD requirement for those training hours if 5 or more site staff participate.
  - Documentation of completion must be copied and submitted to the MPS CLC Project Team as proof of participation.

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- On-Site Training Developed using MPS Provided Training Topics
  - Site Coordinators may develop training topics using the following resources to address site-specific needs to enhance programming:
    - ✓ You for Youth Website
    - ✓ DPI CLC Website
    - ✓ Appendix C – 2019-20 21<sup>st</sup> Century Community Learning Center Grant Program Grant Application Guidelines
    - ✓ Wisconsin Afterschool Network (WAN) Website
    - ✓ National Afterschool Association (NAA) Website
    - ✓ Afterschool Alliance Website
  - Suggested Structure: On-site presentation = 1 hour minimum; Group Discussion, Modeling or Practice = 30 minutes; Action/Program Improvement Plan = 30 minutes

### ***Required Documentation***

APlus will be used to create site-based PD events and track staff participation. Site Coordinators will be responsible for creating PD events as directed by the MPS CLC Project Team. Following each training, the site will add the training event to each staff person's profile within APlus that attended the session.

### ***Completed PD Materials***

The Site Coordinator must submit the completed *PD Session Summary Report* and the agenda for the training every quarter. These items must be submitted to MPS via the PD Documentation Smartsheet. **Note:** Paper materials (fax or mailed) will not be accepted.

### **Quarterly Due Dates for PD Documentation:**

- November 1, 2019
- January 10, 2020
- March 6, 2020
- May 8, 2020



**2019-20 MPS Community Learning Centers  
CLC Policy/Procedures for Addressing Major Program Discrepancies  
(Intervention of Site Observation Follow-Up)**

*Note: The following steps will be taken as a result of infractions of DPI CLC Grant, DCF Licensing, YoungStar, or MPS contractual requirements discovered during regular MPS Site Assessments as determined by MPS Recreation. Steps taken will be progressive unless the severity of the circumstances warrants a more aggressive acceleration of intervention.*

- A. Within 48 hours of observation, written feedback/email/ sharing of observation tool/ phone communication.
- B. Within 7 days of observation, a meeting will be scheduled with Principal, CLC Staff and Lead Agency.
- C. Development of a written corrective action plan will be required within seven days of the meeting.
- D. Follow-up visits by the lead agency, MPS project team and DPI - ongoing process.
- E. Suspension of operations (based on severity of compliance issue)/shut down of services until alternative plan is activated.
- F. Grant termination/or redirection of funds as determined by the DPI.



## **2019-20 MPS CLC Corrective Action Plan (CAP) *Policy and Procedures***

### **Policy**

All Community Learning Centers (CLC) and Lead Agency Partners must comply with the items set forth in the school year and CLC contract between MPS and the Lead Agency. In situations in which a CLC site is consistently non-compliant in meeting DPI CLC Grant, DCF Licensing, YoungStar, and MPS contractual requirements, the creation and execution of a formal Corrective Action Plan (CAP) is required.

### **Purpose**

To efficiently address CLC non-compliance issues, individuals within the MPS CLC Project Team will assess the consistency and root cause of the identified non-compliance issue in order to develop and execute a CAP that will prevent recurrence of the non-compliance.

### **Procedures**

Individuals of the MPS CLC Project Team will monitor all CLC program operations including but not limited to: participant recruitment and retention, activity goals and implementation standards, data entry completion, alignment of programs with student academic needs, school and family collaboration, curricula implementation and other grant or contract specific requirements.

If a CLC Project Team member identifies consistent contract non-compliance that has not been resolved through informal coaching and support, the individual will communicate by email the need for a formal CAP. The following protocol should be followed in this situation:

- 1) Address an email to the CLC Site Coordinator, Academic Coordinator, Lead Agency, School Principal, and MPS Recreation Manager.
  - a. In a 4-5 sentence paragraph, outline the non-compliance issue at hand as well as the steps taken to attempt to resolve the issue prior to this point.
  - b. Explain the need for a CAP to abide by grant and contract standards.
  - c. Request a meeting time to develop the CAP with the involved parties. Mandatory attendees: CLC Project Team member, School Principal, Site Coordinator, Academic Coordinator, and Lead Agency Representative.
- 2) Begin assembly of the CAP in the provided template. Complete the initial portion of the template (first seven lines), while leaving the Action Items blank for determination at the upcoming CAP meeting.



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- 3) Email this draft of the CAP to the individuals on the initial email communication a minimum of three (3) business days prior to the meeting date. Request all parties come to the meeting with their ideas for Action Items to resolve the non-compliance.
- 4) Hold the initial CAP meeting and draft the Action Items as a group. Within 2 business days, type and email the finalized CAP plan to all those on the initial email.
  - a. Modifications can be made to the CAP Template to accommodate additional Action Items or other notes. This can be done by selecting "Stop Protection" under the Restrict Editing function. You must lock the document again to make edits and additions to text.
- 5) Begin monitoring progress on the completion of action items according to the timeline set forth in the CAP. Ask that the Lead Agency Representative also check in frequently with the site to monitor completion of the Action Items.
- 6) Document ongoing CAP updates within the original document as Action Items are completed, additional items are created, or additional meetings are scheduled.
- 7) Lastly complete the CAP Closing Summary at the bottom of the document as the site has achieved full compliance or if the CAP has ended for another reason.
- 8) Send the final CAP document in an email to CLC Site Coordinator, Academic Coordinator, Lead Agency, School Principal, and MPS Recreation Manager. The Manager will then share the results with the Coordinator and Manager of Operations.



## 2019-20 MPS CLC Corrective Action Plan (CAP)

**CLC**

Individual Issuing Plan: [Click here](#) Date of Plan Creation: [Click here to enter a date.](#)

Lead Agency Responsible: [Click here](#)

Description of the non-compliance to be addressed:

\_\_\_\_\_

The determined root cause of the non-compliance:

\_\_\_\_\_

The following actions are to take place to address the root cause and prevent recurrence of the non-compliance:

Action Items:	Completion Date:	Responsible Individual(s):	Required Documentation	Status
1.	Click here to enter a date.			<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Completed <input type="checkbox"/> Requires Follow-up
Notes on this item (if applicable):				
2.	Click here to enter a date.			<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Completed <input type="checkbox"/> Requires Follow-up
Notes on this item (if applicable):				
3.	Click here to enter a date.			<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Completed <input type="checkbox"/> Requires Follow-up
Notes on this item (if applicable):				
4.	Click here to enter a date.			<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Completed <input type="checkbox"/> Requires Follow-up
Notes on this item (if applicable):				
5.	Click here to enter a date.			<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Completed

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				<input type="checkbox"/> Requires Follow-up
Notes on this item (if applicable):				

**Meeting Documentation:**

Meeting Date	Purpose	Attendees
Click here to enter a date.	Initial CAP Meeting	
Click here to enter a date.		
Click here to enter a date.		
Click here to enter a date.		

---

## CAP Closing Summary

*Please complete this section only when the CAP is completed and/or closed.*

Reason for close of CAP:       CLC is now compliant     End of school year     New CAP needed     Other: \_\_\_\_\_

Date of CAP close:              Click here to enter a date.

Description of the resolution of the non-compliance or the continuing root-cause of non-compliance:

\_\_\_\_\_

If applicable, describe the mechanisms in place to prevent future non-compliance:

\_\_\_\_\_

MPS CLC Project Team Recommendation:

Continuous Monitoring     Funding Reduction     Change in Personnel     Report to DPI     Other: \_\_\_\_\_

Explanation of Recommendation:

\_\_\_\_\_



# 2019-2020 Community Learning Center Program Plan - Cycle 1

Site Name:

**K5/K8 Due Date: Tuesday, September 3, 2019, by 4:30 p.m.**

Cycle One Program Plans are due electronically to your designated MPS Project Team Member. Activity information must be completely entered in APlus by 4:30 pm that day. Ensure that all Family Events and activities are created.

### Proposed CLC Days and Hours of Operation

List range of hours open (example: 3:30-6:00 pm)

	MON	TUES	WED	THU	FRI	SAT
AM Hours:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
PM Hours:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Cycle 1** - Per CLC contract, CLC programs must begin on or before September 9, 2019 and end on or before January 17, 2020.

**Cycle 2** - Per CLC contract, CLC programs must begin on January 21, 2020. Cycle 2 may not end earlier than May 29, 2020. **Note: Site may not close CLC operations between Cycle 1 and Cycle 2 for more than 2 business days for documented Professional Development only.**

**CLC Mid-Year Review:** To discuss CLC performance with Principal, Lead Agency Representative, Site Coordinator, Academic Coordinator and MPS Project Team. Mid-Year Dates are tentative based on MPS Project Team availability. **Note: A Mid-Year Review must be completed between January 21 and February 28, 2020.**

**CLC Year-End Review:** To discuss CLC performance with Principal, Lead Agency Representative, Site Coordinator, Academic Coordinator and MPS Project Team. Year-End dates are tentative based on MPS Project Team availability. **Note: Must be completed if required by MPS Recreation Project Team. Must be completed by June 5, 2020.**

*I have read the terms and conditions of this Program Plan and ensure that the "school day" and "extended day" programs will be in alignment with the School Improvement Plan and the goal of improving students' academic achievement.*

Principal's Name

Lead Agency Director's Name

Principal's Signature

Date

Director's Signature

Date



## 2019-20 CLC Site Information

<b>School Name:</b> <input style="width: 90%;" type="text"/>	<b>Lead Agency:</b> <input style="width: 90%;" type="text"/>
<b>Principal Name:</b> <input style="width: 90%;" type="text"/>	<b>Agency Representative:</b> <input style="width: 90%;" type="text"/>
<b>Additional School Admin. Contact:</b> <input style="width: 90%;" type="text"/>	<b>Additional Lead Agency Contact:</b> <input style="width: 90%;" type="text"/>
<b>School Address:</b> <input style="width: 90%;" type="text"/>	<b>Agency Address:</b> <input style="width: 90%;" type="text"/>
<b>School Phone:</b> <input style="width: 90%;" type="text"/>	<b>Agency Phone:</b> <input style="width: 90%;" type="text"/>
<b>School Fax:</b> <input style="width: 90%;" type="text"/>	<b>Agency Fax:</b> <input style="width: 90%;" type="text"/>
<b>Principal's Email:</b> <input style="width: 90%;" type="text"/>	<b>Representative Email:</b> <input style="width: 90%;" type="text"/>
<b>Agency Fiscal Contact &amp; Phone:</b> <input style="width: 90%;" type="text"/>	

<b>Site Coordinator Name:</b> <input style="width: 90%;" type="text"/>	<b>Office Phone:</b> <input style="width: 90%;" type="text"/>
<b>Site Coordinator Fax:</b> <input style="width: 90%;" type="text"/>	<b>Cell Phone:</b> <input style="width: 90%;" type="text"/>
<b>Site Coordinator Email:</b> <input style="width: 95%;" type="text"/>	
<b>Academic Coordinator Name:</b> <input style="width: 90%;" type="text"/>	<b>Office Phone:</b> <input style="width: 90%;" type="text"/>
<b>Academic Coordinator Email:</b> <input style="width: 95%;" type="text"/>	

### Authors of the CLC Cycle One Program Plan

<b>Name:</b> <input style="width: 90%;" type="text"/>	<b>Position/Title:</b> <input style="width: 90%;" type="text"/>
<b>Name:</b> <input style="width: 90%;" type="text"/>	<b>Position/Title:</b> <input style="width: 90%;" type="text"/>
<b>Name:</b> <input style="width: 90%;" type="text"/>	<b>Position/Title:</b> <input style="width: 90%;" type="text"/>
<b>Name:</b> <input style="width: 90%;" type="text"/>	<b>Position/Title:</b> <input style="width: 90%;" type="text"/>

-----  
 This section to be completed by the MPS Recreation Division

### CLC Cycle One Program Plan Approval

**This document has been reviewed by the MPS CLC Project Team for completion and quality.**

The Cycle One Program Plan for \_\_\_\_ CLC:  has been approved  requires revisions

If not approved, revisions are due via email by: \_\_\_\_ at \_\_\_\_ (specified date and time).

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
 (Signature)





## Strategies for Recruitment and Retention of Participants

For each programming area listed below, please provide a **detailed** description of the specific strategies your CLC team, in collaboration with day school staff, will implement to:

- identify and **recruit** participants to take part in CLC activities
- **retain** their participation in CLC activities
- encourage **parent** participation

### Academic Enrichment

Describe your Recruitment Strategies in detail:

Describe your Retention Strategies in detail:

### Youth Recreation

Describe your Recruitment Strategies in detail:

Describe your Retention Strategies in detail:

### Family Enrichment

Describe the format and recruitment for the Parent Orientation. Please include how parents will be notified, the length of the orientation, incentives, manner in which information will be presented, etc.:

Describe your Recruitment Strategies in detail for all other Family Events:

## 2019-20 CLC Program Safety Plan

1. CLC staff and participants have access to the following in the school facility. Please check all that apply:

Note: **Activities should not take place in spaces that are unsafe and/or that are not conducive to student learning.**

- |                                        |                                  |                                          |                                                                         |
|----------------------------------------|----------------------------------|------------------------------------------|-------------------------------------------------------------------------|
| <input type="checkbox"/> Classrooms    | <input type="checkbox"/> Library | <input type="checkbox"/> Supplies/Equip. | <input type="checkbox"/> Classroom computers/computer cart/computer Lab |
| <input type="checkbox"/> Storage Space | <input type="checkbox"/> Gym     | <input type="checkbox"/> Kitchen         | <input type="checkbox"/> Parent Center                                  |
|                                        |                                  |                                          | <input type="checkbox"/> Cafeteria                                      |

2. CLC has adequate office space on site. Please check all that apply:

- |                               |                                                |                                          |                                            |                                        |
|-------------------------------|------------------------------------------------|------------------------------------------|--------------------------------------------|----------------------------------------|
| <input type="checkbox"/> Desk | <input type="checkbox"/> Locked filing cabinet | <input type="checkbox"/> Phone/Voicemail | <input type="checkbox"/> Computer/internet | <input type="checkbox"/> Storage space |
|-------------------------------|------------------------------------------------|------------------------------------------|--------------------------------------------|----------------------------------------|

3. Each CLC site should review emergency procedures regularly with youth and staff and conduct practice fire drills monthly during Safe Place program hours. *Please list practice fire drill dates below.*

**September:** \_\_\_\_\_                      **November:** \_\_\_\_\_                      **March:** \_\_\_\_\_

4. Has the CLC site identified two CPR/First Aid certified persons on staff that is available during CLC hours?

**Note:** It is strongly recommended that at least one or more CLC staff on-site during Safe Place hours **be CPR/First Aid certified.**

No     Yes. Please list the names of staff members and their CPR/First Aid Certification expiration date:

<b>Name:</b>	<b>Expiration Date:</b>	<b>Name:</b>	<b>Expiration Date:</b>
<b>Name:</b>	<b>Expiration Date:</b>	<b>Name:</b>	<b>Expiration Date:</b>
<b>Name:</b>	<b>Expiration Date:</b>	<b>Name:</b>	<b>Expiration Date:</b>
<b>Name:</b>	<b>Expiration Date:</b>	<b>Name:</b>	<b>Expiration Date:</b>
<b>Name:</b>	<b>Expiration Date:</b>	<b>Name:</b>	<b>Expiration Date:</b>
<b>Name:</b>	<b>Expiration Date:</b>	<b>Name:</b>	<b>Expiration Date:</b>
<b>Name:</b>	<b>Expiration Date:</b>	<b>Name:</b>	<b>Expiration Date:</b>
<b>Name:</b>	<b>Expiration Date:</b>	<b>Name:</b>	<b>Expiration Date:</b>
<b>Name:</b>	<b>Expiration Date:</b>	<b>Name:</b>	<b>Expiration Date:</b>
<b>Name:</b>	<b>Expiration Date:</b>	<b>Name:</b>	<b>Expiration Date:</b>

5. Has the site identified two Safe Place Staff (site coordinator preferred) to complete the Medical Administration Training?

Note: **This is mandatory training per MPS policy. (updated as of March 2016).** (<https://dpi.wi.gov/sspw/pupil-services/school-nurse/training/medication>) The knowledge (webcasts) training and assessment tests are to be completed at least **every four years**, while the skills competency check-off should be completed **annually**. At a minimum, the following Medication Training Requirements courses must be completed under Option 2 (Direct Access Webcasts): 1) Nebulizer, 2) Epipen, 3)(Oral) Course 1, and 4) Rescue Inhaler. Participants take the written assessment test after watching the video, and print it out as their proof of completing the session. There is no certificate generated. The skills competency check-off would still be completed by a professional nurse, physician or a skilled and willing parent. *(NOTE: A parent may only dispense medication to his or her own child. A parent may not dispense medication to any other child/ren.)*

No     Yes. Please list the names of staff members and their certification expiration date:

<b>Name:</b>	<b>Expiration Date:</b>	<b>Name:</b>	<b>Expiration Date:</b>
--------------	-------------------------	--------------	-------------------------

6. How many safety personnel does your site have on duty during scheduled CLC program hours? \_\_\_\_\_

7. What is your site's contingency plan if CLC security personnel are absent from work?

\_\_\_\_\_

8. Describe **in detail** how individuals are permitted entrance into the school building during CLC hours of operation (use separate sheet if necessary). *(Include use of MPS Visitor Policy Procedures.)*

\_\_\_\_\_

9. Describe **in detail** how are participants dismissed from CLC. Please include procedures for student in-person pick-up, student walkers and bus riders. (Use separate sheet if necessary.) **All students must be signed out daily.**

10. Describe how CLC students are permitted access to areas throughout the school building, including restrooms, classrooms and offices. (Use separate sheet if necessary).

11. Where are the hard copies of CLC Registration forms and daily attendance records stored on site? *Note: CLCs must maintain hard copies of registration forms and daily attendance records for seven years.*

### CLC Staff Roster

**Directions:** Staff to student ratios should abide by the following standards **and** maximum group sizes:

<u>Youth ages 3-4 years</u> 1:10	<u>Youth ages 4-5 years</u> 1:13	<u>Youth ages 5-6</u> 1:17	<u>Youth ages 6+</u> 1:18
Group Max.: 20 with two staff	Group Max.: 24 with two staff	Group Max.: 34 with two staff	Group Max.: 36 with two staff

Name:	Position:	Works directly with Youth	Works for the Day School	Projected Hours Per Week:
1. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
11. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
12. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
13. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
14. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
15. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Appendix C

16. [REDACTED]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
17. [REDACTED]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
18. [REDACTED]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
19. [REDACTED]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
20. [REDACTED]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	





# 2019-2020 Community Learning Center Program Plan - Cycle 1

Site Name:

**MS-HS Due Date: Monday, August 12, 2019, by 4:30 p.m.**

Cycle One Program Plans are due electronically to your designated MPS Project Team Member. Activity information must be completely entered in APlus by 4:30 pm that day. Ensure that all Family Events and activities are created.

### Proposed CLC Days and Hours of Operation

List range of hours open (example: 3:30-6:00 pm)

	MON	TUES	WED	THU	FRI	SAT
AM Hours:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
PM Hours:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Cycle 1** - Per CLC contract, CLC programs must begin on or before September 9, 2019 and end on or before January 17, 2020.

**Cycle 2** - Per CLC contract, CLC programs must begin on January 21, 2020. Cycle 2 may not end earlier than May 29, 2020. **Note: Site may not close CLC operations between Cycle 1 and Cycle 2 for more than 2 business days for documented Professional Development only.**

**CLC Mid-Year Review:** To discuss CLC performance with Principal, Lead Agency Representative, Site Coordinator, Academic Coordinator, and MPS Project Team. Mid-Year Dates are tentative based on MPS Project Team availability. **Note: A Mid-Year Review must be completed between January 21 and February 28, 2020.**

**CLC Year-End Review:** To discuss CLC performance with Principal, Lead Agency Representative, Site Coordinator, Academic Coordinator, and MPS Project Team. Year-End dates are tentative based on MPS Project Team availability. **Note: Must be completed if required by MPS Recreation Project Team by June 5, 2020.**

*I have read the terms and conditions of this Program Plan and ensure that the "school day" and "extended day" programs will be in alignment with the School Improvement Plan and the goal of improving students' academic achievement.*

Principal's Name

Lead Agency Director's Name

Principal's Signature

Date

Director's Signature

Date



### 2019-20 CLC Site Information

School Name:	<input type="text"/>	Lead Agency:	<input type="text"/>
Principal Name:	<input type="text"/>	Agency Representative:	<input type="text"/>
Additional School Admin. Contact:	<input type="text"/>	Additional Lead Agency Contact:	<input type="text"/>
School Address:	<input type="text"/>	Agency Address:	<input type="text"/>
School Phone:	<input type="text"/>	Agency Phone:	<input type="text"/>
School Fax:	<input type="text"/>	Agency Fax:	<input type="text"/>
Principal's Email:	<input type="text"/>	Representative Email:	<input type="text"/>
Agency Fiscal Contact & Phone:			<input type="text"/>

Site Coordinator Name:	<input type="text"/>	Office Phone:	<input type="text"/>
Site Coordinator Fax:	<input type="text"/>	Cell Phone:	<input type="text"/>
Site Coordinator Email:	<input type="text"/>		
Academic Coordinator Name:	<input type="text"/>	Office Phone:	<input type="text"/>
Academic Coordinator Email:	<input type="text"/>		

### Authors of the CLC Cycle One Program Plan

Name:	<input type="text"/>	Position/Title:	<input type="text"/>
Name:	<input type="text"/>	Position/Title:	<input type="text"/>
Name:	<input type="text"/>	Position/Title:	<input type="text"/>
Name:	<input type="text"/>	Position/Title:	<input type="text"/>

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 This section to be completed by the MPS Recreation Division

### CLC Cycle One Program Plan Approval

**This document has been reviewed by the MPS CLC Project Team for completion and quality.**

The Cycle One Program Plan for \_\_\_\_ CLC:  has been approved  requires revisions

If not approved, revisions are due via email by: \_\_\_\_ at \_\_\_\_ (specified date and time).

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
 (Signature)



## Strategies for Recruitment and Retention of Participants

For each programming area listed below, please provide a **detailed** description of the specific strategies your CLC team, in collaboration with day school staff, will implement to:

- identify and **recruit** participants to take part in CLC activities
- **retain** their participation in CLC activities
- encourage **parent** participation

### Academic Enrichment

Describe your Recruitment Strategies in detail:

Describe your Retention Strategies in detail:

### Youth Recreation

Describe your Recruitment Strategies in detail:

Describe your Retention Strategies in detail:

### Family Enrichment

Describe the format and recruitment for the Parent Orientation. Please include how parents will be notified, the length of the orientation, incentives, the manner in which information will be presented, etc.:

Describe your Recruitment Strategies in detail for all other Family Events:

## 2019-20 CLC Program Safety Plan

1. CLC staff and participants have access to the following in the school facility. Please check all that apply:

Note: **Activities should not take place in spaces that are unsafe and/or that are not conducive to student learning.**

- |                                        |                                  |                                          |                                                                         |
|----------------------------------------|----------------------------------|------------------------------------------|-------------------------------------------------------------------------|
| <input type="checkbox"/> Classrooms    | <input type="checkbox"/> Library | <input type="checkbox"/> Supplies/Equip. | <input type="checkbox"/> Classroom computers/computer cart/computer Lab |
| <input type="checkbox"/> Storage Space | <input type="checkbox"/> Gym     | <input type="checkbox"/> Kitchen         | <input type="checkbox"/> Parent Center                                  |
|                                        |                                  |                                          | <input type="checkbox"/> Cafeteria                                      |

2. CLC has adequate office space on site. Please check all that apply:

- |                               |                                                |                                          |                                            |                                        |
|-------------------------------|------------------------------------------------|------------------------------------------|--------------------------------------------|----------------------------------------|
| <input type="checkbox"/> Desk | <input type="checkbox"/> Locked filing cabinet | <input type="checkbox"/> Phone/Voicemail | <input type="checkbox"/> Computer/internet | <input type="checkbox"/> Storage space |
|-------------------------------|------------------------------------------------|------------------------------------------|--------------------------------------------|----------------------------------------|

3. Each CLC site should review emergency procedures regularly with youth and staff and conduct practice fire drills monthly during Safe Place program hours. *Please list practice fire drill dates below.*

**September:** \_\_\_\_\_                      **November:** \_\_\_\_\_                      **March:** \_\_\_\_\_

4. Has the CLC site identified two CPR/First Aid certified persons on staff that is available during CLC hours?

**Note:** It is strongly recommended that at least one or more CLC staff on-site during Safe Place hours **be CPR/First Aid certified.**

No     Yes. Please list the names of staff members and their CPR/First Aid Certification expiration date:

<b>Name:</b>	<b>Expiration Date:</b>	<b>Name:</b>	<b>Expiration Date:</b>
<b>Name:</b>	<b>Expiration Date:</b>	<b>Name:</b>	<b>Expiration Date:</b>
<b>Name:</b>	<b>Expiration Date:</b>	<b>Name:</b>	<b>Expiration Date:</b>
<b>Name:</b>	<b>Expiration Date:</b>	<b>Name:</b>	<b>Expiration Date:</b>
<b>Name:</b>	<b>Expiration Date:</b>	<b>Name:</b>	<b>Expiration Date:</b>
<b>Name:</b>	<b>Expiration Date:</b>	<b>Name:</b>	<b>Expiration Date:</b>
<b>Name:</b>	<b>Expiration Date:</b>	<b>Name:</b>	<b>Expiration Date:</b>
<b>Name:</b>	<b>Expiration Date:</b>	<b>Name:</b>	<b>Expiration Date:</b>
<b>Name:</b>	<b>Expiration Date:</b>	<b>Name:</b>	<b>Expiration Date:</b>
<b>Name:</b>	<b>Expiration Date:</b>	<b>Name:</b>	<b>Expiration Date:</b>

5. Has the site identified two Safe Place Staff (site coordinator preferred) to complete the Medical Administration Training?

Note: **This is mandatory training per MPS policy. (updated as of March 2016).** (<https://dpi.wi.gov/sspw/pupil-services/school-nurse/training/medication>) The knowledge (webcasts) training and assessment tests are to be completed at least **every four years**, while the skills competency check-off should be completed **annually**. At a minimum, the following Medication Training Requirements courses must be completed under Option 2 (Direct Access Webcasts): 1) Nebulizer, 2) Epipen, 3)(Oral) Course 1, and 4) Rescue Inhaler. Participants take the written assessment test after watching the video and print it out as their proof of completing the session. There is no certificate generated. The skills competency check-off would still be completed by a professional nurse, physician or a skilled and willing parent. **(NOTE: A parent may only dispense medication to his or her child. A parent may not dispense medication to any other child/ren.)**

No     Yes. Please list the names of staff members and their certification expiration date:

<b>Name:</b>	<b>Expiration Date:</b>	<b>Name:</b>	<b>Expiration Date:</b>
--------------	-------------------------	--------------	-------------------------

6. How many safety personnel does your site have on duty during scheduled CLC program hours? \_\_\_\_\_

7. What is your site's contingency plan if CLC security personnel are absent from work?

8. Describe **in detail** how individuals are permitted entrance into the school building during CLC hours of operation (use a separate sheet if necessary). *(Include use of MPS Visitor Policy Procedures.)*



9. Describe **in detail** how are participants dismissed from CLC. Please include procedures for student in-person pick-up, student walkers and bus riders. (Use separate sheet if necessary.) **All students must be signed out daily.**

10. Describe how CLC students are permitted access to areas throughout the school building, including restrooms, classrooms and offices. (Use separate sheet if necessary).

11. Where are the hard copies of CLC Registration forms and daily attendance records stored on site? *Note: CLCs must maintain hard copies of registration forms and daily attendance records for seven years.*

### CLC Staff Roster

**Directions:** Staff to student ratios should abide by the following standards **and** maximum group sizes:

<u>Youth ages 3-4 years</u> 1:10	<u>Youth ages 4-5 years</u> 1:13	<u>Youth ages 5-6</u> 1:17	<u>Youth ages 6+</u> 1:18
Group Max.: 20 with two staff	Group Max.: 24 with two staff	Group Max.: 34 with two staff	Group Max.: 36 with two staff

Name:	Position:	Works directly with Youth	Works for the Day School	Projected Hours Per Week:
1. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
11. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
12. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
13. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
14. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
15. [Redacted]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Appendix C

16. [REDACTED]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
17. [REDACTED]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
18. [REDACTED]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
19. [REDACTED]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
20. [REDACTED]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	





**2019-20 MPS Community Learning Centers**  
***Request to Purchase Equipment Over \$150***

CLC Site: \_\_\_\_\_ Date: \_\_\_\_\_

Name and type of equipment to be purchased: \_\_\_\_\_

Link to equipment to be purchased or vendor name: \_\_\_\_\_

Total cost of equipment to be purchased: \_\_\_\_\_

Purpose of equipment to be purchase: \_\_\_\_\_

\_\_\_\_\_  
CLC Site Coordinator Electronic Signature Date

\_\_\_\_\_  
CLC Lead Agency Representative Electronic Signature Date

\_\_\_\_\_  
CLC Project Staff Signature Date

-----  
**For completion by MPS Recreation**

Approved

MPS Inventory ID # Assigned to Equipment: \_\_\_\_\_

Denied

Reason for Denial: \_\_\_\_\_

\_\_\_\_\_  
**MPS Recreation Coordinator Signature Date**

**Please return this form prior to purchasing equipment to:**  
MPS Department of Recreation and Community Services  
Attn.: Leighton Cooper  
[cooperld@milwaukee.k12.wi.us](mailto:cooperld@milwaukee.k12.wi.us)  
Phone: (414) 475-8844



## **MPS COMMUNITY LEARNING CENTER ROLES & RESPONSIBILITIES SITE COORDINATOR**

- ▲ Develop and submit in conjunction with the Principal, Academic Coordinator, Lead Agency, and Core Group of Teachers, a high quality, ready-for-DPI-review CLC Program Plan that identifies the learning curricula and other activities to be implemented in the CLC program, including recreational, social, and academic activities.
- ▲ Assist Academic Coordinator, Principal, Lead agency, Core Group of Teachers, Stakeholders, and CLC team with the development of an annual, ready-for-DPI-review CLC Needs Assessment to be submitted to MPS Recreation. The Site Coordinator will be responsible for the overall implementation of the CLC Needs Assessment.
- ▲ Assist the Principal, Academic Coordinator, and day school staff in recruiting and retaining students for all CLC program activities.
- ▲ Communicate and meet regularly with CLC Principal, Lead Agency, Academic Coordinator, CLC Project Team, and CLC and day school staff to discuss CLC performance, address issues, and offer support.
- ▲ Coordinate, direct, and monitor the CLC staff and volunteers for overall effectiveness in carrying out the CLC's program plan and operations.
- ▲ Collect and complete all documentation (written and electronic) related to CLC programming such as attendance, accident/incident reports, surveys, etc. in accordance with required deadlines. All submitted paperwork must be complete, accurate, and legible.
- ▲ Complete assignments and duties as directed by the Lead Agency and per CLC contractual requirements.
- ▲ Attend School Learning Team meetings, School Governance Council meetings, bi-monthly CLC Site Coordinator mandatory meetings, required trainings and professional development to ensure ongoing communication with day school, and CLC Project Team Staff.
- ▲ Become trained in the APlus attendance tracking system. Ensure that data entered into the APlus System (i.e., program activities, participant registrations, rosters, and attendance) is up to date and accurate, including:
  - APR data
  - Site Information data
  - Program activities
  - Participant registrations
  - Rosters
  - Daily attendance
- ▲ Keep all signed registration forms and attendance records in a secure, locked place. All CLC records, including registration, attendance, and financial documents, must be retained/archived in a secure location for a period of at least seven years. Records may be kept on file digitally.
- ▲ Complete annual mid-year reviews to discuss CLC performance with Principals, Lead Agency Representative, Academic Coordinators, and CLC Project Team. Complete end-of-year reviews as required.
- ▲ Identify and work with non-profit organizations, governmental bodies, and philanthropic organizations in developing "sustainability" resources for CLC program operations.
- ▲ Work with CLC Lead Agency, Site Coordinator, and CLC team to submit annual CLC Yearly Progress Report (YPR) as required by DPI in accordance with required deadlines.
- ▲ Ensure compliance with all DCF 25I License Exempt Health and Safety Checklist requirements.



UPDATED – 6/26/2019

## **MPS COMMUNITY LEARNING CENTER ROLES & RESPONSIBILITIES ACADEMIC COORDINATOR**

It is required that all Academic Coordinators be a certified teacher. It is **strongly recommended** that the Academic Coordinator be day school staff so he or she may have a working relationship with other day school staff (e.g., literacy coach, learning team, principal, classroom teachers, etc.) and can bridge the needs of day school with CLC. The recommended minimum hours per week to effectively perform the responsibilities of this position is at least six to eight hours.

- ▲ Develop and submit in conjunction with the Principal, Site Coordinator, Lead Agency, and Core Group of Teachers, a ready-for-DPI-review CLC Program Plan to be submitted that identifies learning curricula, as aligned with the CLC Needs Assessment, to be implemented for CLC academic enrichment.
- ▲ Assist Academic Coordinator, Principal, Lead agency, Core Group of Teachers, Stakeholders, and CLC team with the development of an annual, ready-for-DPI-review CLC Needs Assessment to be submitted to MPS Recreation. The Academic Coordinator will be responsible for gathering, analyzing, and evaluating, student achievement data and otherwise driving the academic component of the CLC Needs Assessment.
- ▲ Identify, in conjunction with the Principal, a core group of teachers from the day school who will actively support the implementation of a quality academic program for the Community Learning Center.
- ▲ Direct the development, implementation, coordination, and monitoring of school-directed quality academic programming that supports academic achievement of CLC participants during extended school hours.
- ▲ Academic Coordinator's role is **not** to facilitate groups or teach classes on an ongoing basis. Their role is to provide support to group leaders and CLC instructors.
- ▲ Assist the day school in recruiting and retaining students **with the greatest academic need** to participate in CLC academic activities such as math, literacy, or science enrichment, tutoring, and homework support programs. Targeted students will be selected based on specific criteria developed by the CLC team, but not limited to:
  - Reading and/or Math scores are Below Target, Well Below Target, or Significantly Below Target in reading and/or math STAR assessments,
  - Failing/poor grades as reported on District report cards or progress reports, and/or
  - Teacher, principal, or parent referrals.
- ▲ Facilitate training for the CLC staff and volunteers in a variety of areas: academic support; Common Core State Standards; School and District Improvement Plan Objectives; and You 4 Youth (y4y) afterschool professional development resources, etc.
- ▲ Communicate regularly (i.e., daily, weekly, as needed) with classroom teachers regarding student progress and individual student needs that can be supported through the CLC extended day academic program.
- ▲ Collect, monitor, evaluate, and share student data on an ongoing basis to determine the effectiveness of the strategies and curricula implemented.
- ▲ Work with CLC Lead Agency, Site Coordinator, and CLC team to submit annual CLC Yearly Progress Report (YPR) as required by DPI in accordance with required deadlines.



- ▲ Monitor and provide technical support to CLC academic program staff and volunteers.
- ▲ Attend bi-monthly CLC Academic Coordinator mandatory meetings and School Learning Team, Grade Level Meetings, Department Level Meetings, Parent Meetings, etc., making recommendations regarding the CLC academic program needs.
- ▲ Report CLC student progress regularly to the School Learning Team and/or School Governance Council, CLC parents, day school staff and administration, and larger community (i.e., posting evaluation on school or agency website, newsletters, or community mailings to neighborhood households)



UPDATED – 6/26/2019

## **MPS COMMUNITY LEARNING CENTER ROLES & RESPONSIBILITIES LEAD AGENCY**

- ▲ Identify, in conjunction with the Principal, a Site Coordinator to oversee CLC operations on site, and an Academic Coordinator to oversee the academic component of the CLC.
- ▲ Assure that all staff hired for the CLC program are qualified, trained, and able to perform all duties and responsibilities as assigned.
- ▲ Responsible for ensuring that all CLC Staff positions (i.e., Site Coordinator, Academic Coordinator, Safety, Data, etc.) are filled at all times. In cases where staffing vacancies exist, Principal/Lead Agency will work collaboratively to fill vacant positions per contract timelines.
- ▲ Develop and submit in conjunction with the Principal, Academic Coordinator, Site Coordinator, and Core Group of Teachers, a high quality, ready-for-DPI-review CLC Program Plan that identifies the learning curricula and other activities to be implemented in the CLC program, including recreational, social, and academic activities.
- ▲ Assist the Principal, Site Coordinator, Academic Coordinator, and day school in recruiting and retaining students for all CLC program activities.
- ▲ Provide and/or facilitate professional development training opportunities for the CLC staff in the areas of program development, first aid and CPR, behavior management strategies, program planning, lesson plan design and implementation, etc.
- ▲ Hire and evaluate all CLC Staff. Conduct criminal background checks on all individuals planning to work and/or volunteer in the CLC. Submit to MPS results of all criminal background checks.
- ▲ By the 28<sup>th</sup> of each month, submit CLC expense/cost reports to CLC Finance Team for approval and reimbursement on a monthly basis. Copies must be signed by Principal before being submitted for approval.
- ▲ Submit all required CLC reports, site observations, or requested information by assigned deadlines.
- ▲ Monitor the CLC program on a quarterly basis (**October, January, March, and May**). Provide resources and ongoing training to CLC staff as needed based on quarterly monitoring observations to ensure continuous program improvement, quality and safety.
- ▲ Monthly monitor APlus data to ensure timely input of all student and family program participation on the District's web-based APlus attendance tracking system and completion of requested and required data.
- ▲ Complete annual mid-year reviews to discuss CLC performance with Principals, Site Coordinators, Academic Coordinators, and CLC Project Team. Complete end-of-year reviews as required.
- ▲ Identify and work with non-profit organizations, governmental bodies, and philanthropic organizations in developing "sustainability" resources for CLC program operations.
- ▲ Work with MPS Recreation, Principal, and CLC team to submit annual CLC Yearly Progress Reports (YPR) as required by DPI in accordance with required deadlines.
- ▲ Attend CLC APlus training as required by MPS Recreation.
- ▲ Submit by the 28<sup>th</sup> of each month with required monthly expense/cost reports, all required APlus attendance and activity reports to verify accuracy and completion of CLC data.
- ▲ Assist Site Coordinator, Academic Coordinator, Principal, and CLC team with the development of an annual, ready-for-DPI-review CLC Needs Assessment to be submitted to MPS Recreation. With support from the Lead Agency, the Site Coordinator will be responsible for the implementation of the CLC Needs Assessment.
- ▲ Ensure compliance with all DCF 251 License Exempt Health and Safety Checklist requirements.



**UPDATED – 6/26/2019**

## **MPS COMMUNITY LEARNING CENTER ROLES & RESPONSIBILITIES PRINCIPAL**

- ▲ Conduct the interview process for the identification, selection, and contracting of the Community Based Organization (CBO) that will serve as the CLC Lead Agency.
- ▲ Identify, in conjunction with the Lead Agency, a Site Coordinator to oversee CLC operations on-site and an Academic Coordinator who is a certified teacher to oversee the academic component of the CLC.
- ▲ Identify, in conjunction with the Academic Coordinator, a core group of teachers from the day school who will actively support the implementation of a quality academic program for the CLC.
- ▲ Monitor the CLC program on a quarterly basis (**October, January, March, and May**). Provide resources and ongoing training, in alignment with day school professional development opportunities, for CLC staff as needed based on quarterly monitoring observations to ensure continuous program improvement, quality and safety and alignment with day school students' academic needs.
- ▲ Identify and implement appropriate strategies to assess student progress in the CLC academic program as aligned with the School Improvement Plan needs.
- ▲ Develop and submit, in conjunction with the Academic Coordinator, Site Coordinator, Core Group of Teachers and Lead Agency, a CLC Program Plan that identifies the learning curricula and other activities to be implemented in the CLC program, including recreational, social, and academic activities.
- ▲ Support the CLC Lead Agency in ensuring that all CLC Staff positions (Site Coordinator, Academic Coordinator, Safety, Data, etc.) are filled at all times. In cases where staffing vacancies exist, Principal/Lead Agency will work collaboratively to fill vacant positions per contract timelines.
- ▲ Assist the Lead Agency in identifying students **with the greatest academic needs** and recruiting and retaining students for the CLC program.
- ▲ Communicate District and School policies and initiatives, Common Core State Standards; School Improvement Plan Goals; School Crisis Plan; Fire Drills, etc. to CLC staff.
- ▲ Encourage collaboration with the School Learning Team and/or School Governance Council in assessing the effectiveness of CLC programs, including academics, social, and recreational activities.
- ▲ Attend all CLC meetings as requested, or send an administrative representative from the day school.
- ▲ If unavailable, the principal will identify an administrative designee from the day school to handle all CLC-related issues and serve as the contact person for the CLC Project Team.
- ▲ Communicate regularly with CLC Site Coordinator, Lead Agency, and MPS Day School Staff to ensure the success of CLC.
- ▲ Provide adequate office space in the school (desk, locked filing cabinet, phone line, voice mail set up or answering machine, MPS-networked computer, secured storage space) for CLC Site Coordinator
- ▲ Provide access to an appropriate number of classrooms, labs, gyms, cafeteria, libraries, and computers/computer labs to support CLC program needs and assure an appropriate learning environment.
- ▲ Work with CLC Lead Agency, Site Coordinator, and CLC team to submit annual CLC Yearly Progress Report (YPR) as required by DPI in accordance with required deadlines.
- ▲ Assist Site Coordinator, Academic Coordinator, Lead agency, and CLC team with the development of an annual, ready-for-DPI-review CLC Needs Assessment to be submitted to MPS Recreation. The Site Coordinator will be responsible for the overall development and implementation of the CLC Needs Assessment.





▲  
**UPDATED – 6/26/2019**

## **MPS Community Learning Center ROLES & RESPONSIBILITIES PROJECT TEAM**

- ▲ Plan, develop, administrate, monitor, and evaluate the 21<sup>st</sup> Century CLC Program awarded to MPS by the Wisconsin Department of Public Instruction (DPI).
- ▲ Prepare and submit all required CLC reports to respective governmental authorities in accordance with required deadlines.
- ▲ Monitor the CLC contractual compliances and recommend action strategies for non-compliance issues to the MPS Recreation team.
- ▲ Work with CLC Lead Agency, Site Coordinator, and CLC team to submit annual CLC Yearly Progress Report (YPR) as required by DPI in accordance with required deadlines.
- ▲ Conduct site observations of all CLCs a minimum of 4 times per academic year. Site observation feedback may be shared with the DPI, Principals, Lead Agency Representatives, and Site Coordinators.
- ▲ Review and approve the CLC Program Plan, assuring that the plan clearly describes and outlines a high quality, ready-for-DPI-review CLC program which identifies the learning curricula and other activities to be implemented in the CLC program, including recreational, social, and academic activities.
- ▲ Complete annual mid-year reviews to discuss CLC performance with Principals, Lead Agency Representative, Site Coordinators, and Academic Coordinators. Complete end-of-year reviews as required.
- ▲ Communicate regularly with CLC Principal, Lead Agency, Site Coordinator and Academic Coordinator to discuss CLC performance, address issues, and offer support.
- ▲ Communicate District policies and initiatives impacting afterschool to CLC Lead Agencies, Principals, Site Coordinators, and Academic Coordinators.
- ▲ Serve as a resource to CLCs in the following areas: CLC standards, grant requirements, afterschool program best practices, curriculum development; academic enrichment resources; instructional support for CLC staff; behavior supports for students; program design and planning; program implementation; roles and responsibilities; recreation programming; etc.
- ▲ Have primary fiscal accountability for all CLC funds. Review and approve monthly cost reports submitted by the Lead Agency and Principal.
- ▲ Identify and work with non-profit organizations, governmental bodies and philanthropic organizations in developing “sustainability” resources for CLC program operations.
- ▲ Ensure compliance with all DCF 251 License Exempt Health and Safety Checklist requirements.



### 2019-20 COMMUNITY LEARNING CENTERS

#### Request for Professional Training/Conference Reimbursement

Name of Training/Conference: \_\_\_\_\_

Date(s) of Training/Conference: \_\_\_\_\_ Training Location: \_\_\_\_\_

Name of Organization Offering Training: \_\_\_\_\_

Name(s)/CLC Position(s) of Individuals Attending Training: \_\_\_\_\_

Purpose for Attending Training: \_\_\_\_\_

Estimated Reimbursement Amount	
Air	\$ _____
Auto	\$ _____
Other	\$ _____
Hotel	\$ _____
Taxi/Shuttle	\$ _____
Registration Fee	\$ _____
Other Miscellaneous	\$ _____
<b>Total</b>	<b>\$ _____</b>

\_\_\_\_\_  
CLC Site Coordinator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
CLC Location

\_\_\_\_\_  
CLC Lead Agency Representative Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
CLC Project Staff Signature

\_\_\_\_\_  
Date

Approved \_\_\_\_\_ (Date)

Denied \_\_\_\_\_ (Date)

Reason for Denial: \_\_\_\_\_  
\_\_\_\_\_

**Please return this form at least 30 days prior to Conference date to:**

MPS Department of Recreation and Community Services  
Attn.: Leighton Cooper [cooperld@milwaukee.k12.wi.us](mailto:cooperld@milwaukee.k12.wi.us)  
Phone: (414) 475-8844

# Monthly Cost Report

**For Use by MPS Finance**

Return by the 28th of each month to:  
 Milwaukee Recreation Department  
 Attention: Michelle Walters  
 5225 W. Vliet St., Room 162  
 Milwaukee, WI 53208

CLC Location: \_\_\_\_\_  
 Lead Agency: \_\_\_\_\_  
 Contract Amount: \_\_\_\_\_  
 Total Program Budget: \_\_\_\_\_  
 Report #: \_\_\_\_\_  
 Current Report from: \_\_\_\_\_ to \_\_\_\_\_  
 Prepared by: \_\_\_\_\_  
 Date: \_\_\_\_\_

Accepted and Authorized by MPS Project Coordinator.  
 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## CLC Program Year: 2019 - 20120

Cost Category	Budget To Date	Previous Month Exp / Rev	Current Month Exp / Revenue	Cost / Rev To-Date	Budget Balance
Personnel (Full & Part-Time) Gross Salary	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits (Full & Part-Time) Employer Paid	\$ -	\$ -	\$ -	\$ -	\$ -
General Services, Snacks, Admissions, Family meals	\$ -	\$ -	\$ -	\$ -	\$ -
Office Supplies & Materials	\$ -	\$ -	\$ -	\$ -	\$ -
Program Supplies & Materials	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Purchase	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment Rental	\$ -	\$ -	\$ -	\$ -	\$ -
Contractual Services	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation (Contracted busses and leases)	\$ -	\$ -	\$ -	\$ -	\$ -
*Administrative Costs	\$ -	\$ -	\$ -	\$ -	\$ -
Centralized Expenses (Office Use Only)	\$ -	\$ -	\$ -	\$ -	\$ -
<b>SUB-TOTALS</b>	\$ -	\$ -	\$ -	\$ -	\$ -
<b>CLC Program Revenue</b>	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTALS</b>	\$ -	\$ -	\$ -	\$ -	\$ -

\*CLC Contract Awards of \$99,000 - \$137,750 are Allowed a Maximum of 10% for Administrative Costs/All Contract Awards of \$75,000 are Allowed a Maximum of \$5,000 for Administrative Costs

I certify that the information contained in this report is correct, is recorded as such on the books of this agency, and that the expenditures reflected herein were made in accordance with conditions of the agreement of this agency with the 21st Century Community Learning Centers and MPS

Agency Director: \_\_\_\_\_ Date: \_\_\_\_\_

CLC Principal: \_\_\_\_\_ Date: \_\_\_\_\_

# CLC Schedule of Paid Costs Monthly Report

Project Name: 21st Century CLC		Account No.:	Budget Cost Category:				Cost Report Number	
Check No.	Date	Payee Description/Purpose of Purchase	<i>To Be Completed by Project Operator</i>				<i>To be Computed by MPS</i>	
			Total Amount	% Claimed	Amount Claimed	Adjustments	Amount	Reimbursed
<b>Budget Category Total</b>								

**This form must accompany the Monthly Cost Report, due on the 28th of each month.**

Provider Please Note: Expenditures will not be authorized if the purpose of the purchase is not included on this form.

# 21st Century CLC Project Annual Budget Forecast

CLC Location: \_\_\_\_\_ Prepared By: \_\_\_\_\_  
 Lead Agency: \_\_\_\_\_ Phone Number: \_\_\_\_\_  
 Total Budget: \_\_\_\_\_

COST CATEGORY	BUDGET	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Personnel													
Fringe Benefits													
General Services													
Office Supplies													
Program Supplies													
Equipment Purchase													
Equipment Rental													
Contractual Services													
Transportation													
Administrative Cost													
Centralized Expenses													
Building Operations													
Period		0	0	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	0	0	0	0	0	0	0

**Balance**

Lead Agency: \_\_\_\_\_ Date: \_\_\_\_\_  
 Accepted By MPS: \_\_\_\_\_ Date: \_\_\_\_\_

COMMUNITY LEARNING CENTER PROGRAM BUDGET

Personnel - Direct	Pay Rates	Hrs Per Day	Hours Per Week	# Program Weeks	Totals
Site Coordinator					
Academic Coordinator					
Technology Coordinator					
Security Monitor					
Security Monitor					
Data Entry Clerk					
CLC Academic Enrichment Positions					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
<b>Fringe Benefits - Direct</b>	<u>Give Detailed description</u>				<b>Totals</b>
Insurance					
Retirement					
Social Security					
Unemployment					
Workers Compensation					

**COMMUNITY LEARNING CENTER PROGRAM BUDGET**

<b>General Services - Direct</b>	<u>Give Detailed description</u>	<b>Totals</b>
Field Trips		
Participant Nutritious Snacks/Meals		
Program Advertising and Printing		
Staff Training		
Staff / Participant Travel		
Family Events		
<b>Program Supplies - Direct</b>	<u>Give Detailed description</u>	<b>Totals</b>
Instructional Materials		
Program Materials		
Course / Activity Supplies		
Staff / Participant Apparel		
Computer Software		
<b>Office Supplies - Direct</b>	<u>Give Detailed description</u>	<b>Totals</b>
General Office Supplies		
Equipment Supplies		
Program Publications & Periodicals		
Program Subscriptions/Books		
Mailings / Postage		
Duplication		
Other (specify)		

**COMMUNITY LEARNING CENTER PROGRAM BUDGET**

<b>Equipment Purchases - Direct</b>	<u>Give Detailed description</u>	<b>Totals</b>
Computer / Printers		
Copier / Fax / Machine		
photographic		
Furniture		
Audio		
Telephone / Answering Machines		
<b>Equipment Rental - Direct</b>	<u>Give Detailed description</u>	<b>Totals</b>
Audio / Visual		
Furniture		
DJ Equipment		
<b>Contractual Services - Direct</b>	<u>Give Detailed description</u>	<b>Totals</b>
Program Consultants		
Subcontracted Services		
<b>Transportation - Direct</b>	<u>Give Detailed description</u>	<b>Totals</b>
Contracted busses and leases		
<b>Administrative Costs - In-direct</b>	<u>Give Detailed description</u>	<b>Totals</b>
* See Cost Categories		
Please Note: When completing this budget be as specific as possible and if necessary attach additional pages for justifications.		

Return to MPS Recreation, Room 163 no later than August 31, 2018.



# CLC COST CATEGORIES

CATEGORY	DESCRIPTION
<b>Personnel (Direct)</b>	<ul style="list-style-type: none"> <li>▶ Direct Program Employee's Salary / Wages Expense</li> </ul>
<b>Fringe Benefits (Direct)</b>	<ul style="list-style-type: none"> <li>▶ Insurance (Disability, Health &amp; Dental, Life)</li> <li>▶ Medicare</li> <li>▶ Retirement</li> <li>▶ Social Security</li> <li>▶ Unemployment Compensation</li> <li>▶ Workers Compensation</li> </ul>
<b>General Services (Direct)</b>	<ul style="list-style-type: none"> <li>▶ Event / Activity Admission Fees</li> <li>▶ Participant Nutritious Snacks &amp; Meals</li> <li>▶ Program Advertising and Printing (must include CLC reference and/or logo)</li> <li>▶ Staff Training</li> <li>▶ Staff / Participant Travel (In-State or Out-of-State)</li> </ul>
<b>Program Supplies (Direct)</b>	<ul style="list-style-type: none"> <li>▶ Instructional Materials</li> <li>▶ Program Materials</li> <li>▶ Course / Activity Supplies (i.e., art, recreation, athletic, etc)</li> <li>▶ Staff / Participant Apparel (must include CLC reference and/or logo)</li> <li>▶ Computer Software</li> </ul>
<b>Office Supplies (Direct)</b>	<ul style="list-style-type: none"> <li>▶ General Office Products &amp; Consumable Supplies</li> <li>▶ Equipment Supplies (i.e., paper, ink, etc.)</li> <li>▶ Program Publications &amp; Periodicals</li> <li>▶ Program Subscriptions/Books</li> <li>▶ Mailings / Postage</li> <li>▶ Duplicating</li> </ul>
<b>Equipment Purchase (Direct)</b>	<ul style="list-style-type: none"> <li>▶ Computer / Printer</li> <li>▶ Copy/Fax Machine</li> <li>▶ Photographic</li> <li>▶ Furniture</li> <li>▶ Audio</li> <li>▶ Telephone/Answering Machine</li> </ul>
<b>Equipment Rental (Direct)</b>	<ul style="list-style-type: none"> <li>▶ Audio /Visual</li> <li>▶ Furniture</li> <li>▶ DJ Equipment</li> </ul>
<b>Contractual</b>	<ul style="list-style-type: none"> <li>▶ Subcontracted Services</li> </ul>
<b>Transportation (Direct)</b>	<ul style="list-style-type: none"> <li>▶ Contracted Busses and Leases/Bus Tickets</li> </ul>
<b>Administrative/In direct Cost</b>	<ul style="list-style-type: none"> <li>▶ The maximum amount for administrative costs is limited to \$10,000 for CLC sites whose grant awards are \$99,000 - \$137,500. CLC/s whose grant awards are \$75,000 are limited to a maximum of \$5,000 for administrative costs. The maximum amount for administrative costs (if claimed) will be 10% of current monthly expenses including W-2.</li> </ul>

**NOTE:**

All cost reimbursement requests must be directly related to services provided to and/or for the authorized participants of the 21st Community Learning Center Program.

**ADMINISTRATIVE COSTS:**

In-direct costs that are incurred by the Provider in operating and administrating the CLC program and are not with direct program services. These costs can be, but aren't limited to, administrative expenses, i.e., bookkeeping, accounting, insurance, criminal background checks, auditing or a percentage of staff's salary/wages for supervision of CLC programs. These costs must be identified and submitted to MPS as part of the CLC Program Budget, Appendix G.

The maximum amount for administrative costs is limited to \$10,000 CLC sites whoses grant awards are \$99,000 -\$137,500. CLC si whoses grant awards are \$ 75,000 are limited to a maximum of \$5,000 for administrative costs. The maximum amount for administrative costs (if claimed) will be 10% of current monthly expenses including W2 cost reports.

**CONTRACTUAL SERVICES:**

Costs associated with the purchase of professional services or advice, under a contract by a firm or individual not employed by the Provider. This service or advice shall be required for the successful operation of a CLC program and can include expenses for hiring consultants or program subcontractors. (Note: Provider has the sole responsibility for ensuring that proper contract/procurement procedures are used in securing contracts and that all relevant legislation pertaining to non-discrimination and "fairness" is followed.) Provider shall also be responsible for submitting copies of all subcontracts and professional service agreements that cost reimbursements will be requested for prior to, or along with the Monthly Cost Report which requests such reimbursement.

**EQUIPMENT PURCHASE:**

Equipment purchases made with CLC funds should be related to the objectives of the CLC program. Costs associated with the purchase of tangible personal property that have a unit acquisition cost equal to or over one hundred-fifty dollars (\$150) and a useful life of one year or longer. Equipment purchases must be pre-approved by MPS and shall be purchased for the Provider's program usage only. All equipment remains the sole property of MPS and shall be identified by an inventory number that is tagged on any equipment purchased with CLC funds and is made a part of the Provider's end of the year report to MPS.

**EQUIPMENT RENTAL:**

Costs associated with the rental of tangible personal property having a unit acquisition cost equal to or over one hundred-fifty dollars (\$150). Equipment must be rented for the sole purpose or usage by the Provider in carrying out the goals and objectives of the 21st Century Community Learning Center program.

**FRINGE BENEFITS:**

Benefits that employers provide in an employee's compensation package. They can include, but are not limited to, costs of leave, insurance, social security contribution, Medicare contribution, pensions, unemployment benefits plans, retirement, etc.

**GENERAL SERVICES:**

Identified and documented costs paid for services provided to and/or for 21<sup>st</sup> Century Community Learning Center participants in the fulfillment of the CLC program goals and objectives. These costs can be event/activity admission fees, "nutritious" snacks & meals, program advertising,

**OFFICE SUPPLIES:**

Identified and documented costs associated with the purchase of basic office accessories, publications, subscriptions and supplies, including paper materials and supplies used for copiers / computers. Printing and postage expenses are also included in this category.

**PERSONNEL:**

Compensation (salary or wages) provided to program employees for services rendered in the operation of the 21<sup>st</sup> Century Community Learning Center (CLC) Program. Documentation submitted, shall include information on employee's pay rate, hours, pay period, check number and authorized deductions.

**PROGRAM FEES/REVENUE GENERATING ACTIVITIES:**

- The Provider shall maintain adequate source records relating to program fees and revenue generating activities (i.e., registration, weekly fees, and field trips) and include documentation of all funds collected in the 21st

Century Community Learning Center Monthly Cost Report. All revenue generated must be reported on the CLC Cost Report on a monthly basis.

- All funds generated through the collection of W2 child care subsidies, shall be monitored by MPS. MPS will provide a monthly statement to Provider reflecting funds collected and money accrued.

**PROGRAM SUPPLIES:**

Costs associated with the purchases of tangible goods and other expenses necessary for carrying out the CLC program operation. They include supplies having a purchase price less than one hundred-fifty dollars (\$150). Examples of these expenses include, but are not limited to: program materials, instructional materials, staff / participant apparel and *computer software*.

**TRANSPORTATION:**

Costs associated with contracted or leased transportation expenses (i.e., busses, vans, etc. Copies of vendor invoices and/or billings must be submitted to MPS. They shall include information on the purpose or trip identification, number of participants, dates and vendor name).

**UNALLOWABLE COST ITEMS:**

Any cost unrelated to the CLC program goals and objectives as determined by the MPS Division of Recreation and Community Services.

- Purchases or salaries not within the scope of the CLC program
- Alcoholic beverages
- Late charges or fees; Credit Card fees
- Contributions, donations or tips
- Provider's non-CLC related promotional items (such as t-shirts, pens, stickers, posters, etc.)
- Taxes (exception: Federal Taxes)
- Gas
- Unpaid personal credit card purchases that do not have the original receipt. Note: CLCs are not allowed to use the district or individual school names in association with credit card purchases. Additionally, personal credit cards should only be used for minor purchases in the event that the normal purchasing process through the Provider is not available for the items needed. Such purchases must be reasonable, ordinary, and necessary for the operation of the CLC.
- Door prizes and incentive items for staff and participants.
- Agency signage to be placed within or outside of school facilities.
- DVDs
- Video game systems, accessories, and games
- Pool Tables, Foosball Tables, and Air Hockey Tables
- Program and equipment purchases not directly aligned to educational, health and wellness programming.

## APPENDIX H

### HUB Utilization Plan

**Page 1 of 2**

The prime vendor should use this form when there is a HUB participation requirement. The form documents how the HUB requirement will be met and will become a binding part of the contract. If you are a prime vendor who is also a HUB vendor and will be providing services to meet a HUB participation requirement, you must fill this section out. Prime HUBs must identify the actual percentage of service/product they will provide. Only the percentage of service/product actually provided by the HUB prime will count toward HUB participation.

If you are a prime vendor who is not a HUB, list any contractors or vendors you will employ or partner with to fulfill the HUB requirement.

THIS SECTION MUST BE FILLED IN COMPLETELY. FAILURE TO LIST ALL HUB CONTRACTORS OR VENDORS MAY RESULT IN YOUR RESPONSE BEING DECLARED INVALID AND REMOVED FROM CONSIDERATION. IDENTIFICATION OF A HUB FIRM HERE INFERS PRIME HAS SPOKEN WITH HUB VENDOR AND BOTH ARE IN AGREEMENT WITH CONTINGENT COSTS AND SERVICES LISTED BELOW:

**PROVIDE THE FOLLOWING INFORMATION FOR EACH HUB VENDOR. ATTACH ADDITIONAL SHEETS IF REQUIRED.**

COMPANY NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

PHONE #: \_\_\_\_\_ EMAIL: \_\_\_\_\_

CONTACT PERSON: \_\_\_\_\_

PLEASE LIST TYPE OF WORK TO BE PERFORMED, WHICH MUST BE COMMERCIALY USEFUL TO THE SCOPE OF SERVICES OF THE RFP. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

IS THIS A CERTIFIED FIRM? \_\_\_\_\_ Yes \_\_\_\_\_ No **(You must include a copy of the current certification)**

CHECK WHICH TYPE OF FIRM:  MBE,  WBE,  SBE,  DBE,  SBA-8A or OTHER \_\_\_\_\_  
**(PLEASE SPECIFY CERTIFICATION TYPE)**

DOLLAR AMOUNT OF HUB PARTICIPATION: \$ \_\_\_\_\_

PERCENT OF BID: \_\_\_\_\_% Total HUB participation must be equal or greater than \_\_\_\_\_%

1. List the name, address, telephone number for the contact person of all HUB firms contacted to meet the HUB goals, excluding those listed above. (Attach additional documentation if necessary.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Please indicate any problems you had in meeting the HUB requirement for this RFP. Did you contact CCS during preparation of this RFP? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

The undersigned acknowledges that the HUB participation percentages are mandatory and failure to comply with them will render this bid response invalid and any contract made pursuant to it void.

This proposal is submitted by: \_\_\_\_\_  
(Name of Proposer's Firm)

\_\_\_\_\_  
(Street Address) (City, State and Zip Code)

At Milwaukee, Wisconsin, this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_

If a corporation, also answer the following:  
Incorporated under the laws of which state? \_\_\_\_\_

**AFFIX YOUR CORPORATE SEAL HERE:** 

If you are incorporated outside of Wisconsin, are you licensed to do business in Wisconsin? \_\_\_\_\_

Print or type the name of the authorized signer:  
\_\_\_\_\_

Proposer's Signature and Title:  
\_\_\_\_\_  
Signature Title

## APPENDIX H1 - A

**Prime Vendor Information Sheet**

This form should be filled out by the **PRIME** vendor with prime vendor company information regardless of whether there is a HUB participation requirement listed.

Prime HUBs must identify the actual percentage of service/product they will provide. Only that percentage of service/product actually provided by the HUB prime will count toward HUB participation.

You are also encouraged to fill out additional forms for each of your subcontractors. The information in this appendix will be used for statistical reporting purposes only.

Are you a certified MBE firm?     Yes     No    Certifying Agency\_\_\_\_\_

Are you a certified WBE firm?     Yes     No    Certifying Agency\_\_\_\_\_

Are you a certified SBA-8A SBE, DBE, DVSOB firm?     Yes     No    Certifying Agency\_\_\_\_\_

Total number of all employees within your company: \_\_\_\_\_

Number of minority employees within your company: \_\_\_\_\_

Number of women employees within your company: \_\_\_\_\_

1. Please include a copy of each firm’s [prime and subcontractor] Affirmative Action Statement.
2. Please provide the following information for each individual assigned as a team member on the MPS project (both prime vendor team and subcontractor team): Name, project assignment, ethnicity, gender, resident (r) or non-resident (nr) of Milwaukee, and hours/percent of project dollars.

<u>Name of Team Member</u>	<u>Project Assignment</u>	<u>Ethnicity</u>	<u>M/F</u>	<u>Resident/ Non-resident</u>	<u>% of Project Dollars</u>



**SCHEDULE H1-B**

**Student Career Awareness/Education Plan/Commitment**

Project/Contractor Information

_____	_____	_____
CONTRACTOR COMPANY NAME	MPS SITE/PROJECT NAME	NUMBER OF REQUIRED HOURS

Name of Education Liaison Contact

_____	_____	_____	_____
CONTACT PERSON	PHONE	FAX	E-MAIL

Place an "X" below to indicate how you plan to fulfill your career awareness/education requirement. This is a ten (10) hr. requirement unless otherwise listed in the project specifications. Preparation time of two (2) hours is allowed. Career awareness/education hours are counted by company, not by number of presenters. Interviews with students for fulfillment of student employment requirements and conversations with CCS personnel are not counted toward education activities.

- |                                                                                         |                                                                                |
|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <input type="checkbox"/> Classroom skill development/project activity                   | <input type="checkbox"/> Career-based learning & online career coach mentoring |
| <input type="checkbox"/> Student group tours/observations – job site                    | <input type="checkbox"/> Classroom presentation/demonstration                  |
| <input type="checkbox"/> Contractor provided option (Please provide description.) _____ |                                                                                |

Provide a detailed description of your career awareness/education plans for this project.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I hereby declare and affirm that I, \_\_\_\_\_

am a duly authorized representative of \_\_\_\_\_

located in \_\_\_\_\_

STATE	COUNTY	CITY
-------	--------	------

and that I have personally reviewed the material and facts describing our proposal regarding student career awareness/education. I agree to provide the experience(s) contained herein. If a contractor is non-compliant, MPS may impose one or more identified sanctions, and require proof of corrective action by the contractor.

_____	_____	_____
SIGNATURE OF AUTHORIZED COMPANY OFFICER	TITLE	DATE

**For Office Use Only**

_____	_____	_____
SIGNATURE OF CCS REPRESENTATIVE	TITLE	DATE

## HUB AND STUDENT ENGAGEMENT INFORMATION AND FORMS

All the information you need related to Historically Underutilized Business (“HUB”) or Student Engagement Program, including all applicable forms, can be found in this document.

In educating the children and youth of Milwaukee, MPS is also a primary purchaser of goods and services in the Milwaukee marketplace. MPS believes it is obligated to display, in its own operations, the values of excellence, diversity and economic responsibility that it strives to teach its students. To that end, many MPS contracts require the use of HUB firms and the engagement of the Contractor in Student Employment and/or Student Career Education activities.

### **Program Specifications: Historically Utilized Businesses (HUB)**

It is the declared administrative policy, 3.10, of the Board and its administration to aid, assist, and protect, to the extent justified by the evidence, the interests of historically underutilized business (HUB) concerns to preserve free competitive enterprise and to ensure that a fair proportion of the total purchases and contracts or subcontracts for goods and services for MPS be placed with HUBs. Therefore, MPS contracts may require the use of HUB firms within the prime Contractor/Vendor proposal response when a participation requirement is assigned.

HUB firms are defined as for-profit businesses 51% or more owned, controlled, and managed by minority, women, disadvantaged, emerging, small or other MPS-targeted business owners who have been certified as such by an MPS-recognized agency. MPS has an annual HUB participation goal equal to 25% of all applicable purchases. Contact Contract Compliance Services (CCS) for other eligible considerations.

HUB participation must be “commercially useful”; *i.e.*, the goods or services to be provided by the HUB firm are a direct function of the scope of services described in this RFP and resulting contract. The HUB participation requirement may be met by respondent in several ways:

- (1) By identifying your firm as a certified HUB vendor that intends to perform a minimum of the required HUB participation for this RFP;
- (2) By engaging in a joint venture with a certified HUB firm;
- (3) By subcontracting with one or multiple certified HUB firm(s); or
- (4) By making second-tier purchases from one or multiple certified HUB firm(s).

Respondents may contact MPS’s Office of Contract Compliance Services for a list of acceptable certifications for HUB consideration. The Office of Contract Compliance Services may also be contacted for the purposes of furnishing a list of registered HUB firms for participation consideration. Furnished lists by the Office of Contract Compliance Services serves as an additional resource and does not limit Contractor/Vendor means to dictate how HUB participation shall be pursued. No credit for participation will be granted until HUB firm certification documentation is received.

A HUB Utilization Plan, must be completed to document how you expect to meet the HUB requirement for this project. This will become a binding part of the contract. Failure to return the HUB Utilization Plan with 20 business days following MP Board approval of the contract award.

Organizations with questions about the HUB Program before contract award should email those questions to [505@milwaukee.k12.wi.us](mailto:505@milwaukee.k12.wi.us).



## Program Specifications: Student Engagement Program

Per Administrative Policy 3.10, the Student Engagement program seeks to maximize Contractor involvement in career education and employment opportunities for students. The Student Engagement Program has two separate components: (1) career education activities that directly involve MPS students; and (2) paid student employment hours that provide one or more MPS students with an actual, meaningful employment experience. To meet student employment hours, students must be registered through MPS's student database. Once hired by the Contractor, students will be paid, at a minimum, the current Living Wage Rate as identified by the City of Milwaukee Ordinance 310-13. Under no circumstances will students work under conditions that would be considered a hazardous work environment.

Career Education activities include, but are not limited to, the following:

- (1) Classroom presentations at MPS project sites or various contractor career-specific activities.
- (2) Full classroom or small group tours of office environments. If a contractor is going to provide this type of activity, all required permission slips/arrangements must be made with the school by following normal field trip procedures.
- (3) Classroom skill development project activities in conjunction with teacher lesson plans such as math, science, reading, writing, etc.
- (4) Online industry specific career coaching and mentorship
- (5) Other CCS-approved contractor provided options.

All vendors shall provide ten (10) hours of career education activities on each contract unless otherwise specified. Contractors are allowed two (2) hours of preparation time per MPS project. This two (2) hour preparation time is not applied to the requirement until the actual activities have been completed. The remaining eight (8) hours must be **actual engagement with MPS students that provides a meaningful career-related experience.**

Career Education activities include, but are not limited to, the following:

1. Classroom presentations at MPS project sites or various contractor career-specific activities.
2. Full classroom or small group tours of office environments. If a contractor is going to provide this type of activity, all required permission slips/arrangements must be made with the school by following normal field trip procedures.
3. Classroom skill development project activities in conjunction with teacher lesson plans such as math, science, reading, writing, etc.
4. Other CCS-approved contractor provided options.

### **HUB and Student Engagement Sanctions**

MPS shall withhold funds from the pay request when HUB and Student Engagement requirements are not met. Other sanctions may include withholding of payments, termination, suspension, or cancellation of the contract in whole or in part, prohibition from participation in any further contracts awarded by MPS for a specified period of up to three years, and any other remedy available to MPS at law or in equity.

**ACORD. CERTIFICATE OF LIABILITY INSURANCE**

DATE (MM/DD/YYYY)

OPID: JI 1  
9MPS--1  
7/28/17

<p>PRODUCER</p> <p style="text-align: center;"><b>Insurance Co. Name (Agency)</b></p>	<p>THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.</p>	
<p>INSURED</p> <p style="text-align: center;"><b>Name of Organization</b></p>	INSURERS AFFORDING COVERAGE	NAIC#
	INSURER A:	
	INSURER B: <b>Name(s) of Insurance Carriers</b>	
	INSURER C:	
	INSURER D:	
	INSURER E:	

**COVERAGES**

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAME ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR ADD'L LTR	INSRD	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YY)	POLICY EXPIRATION DATE (MM/DD/YY)	LIMITS	
A	X	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY CLAIMS MADE [KJ] OCCUR <input checked="" type="checkbox"/> <b>Sex Abuse Molestation</b> <hr/> GENERAL AGGREGATE LIMIT APPLIES PER <input checked="" type="checkbox"/> POLICY      PRO. JECT      LOO				EACH OCCURRENCE	\$ 1,000,000
						DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ 100,000
						MED EXP (Any one person)	\$ 5,000
						PERSONAL & ADV INJURY	\$ 1,000,000
						GENERAL AGGREGATE	\$ 2,000,000
						PRODUCTS - COMP/OP AGG	\$ 2,000,000
		AUTOMOBILE LIABILITY				COMBINED SINGLE LIMIT (Ea accident)	\$ 1,000,000
		<input checked="" type="checkbox"/> ANY AUTO				BODILY INJURY (Per person)	\$
		<input type="checkbox"/> ALL OWNED AUTOS				BODILY INJURY (Per accident)	\$
		<input type="checkbox"/> SCHEDULED AUTOS				PROPERTY DAMAGE (Per accident)	\$
		<input checked="" type="checkbox"/> HIREO AUTOS				AUTO ONLY - EAACCIDENT	\$
		<input checked="" type="checkbox"/> NON-OWNED AUTOS				OTHER THAN AUTO ONLY EAACC AGG	\$
		GARAGE LIABILITY ANY AUTO				EACH OCCURRENCE	\$ 4,000,000
		EXCESS/UMBRELLA LIABILITY				AGGREGATE	\$ 4,000,000
		<input checked="" type="checkbox"/> OCCUR [D] CLAIMS MADE					\$
		DEDUCTIBLE					\$
		<input checked="" type="checkbox"/> RETENTION					\$
		WORKERS COMPENSATION AND EMPLOYER'S LIABILITY				<input checked="" type="checkbox"/> WC/STATUS FOR INJITS	\$
		ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED?				E.L. EACH ACCIDENT	\$ 100,000
		If yes, describe under SPECIAL PROVISIONS below				E.L. DISEASE- EA EMPLOYEE	\$ 100,000
		OTHER				E.L. DISEASE-POLICY LIMIT	\$ 500,000
		<input checked="" type="checkbox"/> Professional Liability (see Section VI of Contract Agreement)				Each Occurrence	\$ 1,000,000
		<input checked="" type="checkbox"/> Fidelity Crime				Limit of Contract	
		<input checked="" type="checkbox"/> School Leaders Errors & Omissions or Directors & Officers*				Each Occurrence	\$1,000,000/2,000,000 Agg.

Description:

Additional Insured: Milwaukee Board of School Directors

**CERTIFICATE HOLDER**

**CANCELLATION**

9 SAMPLE

Milwaukee Board of School Directors  
5225 W. Vliet Street  
Milwaukee, WI 53208

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF. THE ISSUING INSURER WILL ENDEAVOR TO MAIL 30 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES.

AUTHORIZED REPRESENTATIVE



## BUILDING PERMIT FOR SCHOOL FACILITY USE

School Name: \_\_\_\_\_  
 School Number: \_\_\_\_\_  
 Date: \_\_\_\_\_

Date of Activity	Type of Activity	Services Required	Activity Hours		Rooms Requested	Financial Services to bill for any expenses incurred by the District	Budget Code
			From	To			

**OUTSIDE ORGANIZATION REQUESTS ONLY**

---

Department of Recreation and Community Services

**GENERAL SCHOOL USE**

---

Donald Bennett  
Recreation Manager

Contact Person:  
 Phone Number:  
 Fax Number:



## 2019-2020 CLC Fee Guidance

The Department of Public Instruction provides participating 21<sup>st</sup> Century Community Learning Centers with the ability to charge fees. If providers elect to charge fees, they must adhere to the following DPI guidelines:

- \* Fees must be nominal.
- \* Fees must not be a barrier to participation under ANY circumstances.
- \* Families are not required to submit evidence that they qualify for a waiver or reduction due to their income or other measure.
- \* Fees must be used during the fiscal year in which the income is generated.
- \* All fees and program income should be tracked and documented.
- \* Fees must be necessary to carry out program activities.

### MPS Suggested Fee Structure

<u>Session</u>	<u>Time</u>	<u>Daily Rate</u>	<u>Weekly Rate</u>
AM Only	7:00-9:00 AM	\$4.00 - \$8.00	\$20.00 - \$40.00
AM & PM	7:00-9:00 AM & 2:30-6:00 PM	\$9.80 - \$16.60	\$49.00 - \$83.00
PM Only	2:30-6:00 PM	\$8.60 - \$14.00	\$43.00 - \$70.00

### Maximum Annual Registration Fee

\$10.00 maximum-per student

## **\*\*Ability to pay cannot be a barrier to participation**

(Milwaukee Public Schools reserves the right to monitor and adjust program fees in accordance with the guidance and expectations established in this document)

# 21<sup>st</sup> Century Community Learning Center Grant Program Application Guidelines For 2019-2020

Division for Learning Support



Wisconsin Department of Public Instruction  
Tony Evers, PhD, State Superintendent  
Madison, Wisconsin

November 2018

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability. Reasonable accommodations, including the provision of informational material in an alternative format, will be provided for qualified individuals with disabilities upon request.



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## GENERAL PROGRAM INFORMATION

### Requirements at a Glance

Who is eligible to apply?	Any public or private entity proposing to serve a qualifying school.
What is a qualifying school?	Schools that are eligible for schoolwide Title I programs and: <ul style="list-style-type: none"> <li>• Are in program improvement status per Title I designation,</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• Have been determined by a local education agency (LEA) to be in need of intervention and support to improve academic achievement and other outcomes, <b>AND</b></li> <li>• Enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models.</li> </ul>
How much is the award?	Applicants are eligible to apply for funding based on the amount needed to operate the proposed program <b>AND</b> must serve the projected minimum average daily attendance (ADA) associated with the selected funding tier. Funding tiers are as follows: \$80,000 = 25-40 Minimum ADA \$100,000 = 41-55 Minimum ADA \$115,000 = 56-70 Minimum ADA \$130,000 = 71-85 Minimum ADA \$145,000 = 86 & up Minimum ADA
What is the duration of the award?	Applicants are eligible for five years of funding, dependent on adequate annual performance and availability of federal funds.
What services must the program provide to youth participants?	Programs must provide academic enrichment activities that align with state academic standards, any local academic standards, and local curricula designed to improve student academic achievement. In addition, programs must offer at least two additional types of services, programs, and/or activities that contribute to overall student success.
Must services be provided to adult family members of program participants?	Yes. Programs must offer adult family members of CLC participants opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.
How many hours and days of service are required?	Programs must operate for a minimum of 10 hours a week for 115 days during the school year.
When can programming for students occur?	Programming may take place before or after school, during school breaks (i.e. spring break or summer recess), and on weekends. Grant-funded programming for students is not allowed during school hours.

Can the program offer services in the summer?	Yes, but it is not required. Programs must offer services during the school year.
-----------------------------------------------	-----------------------------------------------------------------------------------

## **Introduction and Background**

The Wisconsin Department of Public Instruction (DPI) has administered the 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) grant program since 2002, when it was integrated into the Elementary and Secondary Education Act (ESEA). This grant funds Community Learning Centers (CLC), which provide students with academic enrichment activities and a broad array of other activities during non-school hours or during periods when school is not in session.

The passage of the Every Student Succeeds Act (ESSA) of 2015 amended ESEA, and altered the focus of the 21<sup>st</sup> CCLC grant program to focus funding on before and after school programs that clearly align academic services to the identified needs of students and to state academic standards. ESSA also broadened the allowable activities to include such things as environmental literacy and apprenticeships.

Authorized under Title IV, Part B of ESEA, and targeting schools and communities in need of services, the purpose of the 21<sup>st</sup> CCLC program is threefold.

Funded entities must:

1. Provide opportunities for academic enrichment to assist students in meeting the state academic standards;
2. Offer students access to a broad array of additional services, such as those that focus on youth development, social emotional learning, civic engagement, and nutritional and physical health; and
3. Offer adult family members of program participants opportunities for educational development and engagement in their children's education.

Grant funds will primarily serve students attending schools that are implementing comprehensive support and improvement activities or targeted support (per Title I designation), or serve students that attend schools that have been identified by the local education agency (LEA) to be in need of intervention and support. The 21<sup>st</sup> CCLC program must primarily target students who are enrolled in a school eligible for schoolwide Title I designation.

21<sup>st</sup> CCLC funds may be used to expand and enhance current activities provided in existing after school programs, whether supported by public or private funds. For example, a grantee may use funds to align activities to help students meet local and state academic standards if those services are not part of the current after school program. Again, grantees must bear in mind that 21<sup>st</sup> CCLC funds can be used only to supplement and not supplant any federal or nonfederal funds used to support current programs.

The DPI does not currently allow applicants to apply to use these grant funds for Expanded Learning Program Activities, as defined under ESEA, Section 4204(a)(2)

(<https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf>).

For more information about the 21<sup>st</sup> CCLC grant program, including guidance on planning and implementing a CLC program, review *Introduction to 21<sup>st</sup> CCLC* on the You For Youth (Y4Y) website: <https://y4y.ed.gov/learn/introduction-to-21st-cclc>.

## **GRANT PROGRAM ELIGIBILITY AND FUNDING**

### **Funding and Eligible Applicants**

Grant funding awarded under this competition will range from \$80,000- \$145,000 per 21<sup>st</sup> CCLC site, per year. The award amount is dependent on the projected ADA of the proposed program, as identified by the applicant.

Funding Tier	Minimum Average Daily Attendance*
\$80,000	25-40
\$100,000	41-55
\$115,000	56-70
\$130,000	71-85
\$145,000	86 & up

***\*Applicants are cautioned to carefully consider a realistic projection for average daily attendance, as failure to meet the projected ADA will result in a reduced award. When choosing a funding tier, applicants may also want to consider any current funding utilized to operate an out-of-school time program. Grant funds cannot be used to supplant any existing local, state, or federal funding to support programming. Therefore, applicants may want to consider applying for a lower funding tier than the projected ADA allows in order to avoid supplanting other funds.***

Eligible applicants may be an LEA (i.e. school district), community-based organization, Indian tribe or tribal organization, another public or private entity, or a consortium of two or more such agencies, organizations, or entities. Note that the applicant must identify one eligible school as the primary recipient of the services provided through the grant. Programs must target students who primarily attend schools eligible for schoolwide programs under Title I. For more information about schoolwide Title I eligibility, visit: <http://dpi.wi.gov/title-i/faq#sch>.

Additional schools may be served under one award, but a minimum of 51% of program participants must come from the primary school identified in the application, and participants from all schools must be served at one location. If the program is located in a facility other than a school, the program must demonstrate that it is at least as accessible to the students to be served

as if the program were located in the school(s). There is no increase in grant funds for programs serving more than one school.

Following review and recommendations by both an external and internal review panel, using the criteria and priorities described in this document and outlined in the *Grant Reviewer Rubrics*, the State Superintendent will select award recipients and DPI will notify applicants of their award status.

### **Length of Grant Award**

The DPI intends to make grant awards for five years to successful applicants. Annual grant awards will be issued dependent upon availability of funds and demonstrated satisfactory progress. The DPI does not currently allow for automatic renewability of a sub grant after a five year cycle. All current grantees ending a five year cycle must reapply to compete for a new cycle of funding, per ESEA, Section 4204(j).

### **Priorities**

Priority will be given to applications that:

1. Propose to target services to -
  - a. students that attend schools that -
    - i. have been identified by DPI as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) schools (see <https://dpi.wi.gov/accountability>);  
OR
    - ii. have been determined by the local education agency (LEA) to be in need of intervention and support to improve students' academic achievement and other outcomes;  
AND
    - iii. enroll students that may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; and
  - b. the families of students described above.
2. Are submitted jointly by eligible entities consisting of at least one LEA receiving funds under Title I, Part A, and at least one other eligible entity.
3. Demonstrate that the activities proposed in the application are, as of the date of submission, not accessible to students that would be served, or would expand accessibility to high-quality services that may be available in the community.

The DPI does not maintain a list of schools determined as in need of services by the LEA, nor does the DPI dictate what specific elements a LEA must reference when making this determination. The

LEA should consider the degree of academic need and other risk factors when identifying schools in need of services.

In accordance with ESSA regulations, when possible, the DPI will select applicants that contribute to the distribution of funds across the state in rural, urban, and suburban communities.

### **PROGRAM SERVICES REQUIREMENTS**

#### **Program Services:**

Each eligible organization that receives an award must use the funds to carry out a broad array of activities that advance student achievement during out of school time (i.e. before school, after school, and days school is not in session). Although programming during summer recess is allowable, the primary use of grant funds must be to deliver programming during the regular school year.

Programs must provide academic enrichment activities on a regular basis to all enrolled participants. This must include services that assist students in meeting challenging state and local academic standards through opportunities that engage students in learning experiences that utilize strategies that differ from what is employed in the traditional classroom. Ideally, this would include project-based learning and/or hands-on learning experiences, and not be limited to computer-based educational software or a one-dimensional approach. In addition, programs must provide services in two or more program areas that promote youth development. Allowable grant-funded activities include:

- Mentoring programs
- Remedial education activities
- Tutoring services
- Service learning programs
- Activities that enable students to be eligible for credit recovery
- Literacy education programs
- Mathematics education programs
- Arts and music programs
- Counseling programs
- Financial literacy programs
- Environmental literacy programs
- Nutritional education programs
- Regular, structured physical activity programs
- Services for individuals with disabilities
- Programs for English Language Learners
- Cultural programs
- Telecommunications and technology education programs
- Expanded library service hours
- Parenting skills programs that promote parental involvement and family literacy

- Programs that provide assistance to students who have been truant, suspended, or expelled
- Drug and violence prevention programs and counseling programs
- Programs that build skills in science, technology, engineering, and mathematics (STEM)
- Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2008 and the Workforce Innovation and Opportunity Act

21<sup>st</sup> Century Community Learning Centers are also required to provide educational services or activities for the adult family members of participants. In particular, local programs may offer services to support the involvement of adult family members in their student's' education, including services that are designed to advance students' academic achievement. Services may also be provided that support the literacy and related educational development of adult family members.

### **Equitable Access to Program Services**

All applicants are required to notify the community of their intent to apply for funds and that the application will be available for public review after submission. It is the responsibility of the applicant to maintain records that this requirement has been met.

Applicants are reminded of their obligation under section 504 of the Rehabilitation Act of 1973 to ensure that their proposed 21<sup>st</sup> CCLC program does not discriminate against students on the basis of disability. Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . . ." For more information on this obligation, visit <https://www2.ed.gov/about/offices/list/ocr/504faq.html>.

You for Youth (Y4Y) has developed a series of implementation guides and resources for 21<sup>st</sup> CCLC programs addressing inclusive practices. To access these guides and resources visit: <https://y4y.ed.gov/webinars/inclusion-in-21st-cclc-environments-webinar-series>.

Title IV, Part B (21<sup>st</sup> Century Community Learning Centers) of the Elementary and Secondary Education Act (ESEA) requires that timely and meaningful consultation occur between the LEA or educational service agency, or consortium of these agencies, and appropriate private school officials regarding how to provide equitable and effective programs for eligible private school students. 20 U.S.C. § 7881(c).

Any private elementary or secondary schools with eligible children enrolled that are located in areas served by the LEA, educational service agency, or consortium applying for the 21<sup>st</sup> CCLC grant must be consulted prior to submitting an application for funds.

All applicants are required to consult with private schools. Additionally, all non-private LEA applicants (i.e., public school districts) must complete Private School Affirmation form when submitting a 21<sup>st</sup> CCLC grant proposal. See the Accessibility section of the Application Detail and Instructions portion of this document for more detailed information regarding this requirement. The Private School Affirmation form can be found on the DPI CLC web page: <https://dpi.wi.gov/sites/default/files/imce/forms/pdf/f9580-iv-b-psa.pdf>.

## **GRANT ADMINISTRATION REQUIREMENTS**

### **Program Staffing**

Granted programs are required to hire a dedicated program coordinator to manage day-to-day programming, coordinate partnerships, manage line staff, coordinate program activities, and ensure grant requirements are met. It is not acceptable to split this position between multiple individuals. It is DPI's expectation that one person be the identified, dedicated coordinator. If the coordinator is responsible for one center, they must dedicate a minimum of 20 hours per week toward program management and oversight. If the coordinator is responsible for two or more centers, they must dedicate 40 hours per week towards program management and oversight. Applicants should maintain records of staff time in order to document that this requirement is met.

In addition, applicants should hire staff who are qualified to deliver high quality programming as described in the application's Program Plan section. This may or may not include certified teaching staff, youth development professionals, paraprofessionals, or other qualified community members. Efforts should be made to ensure that staff are qualified to work with youth in the capacity described in the application. Applicants may elect to employ a combination of staff (i.e., certified teaching staff and youth development professionals) depending on the programming offered.

### **Grantee Data Reporting Requirements**

All grantees are required to participate in data collection and review, and to disseminate local evaluation results, in order to ensure high quality programs with tangible outcomes. The following data and evaluation requirements are conditions of the award:

- Develop local goals and related outcomes, and a plan for how such outcomes will be measured, tracked, and shared with stakeholders.
- Submit program data to the federal government using the federal data collection system, known as the Annual Performance Report (APR) system, three times per year.
- Submit mid-year performance data to DPI.
- Submit a Yearly Progress Report (YPR) to DPI each spring describing progress toward program goals and implementation of the Program Plan.
- Participate in a self-assessment process using one of the self-assessment tools approved by the DPI at least once during the five year grant cycle.

## **Fiscal Responsibilities**

The fiscal agent is the entity that provides fiscal management, accounting and reporting services on behalf of the organization receiving funding under a grant. The fiscal agent may not subcontract more than 95% of the award, and the fiscal agent is responsible for ensuring that grant funds are administered in accordance to the applicable federal grant financial management and administrative requirements of DPI's policies and guidance. This includes:

- Working with program staff to submit application materials, including assurances, project work plan and budgets.
- Hiring or contracting for program staff.
- Issuing grant-funded subcontracts.
- Managing all purchasing.
- Submitting quarterly financial claims.
- Submitting required reports by September 30.
- Submitting adjustments, changes, or alterations to the grant project to DPI grant staff throughout the grant year. Significant changes to the grant project require preapproval by DPI grant staff and are due by May 30.
- Maintain fiscal and program records in accordance with the applicable guidelines.

21<sup>st</sup> CCLC programs must comply with all the applicable requirements in the Uniform Administrative Requirements (<https://www.gpo.gov/fdsys/pkg/FR-2013-12-26/pdf/2013-30465.pdf>), Cost Principles, and Audit Requirements for Federal Awards (2 CFR), the Education Department General Administrative Regulations (EDGAR) requirements (<https://www.ecfr.gov/cgi-bin/text-idx?node=34:1.1.1.1.23&rgn=div5>), state statutes, rules, policies and guidance, assurances and certifications as prescribed by the DPI.

## **APPLICATION DETAIL AND INSTRUCTIONS**

### **General Instructions**

Applications and all required additional documents must be submitted to the DPI via the Wisconsin 21st Century Community Learning Center Grant Application Portal no later than 4:00 PM, February 22, 2019. The portal can be accessed at <https://webportalapp.com/sp/login/wdpi>.

Upon accessing the application portal, the user will log in to their account or create an account (if a first time user). Note that the user is the gatekeeper of the application and will be responsible for submission. Unless the login information is shared, this person will be the only person able to access the application while in progress.



After establishing a user email and password, the user will be directed to a homepage to create a profile. This is information regarding the user only, not the applicant agency. The user must save the profile in order to move on to the next screen and begin the application.

To begin the application, the user will need to click on the icon “+ Get Started” on the homepage. Note that the user does have the ability to create and save multiple applications under one Profile. To begin another application, click on the icon “+ Add Another,” available on the homepage.

To print the application, the user must print each individual section. The option to print is only available when the application is in view mode, not when it is in edit mode. To view an application section, click on the eye icon next to the title of that section.

**To submit an application, the user must click the “Submit” key on the first page of that application.** All sections must be marked as complete before the system will allow the user to submit the application. If a section is marked as “In Progress,” a required element in that section was not completed and the section should be reviewed for completion. Note that all sections of the portal can be edited up to the point of submission.

Upon submission the user will receive a copy of their completed application within 48 hours via an email from the DPI.

### **Section By Section Instructions**

Applicants must complete the following application elements via the Wisconsin 21st Century Community Learning Center Grant Application Portal for each proposed 21<sup>st</sup> CCLC site. Note that each section will be marked as “completed” once all required elements of the section have been completed and saved. If a section is marked as “In Progress,” a required element in that section was not completed. Information entered in each section should be saved by clicking on “Save Draft” or “Save.” Failure to click on one of these may result in your information not being saved.

To navigate between sections, you will need to return to the Application screen. You can do this by clicking “Save Draft,” or click “Save” and then click the link for your application at the top of the screen. If you navigate away from a section without clicking one of the save buttons first, you may lose the information entered on that page.

### **General Information and Abstract:**

- I. **General Information** : Identify the applicant agency (i.e., agency or organization that will serve as the fiscal agent for the grant), the primary school to be served by the grant (i.e., the school from which the majority of CLC students will come), and the contacts for the program. You may search for the applicant agency and the primary school to be served using the search boxes. If you are unable to find the applicant agency or primary school, or

if the information listed is incorrect, check the box indicating that and fillable text boxes will appear. Complete those text boxes with the required information.

- II. **Abstract** – Summarize the key elements and features of the proposed program described in the grant application.

**Assurances and Signatures:**

III. **General Assurances**

IV. **Program Specific Assurances**

- V. **Certification/Signatures** – This must be digitally signed by the District or Agency Authorizer. The Authorizer is someone from the District or Agency who has been properly authorized to sign off on legal documents on behalf of the District or Agency named on the application. Note that the District/Agency Authorizer will be notified of all application submissions.

- VI. **Certification of Debarment** – This must be signed digitally by the District or Agency Authorizer, assuring that neither the applicant nor its contractors are prohibited from receiving federal funds or subcontracts. Note that the District/Agency Authorizer will be notified of all application submissions.

- VII. **Certification Regarding Lobbying** – This must be signed digitally by the the District or Agency Authorizer, assuring that the applicant will not use the federal grant funds for lobbying purposes. Note that the District/Agency Authorizer will be notified of all application submissions.

- VIII. **Consortium Verification** – This is only to be completed and uploaded as part of the application package if the applicant is applying as a consortium of school districts or agencies.

**Program Overview:**

- IX. **Program Overview** – This section provides a snapshot of the program’s target audience.
- A. Applicants should indicate the following for the primary school to be served by the grant and any additional schools to be served: grades served, number of students currently enrolled, CSI or TSI designation (see Grant Program Eligibility and Funding section, above, for more information), schoolwide Title I eligibility status (i.e., 40% or more of students qualifying for FRL), if school has been identified by LEA as needing services (see Grant Program Eligibility and Funding section, above, for more information), and the projected number of students to be served daily by the proposed 21<sup>st</sup> CCLC program (calculated as the average number of students present over the total number of days the program operates in a school year). For

the primary school, applicants should also indicate whether the school has received 21<sup>st</sup> CCLC funds in the past, the years it was funded, and the average daily attendance (ADA) for the CLC program serving that school during the program's most recent year of funding. Include both students from the primary school and any feeder schools in that number.

Note that a CLC grant may serve students from additional schools, referred to as feeder schools. However, at least 51% of CLC participants must come from the primary school served by the grant. Additionally, all students enrolled in the CLC program must be served in one location.

- B. Applicants should indicate the tier of funding for which they are applying. The funding tier should be based on the average daily attendance (ADA) of the proposed program and on the amount of funding needed to serve those students. If other funding sources are currently being used to provide out-of-school time programming at the primary school, 21<sup>st</sup> CCLC funds can only be used to supplement, not supplant, those funds. Applicants may choose to apply for a lower funding tier than the projected ADA allows. The ADA range for each funding tier represents the minimum number of students the program must serve on a daily basis.
- C. Applicants must provide a narrative description justifying the projected ADA of the CLC program. This justification should make it clear why the proposed ADA is reasonable given the enrollment size of the school(s) to be served.
- D. (Conditional - This question will only appear if applicant indicates above that the primary school has previously received 21<sup>st</sup> CCLC funds.) Previously funded applicants must explain any difference between the projected ADA and the ADA from the program's final year of funding.

#### Statement of Need:

- X. **Statement of Need** – In accordance with the Elementary and Secondary Education Act (ESEA) SEC. 4205(b)(1)(A), program activities must be based on an assessment of objective data regarding the need for before and after school, or summer recess programs and activities in the schools and communities to be served. A needs assessment must be completed prior to writing the grant application in order to identify service gaps, coordination between existing programs and services, and additional background data and related information about the students, families, and community that justifies the selection of this project. When completing the needs assessment, note the three goals of the 21<sup>st</sup> CCLC grant, described above, and the need for a program designed to align with those goals. Information provided in the Statement of Need should reflect the results of the needs assessment.

- A. Applicants should reference data reported in the DPI WISEDash portal (<http://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp>) where necessary. Data referenced should: be from the most recent year available; be cited; and reflect the primary school to be served. Data required for this section includes free and reduced lunch eligibility for the primary school to be served, attendance rates for the school, and its state mandated test results. Instructions for using the WISEDash portal are posted on the DPI's CLC Grant Information web page (<https://dpi.wi.gov/sspw/clc/grant-information>).

Applicants should click "Yes" next to any tests that are given to students enrolled in the grade levels served by the primary school. Applicants will be asked to indicate the percentage of students performing BELOW proficiency on the English Language Arts (ELA)/English and Math sections each of the relevant tests. Note, applicants should report on the English Language Arts (ELA) scores for the Forward and ACT exams and on the English scores for the ACT Aspire exam.

Private schools should get their data directly from their school administrator, as it is not available on WISEDash. If certain data is not available (e.g., state assessments), use other data sources to make the case regarding academic need, in question C.

- B. Applicants should provide a detailed description of the needs assessment process. Responses should include the needs assessment timeline (i.e., frequency of meetings, length of assessment process, etc.), methods used to implement the needs assessment (i.e., meetings, surveys, interviews, etc.), identification of the stakeholders involved in the process (i.e., students, family members, school staff, community partners, etc.), and the role stakeholders played in the implementation of the needs assessment process.
- C. A description of the results of the needs assessment should be provided. Applicants should cite the sources used to collect data (i.e., surveys, WI Department of Workforce Development, DPI WISEDash, etc.). The information should be comprehensive, providing a clear picture of the need for the services proposed. Ideally, at least one source should address the academic need. Applicants are encouraged to examine data sources that aid in identifying the students who will be targeted for services, assuring that the students with the greatest need for services have access to the program.
- D. Applicants should provide a description of the programs currently available to students attending the primary school and detail why they are not sufficient in meeting the needs of the target population. Specific gaps in services should be articulated and an explanation of why the 21<sup>st</sup> CCLC grant will uniquely allow the applicant to address these gaps should be provided.

- E. (Conditional: Applicants will only see this question if they indicated above that the proposed program intends to serve feeder schools.) If feeder schools were identified in the Program Overview, applicants should describe the needs of each additional school and provide specific data sources to justify the needs.

### Program Goals, Evaluation, Plan:

- XI. Program Goals and Evaluation** – Outline the goals of the proposed program, along with related outcomes and data sources, and describe the continuous improvement process that will be employed to evaluate progress toward goals and to make changes intended to strengthen the program.

The DPI has established four statewide goals for CLC programs that align with the three purposes of the 21<sup>st</sup> CCLC grant, described above.

The four statewide goals developed by the DPI are as follows:

1. Programs will provide a stable, safe, and supportive environment to meet the needs of the target population.
2. Programs will challenge youth to develop as learners.
3. Programs will support the development of other skills necessary for student success.
4. Programs will engage families in support of student learning.

Applicants should develop local program goals that align with the statewide goals established by the DPI and that address the local needs identified in the previous section.

- A. Applicants should identify local goals, expected outcomes, and data sources for each of the four state goals. Applicants must include at least one local goal for each state goal. If applicants provide more than one local goal for each state goal, applicants should also provide the related expected outcome(s) and data source(s) for the additional goals.

Local goals should consist of the program's specific focus area(s) for each of the four statewide goals and should reflect the specific needs of targeted students, school, and families. Expected outcomes should reflect the impact the program hopes to have on participants and should be measurable. Data sources refer to the specific types of evidence the program will collect to measure progress toward goals and outcomes. Data sources may include standardized instruments, locally-developed surveys, student activity logs, or other tools. See Appendix B of this document for further guidelines on writing goals and outcomes and for a sample of local goals, outcomes, and data sources.

The DPI is the second year of scaling up the new statewide evaluation system for Wisconsin CLC programs. When the system is fully implemented, CLCs will be required to use the assessment tools and data sources mandated by the state. In

addition to the required state-level tools and data sources, CLCs may opt to continue to use local assessment tools and data sources. At full implementation, CLC sites may also be required to set aside a portion of their grant funds to support the use of the DPI data system and local evaluation support.

**Program Evaluation:**

- B. In order to comply with federal and state reporting requirements, programs must have access to student-level data (e.g., grades and test scores). Applicants should describe their plan for ensuring that the LEA/school is aware of the reporting requirements and is willing to share student data needed to meet those requirements. This plan should include a description of how the data sharing requirements will be communicated to the LEA/school, the program personnel responsible for communicating those requirements, and the LEA/school personnel who will be responsible for ensuring the data is provided.
- C. Applicants should describe how the program plans to collect data and how it will use the data it collects to refine, improve, and strengthen the program, and to refine the program's performance measures. The description should provide reviewers with a clear understanding of the quality improvement process the program will have in place, including the frequency with which data will be collected and analyzed, the personnel who will be involved in collecting and analyzing the data, and the ways in which evaluation results will be used to inform programmatic changes and to adjust local goals and outcomes.
- D. Applicants should describe how the results of the program's evaluation efforts will be made available to the general public and how the public will be made aware of the availability of those results. The evaluation results shared should include the program's goals, related measurable outcomes, and the progress that has been made toward achieving those goals and outcomes.

**XII. Program Plan that includes:**

**Target Population:**

- A. Applicants should:
  - a. Provide the projected number of "regular attendees" the 21<sup>st</sup> CCLC program will serve. A regular attendee is defined as a student who attends 30 or more sessions during the school year.
  - b. Indicate the grade levels of the students to be served by the 21<sup>st</sup> CCLC program.
- B. Applicants should describe the students whom the 21<sup>st</sup> CCLC program will target for recruitment and provide a rationale for targeting those students. Additionally, applicants should describe the recruitment strategies the program will use to ensure targeted students enroll in the program, including a description of the role that day school staff will play in the program's recruitment efforts. Note that the

21<sup>st</sup> CCLC program should target students for recruitment who would benefit most from participation in an after school program. The needs of those students should align with the goals of the grant and with the results of the needs assessment, described above. The program should be accessible to all students who would benefit from participation. Students should not be excluded from participation based on disability status.

- C. Applicants should describe the strategies the program will employ to encourage consistent attendance and ensure participants become regular attendees. (A regular attendee is defined as a student who attends 30 or more days per school year.) Programs should consider student interests when encouraging attendance. Note that 21<sup>st</sup> CCLC funds CANNOT be used to purchase incentives.

**Program Operating Schedule/Days and Hours of Operation:**

- D. Applicants should indicate the number of days per week the program will operate, the number of weeks per year it will operate, and the total number of days per school year it will operate. Note that 21<sup>st</sup> CCLC programs are required to offer programming to students for a minimum of 115 days per school year. Summer programming and days set aside for staff training or planning do not count toward this total.
- E. Applicants should indicate the number of hours each day the program will operate before school and after school, as well as the total number of hours per week it will operate. Use decimals to indicate quarter and half hour increments (e.g., 2.5 hours, or .75 hours). Note that 21<sup>st</sup> CCLC programs are required to operate for a minimum of 10 hours per week. Programs are allowed to offer programming on weekends, but weekend hours cannot be counted towards the 10 hour per week minimum.

**Services for Students:**

- F. (Conditional - This question will only appear if applicant indicates the proposed CLC will offer before school programming.) All CLC participants must participate regularly in academic enrichment activities. Applicants who propose to provide before school programming must explain how they will ensure that students enrolled in the morning program will regularly access academic enrichment activities. Applicants planning to offer before school programming should consult the “Before School Programming Guidelines” in Appendix D to ensure they are meeting the basic requirements for before school programs.
- G. Applicants should describe two student-related activities that the program will implement to address the statewide goal of challenging youth to develop as learners. These should exemplify the types of academically-focused activities that will be offered to students in the program. The description should make it clear to reviewers how each of the activities aligns with local goals, described above, and the needs of targeted students. It should also provide specific examples of how the activities will contribute to students’ academic growth. See the Program Services

Requirements section of this document, above, for a list of allowable grant activities.

All CLC participants must participate in academic enrichment programming that goes beyond remedial education activities or tutoring services. At least one of the activities described in this section must be an example of academic enrichment. Academic enrichment activities provide students with opportunities to practice and develop academic skills in ways that complement, but do not replicate, day school instruction. They are often student-centered and hands-on and allow students to apply academic skills in contexts that are meaningful to them.

- H. Applicants should provide a description of two of the student-related activities or strategies the program will implement to address the statewide goal of supporting the development of other skills necessary for student success. These activities or strategies may address a broad array of focus areas, including—but not limited to—youth development, social and emotional learning, recreation, and health/physical fitness. The description should make it clear to reviewers how each of the activities aligns with the interests and needs of targeted students and provide specific examples of how they will contribute to the development of skills that contribute to overall student success. See the Program Services Requirements section of this document, above, for a list of allowable grant activities.
- I. CLC programs are required to demonstrate they will use best practices, including research or evidence-based practices, in order to provide activities that will contribute to the academic achievement, postsecondary and workforce preparation, and positive youth development of participating students. Applicants should explain how the proposed program will make use of best practices and describe specific practices the program will employ. Examples of evidence or research-based practices for after school programs are included in Appendix C of this Application Guidelines document.
- J. Weekly Schedule: Applicants should upload a copy of a draft weekly schedule for the proposed program. The schedule should provide a snapshot of what a typical week will look like for students, including the specific types activities that will be offered and the frequency with which they will be offered. Activities that fall into the category of academic enrichment should be clearly labelled as such. If the program will offer before school programming, applicants should upload a separate weekly schedule of those activities. Applicants planning to offer before school programming should consult the Before School Programming Guidelines in Appendix D of this document to ensure the proposed morning program meets basic requirements established by the DPI. Be sure to label which instructional activities are considered academic enrichment.
- K. (Conditional - This question will only appear if applicant indicates the proposed CLC will offer summer programming.) Applicants should provide an overview of



the summer programming that will be offered, including: the number of weeks and numbers of hours per day it will operate; the students who will be served; and a brief description of the types of activities that will be offered. Note that 21<sup>st</sup> CCLC funds may be used to supplement, but not supplant, other funding sources that are currently being used to fund summer programming. If the school district is currently offering summer programming using local funds, 21<sup>st</sup> CCLC funds cannot be used to replace that money. However, 21<sup>st</sup> CCLC funds may be used to provide additional summer programming that complements current offerings.

**Services for Adult Family Members:**

- L. Applicants should provide a description of the types of activities that will be offered to the adult family members of CLC participants in order to address the statewide goal of engaging families in support of students' learning. The description should include the frequency with which the activities will be offered, an explanation of how the activities align with the needs and interests of family members and students, and specific examples of how the activities will provide family members with opportunities to be actively and meaningfully engaged in their children's education. If applicable, the response may include a description of how activities will provide adult family members with opportunities to further develop their own literacy skills and/or levels of education. Grantees should strive to include an educational component at family events—either related to the family members' own educational needs or to those of their students.

Note that the DPI does require a minimum number of family activities be offered per school year. However, the DPI strongly recommends that CLC programs hold at least four family events per school year, and more if possible. Applicants may choose to partner with other school programs or initiatives (i.e., Title I) when designing and implementing family programming. However, 21<sup>st</sup> CCLC funds should only be spent to support the participation of the family members of CLC participants in the events offered.

**Uploads:**

1. All applicants must upload a copy of a draft weekly schedule for the proposed program.
2. If the program will offer before school programming, applicants should upload a separate weekly schedule of before school activities.

**XIII. Staffing Plan that includes:**

- A. All applicants must upload a copy of a position description for the 21<sup>st</sup> CCLC program coordinator, which should include the number of hours per week the coordinator will work, the job responsibilities, and the required qualifications. Note that all CLC programs are required to employ a dedicated program coordinator for a minimum of 20 hours per week, if overseeing one site and for 40 hours per week, if overseeing multiple sites.

- B. Applicants should describe the model that will be used to staff the proposed program. The description should include the projected staff-to-student ratio, a list of all staff positions beyond the program coordinator, and the responsibilities and qualifications associated with each of those staff positions. The staffing model described should clearly support the implementation of program activities as proposed in the Program Plan section. Note that although the DPI does not require CLC programs to maintain a specific staff-to-student ratio, it is recommended that the ratio not exceed 1:15.
- C. (Conditional - This question will only appear if applicant indicates the proposed CLC will recruit and use volunteers.) Applicants should describe how the program will recruit and use appropriately qualified people to serve as volunteers. Note that all volunteers should be properly vetted before being allowed to work with students, and program administration should have a clear plan for effectively using volunteers to support program activities.
- D. All applicants should provide examples of the types of after school-specific professional development opportunities that will be offered to program staff and a timeline of when those opportunities will be offered during the year. Applicants should also clearly link any training provided to after school staff with the program goals and program plan and should explain how training opportunities will help staff implement the program as proposed. Although after school staff may attend professional development sessions primarily intended for day school staff when appropriate, applicants should include at least one example of training related specifically to after school issues.

**Upload:**

1. All applicants must upload: A copy of a position description for the 21<sup>st</sup> CCLC program coordinator.

**Accessibility, Collaboration, Sustainability:**

- XIV. Accessibility** – Address how the program, the site where the program takes place, and information about the program will be accessible to all students and their families, including:

All students are eligible to participate in CLC programs on an equitable basis. In this section, applicants will describe how they will ensure that transportation and access to the site and its programs are not a barrier to participation for students. Applicants will also describe how the community will be made aware of the availability of the CLC program.

- A. Transportation cannot be a barrier to participation. Applicants should describe how safe travel will be ensured between the center and schools (if applicable), and between the center and home for all students interested in participating in the program. The proposed transportation plan should indicate how the program will

assess the transportation needs of students, the options the program will provide to students to ensure access to program services, and the ways in which those options will be communicated to families. Some transportation options include school buses, vans, car pools, tokens for city buses, taxis, and parent/guardian pick-up agreements. Requiring parents/guardians to provide transportation as a condition of student participation is not acceptable.

- B. (Conditional - This question will only appear if applicant indicates the proposed CLC will take place in a facility other than the primary school to be served.) Applicants must describe how they will ensure that the program is at least as available and accessible to students as if the program were to occur in the primary school targeted for services. This includes meeting physical accessibility requirements, safely accommodating the number of students and families served, ensuring the program facility is conducive to effective learning, and transporting students to the center in a timely manner.
- C. The community must be made aware of the services provided by the CLC program. Applicants should describe how information about the center will be disseminated to the community. Applicants are encouraged to consider a variety of methods to demonstrate that they have taken every effort to make the information easily accessible and understandable, including translating materials, if applicable.
- D. (Conditional - This question will only appear if applicant is a non-private LEA applicant.) Complete and upload a signed Private School Affirmation form. If no private schools operate in the service area, a signed affirmation is not necessary. It is the responsibility of the LEA to determine the eligible private schools that require consultation. All other applicants (i.e., private schools, community-based organizations, religious organizations, etc.) do not have to submit this form. However, they are required to consult with private schools in the service area of the primary school and to maintain documentation of this consultation. Applicants can download this form directly from the application portal or from the DPI's CLC Grant Information web page (<https://dpi.wi.gov/sspw/clc/grant-information>).

Grantees must consult with private school officials during the design and development of the 21<sup>st</sup> CCLC program regarding issues such as: how children's needs will be identified; what services will be offered; how, where, and by whom the services will be provided; how the services will be assessed; the size and scope of the services; and how and when the granted agency will make decisions about the delivery of services. All services and benefits provided using federal funds for private school students must be secular, neutral, and non-ideological

**Program Income Policy:** Program fees are strongly discouraged and must not be a barrier to participation. Program fees must be reduced or waived if families indicate they are unable to pay. If a funded program plans to charge a fee or collect

other program income, it will be required to submit a request to the DPI seeking approval to do so.

- XV. Stakeholder and Community Collaboration** – Provide a description of the collaboration that will take place between schools, parents/guardians, youth, community-based organizations, and other public and private entities in the development, design, implementation and evaluation of the CLC program to make maximum use of public resources.

The DPI has collected a list of potential external organizations with which CLC programs may wish to partner. The list is available on the DPI CLC website (<https://dpi.wi.gov/sspw/clc/resources>). This list of agencies is intended to serve as a resource for 21<sup>st</sup> CCLC programs looking for potential partners in their region. The document is not an exhaustive list nor does it represent an endorsement or certification of quality from the DPI.

- A. Applicants must provide a list of program partners, including the local education agency (LEA), and at least one, but not more than five, potential community-based partners. Applicants should explain how the partners, including the LEA, will assist in the facilitation of the program’s goals and activities, as described in the Program Plan section, above. Additionally, applicants must upload at least one letter from a community-based organization mentioned in the narrative. Applicants may upload additional letters of support from organizations referenced in the narrative, but the total number of letters submitted should not exceed five.
- B. Applicants should describe how the program will collaborate with the day school(s) attended by participants. The description should make it clear to reviewers how the CLC program will communicate with the day school(s) and how the day school(s) will be involved in supporting the program, including the sharing of space, materials, and resources. Applicants should also upload a detailed letter demonstrating support of the program from the principal of the primary school to be served.
- C. Applicants should describe the efforts the CLC will undertake to solicit input from families and students in order to inform programming. The description should include the tools the program will use to solicit feedback (i.e., surveys, advisory boards, etc.), the types of input it will seek (i.e., input related to program schedule, program activities, etc.), the frequency with which feedback will be solicited, and examples of how the input will be used to inform programmatic decisions.
- D. (Conditional - This question will only appear if the applicant indicates that the applicant agency, not a public school district, charter school or private school.) Applicants that are non-school entities should upload a signed Memorandum of Understanding (MOU). For example, if an applicant is a community-based organization (i.e., community center, etc.) and is applying to serve students at a

nearby school, the organization must have a signed MOU with the school it is proposing to serve. See description in the Uploads section, below, for specific information related to the content of the MOU.

### **Uploads:**

All applicants must upload:

1. Letters of support from at least one, but no more than five, referenced partner organization(s). Letters should demonstrate a commitment, as well as detail the role the organization will play in meeting the goals of the 21<sup>st</sup> CCLC
2. A letter of support from the principal of the primary school to be served. The letter of support should demonstrate knowledge of the program activities, goals, and operations; provide a description of collaboration; and provide a detailed description of the contributions committed to the program (i.e., financial, in-kind, etc.).

Non-public or private school applicants must also upload:

3. A signed Memorandum of Understanding (MOU) establishing an agreement between the applicant and the school to be served, indicating that student records needed to meet the requirements of the program will be shared with the applicant.

**XVI. Funding and Sustainability** – Document how the 21<sup>st</sup> CCLC would make good use of funds and would continue without 21<sup>st</sup> CCLC funds. Note that there are no requirements for match or in-kind contributions for this grant program; however, applicants are encouraged to seek in-kind and matching funds.

- A. Applicants should describe how the program will coordinate with other local, state, and federal funding sources in order to ensure efficient use of grant funds. Applicants should identify and detail supplemental funding resources that will be used to support the grant and should indicate whether or not the resource is in-kind or financial. Some examples of additional funding sources include, but are not limited to, Title I funds, the National Afterschool Snack program, and Fund 80. In no case, however, may 21<sup>st</sup> CCLC funds be used to supplant other federal activities.
- B. Applicants should outline the efforts that will be taken to provide for the sustainability of the program and to ensure that the program will continue once grant funds end. Applicants should describe the strategies that will be employed to identify and pursue potential sources of support, including a timeline of the efforts that will be taken during each year of the grant cycle.
- C. (Conditional - Applicants will only see this question if they indicate that other funding sources are currently being used to support out-of-school time programming at the primary school to be served by the grant.) 21<sup>st</sup> CCLC grant funds can be used to supplement, but not supplant, any existing funding sources that support before/after school and/or summer programming. Applicants should describe any current funding sources being used to operate before/after school

and/or summer programs at the school to be served. If other funding sources are being used to support programming similar to that offered by 21<sup>st</sup> CCLC programs, applicants must explain how 21<sup>st</sup> CCLC funds will be used to expand the scope of the existing program offerings.

### Budget:

- XVII. Budget** – The budget is a planning document that provides a roadmap to navigate the anticipated expenses for the life of the proposed project. Items referenced in the budget should be reflected in the applicant’s proposal narrative. Applicants should budget around a plan, rather than plan around a budget. Note that all costs must be reasonable and necessary to carry out the objectives and plan as described in the application.

Applicants should detail a line-item budget that includes calculations for all costs and activities by “object class categories” identified on the WUFAR listing of account codes:

- A. Personnel (100-200) – Includes all salaries, overtime, workers compensation, and other employee-related expenses (full and part-time)
- B. Purchased Services (300) – Contracted services, operations, personnel, technical services, etc.
- C. Non-Capital Objects Summary (400) – Materials, office supplies, printing
- D. Capital Objects Summary (500) – Items necessary for programming (see allowable costs)
- E. Other Objects Summary (900) – Miscellaneous
- F. Budget Summary – Budget Totals

For help understanding the Wisconsin Uniform Financial Accounting requirements (WUFAR codes), reference the DPI website at:

<http://dpi.wi.gov/sites/default/files/imce/sfs/pdf/Revision%20%2327%20revised%20.pdf>

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Project budget calculations must include quantities, unit costs, and other similar detail sufficient to verify the calculations. Applicants must also indicate the purpose or justification for each budget item.

If claiming indirect costs, applicants must use the pre-approved restricted rate negotiated with the DPI. If the applicant does not have a DPI approved rate (<https://dpi.wi.gov/sfs/aid/federal/indirect-costs>), the applicant may use their federally-negotiated rate (if applicable). If the applicant does not have a DPI-approved rate or a federally-negotiated rate, they may claim up to 10% in indirect costs.

Note that no more than 95% of the award may be given to a subcontractor. If subcontracting with a single agency for 25% or more of the award, applicants will be asked to provide a detailed budget of those expenses if the proposal is selected for funding.

**Uploads:**

All applicants must upload:

1. Applicants must upload a completed budget form as a part of their application package. The budget form can be found on the DPI's CLC Grants Information web page: <https://dpi.wi.gov/sspw/clc/grant-information>. Note that the budget form is a Word document and is set up to calculate costs entered on each page automatically. Do not convert this document to a Google Doc. Doing so will impact the formatting and the automatic calculation feature.

If the 21<sup>st</sup> CCLC budget includes the purchase of technology equipment, applicants must also complete and upload:

2. Technology Assurances form. This form can also be found on DPI's CLC Grants Information page.

**Application Submission:**

As a reminder, all applications must be completed and submitted by February 22, 2019 at 4:00 pm. At that time, the portal will close and applicants will no longer be able to access the system. **To officially submit the application, applicants MUST hit the "Submit" key on the first page of the application.** If you do not hit "Submit," your application will not be considered for funding. The system will only allow you to click "Submit" if all of the sections are complete. If the system will not allow you to submit your application, review each section to ensure that all required components have been completed.

## RESOURCES

For assistance with the Wisconsin Department of Public Instruction Community Learning Center Grant Program Application, please contact:

Teri LeSage (CESAs 3, 4, 5, 7, 9, 10, 12) at (608) 267-5078 or [teresa.lesage@dpi.wi.gov](mailto:teresa.lesage@dpi.wi.gov)

Tanya Morin (CESA 1) at (608) 267-9393 or [tanya.morin@dpi.wi.gov](mailto:tanya.morin@dpi.wi.gov)

Alison Wineberg (CESAs 2, 6, 8, 11) at (608) 267-3751 or [alison.wineberg@dpi.wi.gov](mailto:alison.wineberg@dpi.wi.gov)

The Wisconsin Department of Public Instruction: <http://dpi.wi.gov/sspw/clc>

Additional resources related to high quality after school programming that applicants may find useful when preparing applications:

**The Afterschool Alliance:** This private organization provides information and resources for afterschool programs. <http://www.afterschoolalliance.org/>

**American Institute for Research:** American Institute for Research provides information for after-school programs and other educational issues. <http://www.air.org/topic/p-12-education-and-social-development>

***Beyond the Bell: A Toolkit for Creating Effective After-School Programs:*** Developed by the North Central Regional Educational Laboratory, this toolkit offers guidance and evaluation tools to help programs develop indicators for program goals, tips for creating good survey questions, and helpful resources in data collection and evaluation, as well as information on choosing an external evaluator.

**Expanded Learning and Afterschool Project:** Expanded Learning and Afterschool Project provides information on research, practices, and approaches to effective afterschool and summer learning. <https://www.expandinglearning.org/>

**Global Family Research Project (Formerly The Harvard Family Research Project):** Non-profit organization dedicated to providing resources and strategies that support children's development across all learning environments, including out-of-school time programs. <https://globalfrp.org/>

**National Partnership for Quality Afterschool Learning:** Provides training and technical assistance to local and state practitioners to develop quality balanced programming that engages students. <http://www.sedl.org/afterschool/>

**United States Department of Education (USDE):** The USDE provides resources and links to other information for after-school programs. <http://www.ed.gov/21stcccl/>



**The National Afterschool Association:** A membership organization that provides resources and information that supports professional development opportunities for afterschool program professionals. <http://www.naaweb.org/>

**Wisconsin Academic Standards:** Academic standards specify what students should know and be able to do. Wisconsin has academic standards for 21 separate content areas. <http://dpi.wi.gov/standards>

**Youth for Youth (Y4Y):** A USDE-sponsored website that houses best practice resources and technical assistance specifically for 21<sup>st</sup> CCLC funded programs but is applicable for all afterschool programs. <http://www.y4y.ed.gov/>

## APPENDIX A

### Measures of Effectiveness

In order to ensure they are research-based and effective, 21<sup>st</sup> CCLC programs must indicate how they meet the measures of effectiveness, as described in Title IV, Part B of ESEA. The 21<sup>st</sup> CCLC grant application includes a number of questions that are intended to determine how applicants will meet the measures of effectiveness. The measures of effectiveness are outlined below, along with the corresponding questions from the 21<sup>st</sup> CCLC grant application.

For a program to meet **the measures of effectiveness**, such program shall:

- Be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities (Section X, Questions A-E)
- Be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities (Section XI, Question A)
- If appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards (Section XII, Question I)
- Ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures (Section XI, Question A)
- Collect the data necessary for the measures of student success (Section XI, Questions A, B and C)
- Undergo a periodic evaluation in conjunction with the State educational agency's overall evaluation plan to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success (Section XI, Question C)
- Use the results of evaluations to refine, improve, and strengthen the program or activity, and to refine the performance measures (Section XI, Question C)
- Make the results of evaluation available to the public upon request, with public notice of such availability provided (Section XI, Question D)

## APPENDIX B

### Guidelines for Writing Goals and Outcomes

Applicants are required to establish local goals and outcomes that are aligned with the purposes of the 21<sup>st</sup> CCLC grant and the four statewide goals established by the DPI (as described in the Program Goals and Evaluation section of this document). These local goals and outcomes indicate how proposed programs will support the prescribed goals of all 21<sup>st</sup> CCLCs, while taking into account the specific needs of the applicant school, students, and adult community, and providing reasonable and quantifiable measures of success.

**Local goals** are meant to be broad and should provide a sense of how the program will address each of the four statewide goals. One goal should address how the program will provide a stable, safe, and supportive environment to meet the needs of the target population. Another should address how the program will challenge youth to develop as learners. A third should address how the program will support the development of other skills necessary for student success. A fourth goal should address how programs will engage families in support of student learning. Note that applicants can include more than one local goal for any of the four statewide goals outlined above.

Some possible **examples of local goals** include:

- To improve student achievement in reading
- To increase the number of students who have positive feelings about STEM
- To improve school attendance among participating students
- To increase family members' sense of connectedness to their student's school

For each goal, applicants should create at least one **measurable outcome** that can be assessed repeatedly over time to track progress. Outcomes should be more specific than goals and should describe the impact that the program hopes to have on participants, including the expected abilities, knowledge, and attitudes that should result from 21<sup>st</sup> CCLC participation. Outcomes should be written in a form that describes **who** will do **what** by **when**.

Some possible **examples of measurable outcomes** include:

- 90 percent of regular 21<sup>st</sup> CCLC attendees will increase their grade in mathematics by one-half grade or more from the first quarter to the last quarter of the school year.
- 90 percent of regular 21<sup>st</sup> CCLC attendees will improve in homework completion from the beginning to the end of the school year, as reported on the classroom teacher survey.
- 75 percent of adult family members of 21<sup>st</sup> CCLC participants, that attend a grant sponsored event, will show at least a 20% increase in knowledge over pre- and post-testing on the subject presented.

For each outcome, applicants must indicate at least one **data source** that will be collected in order to measure progress. These data sources should be used by program staff to assess program impact and inform program improvement efforts. Data sources may include, but are not limited to,

standardized test scores, class grades, or student or parent responses to locally-developed surveys.

**Sample Goals, Outcomes, and Data Sources:**

<b>State Goals</b>	<b>Provide a safe, stable, and supportive environment to meet the needs of learners</b>	<b>Challenge youth to develop as learners</b>	<b>Support the development of other skills necessary for student success</b>	<b>Engage families in support of student learning</b>
<b>Local Goals</b>	To encourage positive interaction between staff and students	To improve student achievement in math	To improve student understanding of how emotion affects behavior	To improve family members' feelings of school connectedness
<b>Expected Measurable Outcome(s)</b>	At least 60% of students and parents surveyed believe that staff care about them/their child	50% of regular 21 <sup>st</sup> CCLC attendees will improve at least one half a letter grade in math on their report card from 1 <sup>st</sup> quarter to 4 <sup>th</sup> quarter	60% of regular 21 <sup>st</sup> CCLC attendees will report using at least one new calming technique by the end of the school year	80% of family members who participate in two or more 21 <sup>st</sup> CCLC family events will report feeling welcome in their student's school by the end of the school year
<b>Data Source(s)</b>	Responses to pre- and post-surveys given to students and family members by program staff	Student math grades on school report card	Responses to student Social and Emotional Learning (SEL) surveys	Responses to pre- and post-surveys given to family members by program staff

## APPENDIX C

### **Best Practices for Afterschool Programs**

After school programs funded by the 21<sup>st</sup> CCLC grant are required to use “best practices, including evidence or research-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students” [20 USC. sec. 4204(b)(G)]. Although there are many evidence or research-based practices used during the school day that are also appropriate for use in after school settings, it is recommended that 21<sup>st</sup> CCLC programs also employ practices that are considered to be particularly effective in after school settings.

The general consensus in the after school field is that high quality after school programs offer students opportunities to participate in activities that complement, but do not replicate, the school day, including activities that are student-centered, collaborative, hands-on, active and experiential. Activities should be intentional and build skills in a sequential way. It is also recommended that programs provide youth with opportunities to have a voice in programming and opportunities for genuine choice and leadership.

Below is a list of evidence-based instructional practices and approaches that the DPI believes are particularly well-suited for out-of-school time settings and have many of the characteristics described in the paragraph above. Note that this is not an exhaustive list. There are many possible practices or approaches that programs may choose to use that meet the criteria described above.

***Project-Based Learning (PBL)*** – PBL is a hands-on teaching and learning methodology that emphasizes student-directed, problem-oriented, and research-based projects centered on the student’s individualized passions, interests, and goals. Teacher-led workshops, mini lessons, and student-proposed seminars and lessons foundationally support PBL and connect skills to learning standards. The *processes* of learning, including authentic inquiry, critical thinking, reading, primary and secondary research, writing, and speaking are emphasized throughout PBL, rather than product; as a result, PBL engages students in a rigorous, sustained learning process. PBL is naturally collaborative, so often group work, a service component, or a community connection provides significant learning experiences and opportunities. Throughout PBL, students reflect on their learning and their work, setting goals, and revising accordingly. Moreover, students give compassionately critical feedback to others, so all can improve their learning processes and products. Finally, students generally share their work with a larger community audience, outside of their immediate project group.

For more information:

<http://www.bie.org/>

<http://www.shsu.edu/centers/project-based-learning/>

<https://y4y.ed.gov/learn/pbl/>

**Service Learning** – Service-learning is a hands-on teaching and learning methodology which fosters civic responsibility to a perceived community need and applies classroom learning through meaningful service to the community; in turn, the service itself provides the opportunity to apply new learning to students’ academic and personal development. The strongest service-learning experiences occur when the service is meaningfully immersed in *ongoing* learning and is a natural part of the educational content that extends into the community.

Research shows that service-learning experiences that incorporate the national standards and indicators result in positive academic, civic, and social-emotional outcomes. In high quality service-learning practice, the standards and indicators are met throughout the implementation process, which includes five components, IPARDC:

1. **I:** Investigation
2. **P:** Planning
3. **A:** Action
4. **R:** Reflection
5. **D:** Demonstration/Celebration

Using the IPARDC process as the framework within which students will design and carry out their service-learning experience will allow staff to blend instruction in core academic skills to intentionally achieve co-created (between students, community, teachers), intended goals.

For more information:

<http://dpi.wi.gov/service-learning>

<https://gsn.nylc.org/>

<http://youthactivismproject.org/>

<http://communityworksinstitute.org/>

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### **Inquiry-based Learning and Experiential Learning**

Two other instructional approaches after school programs may want to consider employing include inquiry-based learning and experiential learning.

Inquiry-based learning is similar to project-based learning, but is more focused on exploring student-generated questions than on carrying out a project. It is often used as a way to explore science-related topics because it encourages students to engage in an inquiry cycle similar to that used by scientists. However, it can be used to explore other topic areas, as well.

For more information in inquiry-based learning:

[https://www.edutopia.org/blog/what-heck-inquiry-based-learning-heather-wolpert-gawron?utm\\_source=twitterfeed&utm\\_medium=twitter&utm\\_campaign=Feed:%20EdutopiaNewContent%20\(Edutopia\)](https://www.edutopia.org/blog/what-heck-inquiry-based-learning-heather-wolpert-gawron?utm_source=twitterfeed&utm_medium=twitter&utm_campaign=Feed:%20EdutopiaNewContent%20(Edutopia))

<https://www.exploratorium.edu/education/ifi/inquiry>

<https://y4y.ed.gov/teach/stem/trainings-to-go/inquiry-based-training/>  
<https://y4y.ed.gov/toolkits/afterschool/science/investigating-science-through-inquiry>  
[https://y4y.ed.gov/uploads/media/ast\\_sci\\_inquiry\\_table.pdf](https://y4y.ed.gov/uploads/media/ast_sci_inquiry_table.pdf)

Experiential learning is another hands-on, active instructional approach. It involves having students participate in a concrete experience and then reflecting on and making sense of that experience. Experiential learning is often used as a part of environmental education programs or apprenticeship programs. Service learning (described above) could be considered a type of experiential learning.

For more information on experiential learning:

<https://www.learning-theories.com/experiential-learning-kolb.html>  
<http://learnthroughexperience.org/blog/experiential-learning-infographic/>

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### **Promising Practices for After School Programs**

The You for Youth (Y4Y) Afterschool Toolkit provides an overview of a wide variety of promising practices for after school programs including, literature circles, literature dramatizations, math centers, math games, and inquiry-based science activities. The activities included are student-centered, hands-on, and provide students with opportunities for choice. For a full list of the promising practices, as well as videos and sample lessons, visit the Y4Y webpage: <https://y4y.ed.gov/toolkits/afterschool/>

## APPENDIX D

### Before School Programming Guidelines

If you plan to offer before school programming, it must conform to the following guidelines:

- The decision to offer a before school program should be made based on the needs of 21<sup>st</sup> CCLC students and their families. There should be a clear rationale for offering the morning programming, and program activities should be intentional and should address the identified academic and/or social needs of students.
- Before school programs must meet *all* of the requirements of the 21<sup>st</sup> CCLC grant. This includes ensuring that the program is accessible to all students who wish to attend. Transportation cannot be a barrier to participation.
- 21<sup>st</sup> CCLC programs are required to provide all attendees with academic enrichment activities. Programs should develop an official process for recruiting and enrolling students in the before school program, just as they do for the after school program. Before school program sessions should last at least 45 minutes, and students should be required to be present for the entire session.

Note that if the before school portion of the 21<sup>st</sup> CCLC program represents a significant percentage of programming hours, DPI monitors may choose to observe the morning program during DPI site monitoring visits.





**MILWAUKEE  
PUBLIC SCHOOLS**

Department of Recreation & Community Services  
5225 W. Vliet Street, Milwaukee, WI 53208  
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## 2019-20 CLC Enrichment Curriculum Criteria Checklist

*Directions: To assure quality, all CLC enrichment curricula/programs not included in the original grant application or required by MPS **must be reviewed and approved** by MPS Recreation **before** implementation in the CLC program. It is also strongly recommended but not required that any additional enrichment program offerings are submitted for review. **Complete the form below.** Refer to your CLC Grant Application Guidelines and/or CLC Yearly Progress Report (CLC grant renewal application) for guidance. Please submit one form per curriculum/program. **Due July 26, 2019***

### Section A – Site Information

<b>CLC Site:</b>	Click here to enter text.
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### Section B – Identification of Curriculum

<b>Name of curriculum:</b>	Click here to enter text.
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### Section C – Content or Core Subject Area

*Directions: Click on box to select. Check all that apply.*

- Reading/Literacy     
  Social Emotional Learning     
  Science     
  Social Studies  
 Mathematics     
  Recreation     
  Other (Please specify)

### Section D – Targeted Student Grade Levels

*Directions: Click on box to select. Check all that apply.*

- K4   
  K5   
  1<sup>st</sup>   
  2<sup>nd</sup>   
  3<sup>rd</sup>   
  4<sup>th</sup>   
  5<sup>th</sup>   
  6<sup>th</sup>   
  7<sup>th</sup>   
  8<sup>th</sup>   
  9<sup>th</sup>   
  10<sup>th</sup>   
  11<sup>th</sup>   
  12<sup>th</sup>

### Section E – General Description of Curriculum

*Directions: Write a description of the curriculum/program in the space provided.*

<b>Description of Curriculum:</b>  <b>Please include the following information in your description:</b> <i>What is the overall purpose of curriculum? Why was it selected? How many hours/days per week will it be implemented? How many students per class/group? What grade levels is it designed to support? How will CLC staff be trained?)</i>	Click here to enter text.
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------

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***Comienza. Quédate. Triunfa.***



**Section F - Alignment to CLC Grant Objectives: Insert CLC Grant Objectives below.**

CLC Grant Objective	CLC Grant Goals	CLC Grant Expected Outcomes	As Measured By
<b>Objective 1:</b> Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>Objective 2:</b> Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>Objective 3:</b> Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>Objective 4:</b> Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>Objective 5:</b> Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>Objective 6:</b> Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

**Section G – Alignment to Common Core State Standards (CCSS), Wisconsin Model Standards, etc.**

*Directions: How does the selected curriculum described above align with the CCSS, Wisconsin Model Standards, etc.?*

*Describe this alignment using the chart below.*

List CLC Grant Objective	Student Grade Level(s) Targeted	Objective Aligns to the following CCSS	Other Relevant Information
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.



Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
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Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

**Section H - Signatures**

<b>CLC Site Coordinator</b>	Click here to enter text.	<b>Date</b>	Click here to enter a date.
<b>CLC Lead Agency</b>	Click here to enter text.	<b>Date</b>	Click here to enter a date.
<b>Principal</b>	Click here to enter text.	<b>Date</b>	Click here to enter a date.
<b>CLC Academic Coordinator</b>	Click here to enter text.	<b>Date</b>	Click here to enter a date.
<b>MPS Afterschool Project Team Member</b>	Click here to enter text.	<b>Date</b>	Click here to enter a date.

**FOR MPS RECREATION USE ONLY**

**Reviewed by:** Click here to enter text.

**Today's Date:** Click here to enter a date.

**Approved**

**Not Approved**

**If not approved, provide explanation here:** Click here to enter text.

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**Health and Safety Checklist – License Exempt Programs – DCF 251**

Appendix N

**Use of form:** Section 120.13(14), Wis. Stats., allows for school boards to establish and provide or contract for the provision of day care programs for children without being licensed by the department of children and families. However, those programs are required to meet the standards for licensed day care centers established by the department of children and families (DCF 251 Licensing Rules for Group Child Care Centers) In November of 2014 new federal requirements were signed into law that require annual inspection of license exempt programs as a condition of receiving federal child care subsidy funds. While every administrative rule in Chapter DCF 251 is important to the quality of the program, the department has identified a subset of rules which, if violated, are likely to pose the most serious threat to the health, safety and welfare of children in care. This checklist contains that subset of health and safety rules, and will be used by DCF staff to notify license exempt child care programs of the rules within DCF 251 that will be monitored annually for compliance and to document program compliance and / or areas of deficiency observed during the initial assessment visit.

**Instructions – DCF Staff:** During the initial assessment visit, address each item on the checklist to determine the program's compliance, or areas of deficiency, with the health and safety rules. If the program is in compliance with the specific rule, check "Met" If a specific rule does not apply to the program, check "N/A" for not applicable. If the program is not in compliance with the specific rule, record your observations in the comments section and describe the area of deficiency.

**Instructions – License Exempt Program:** License exempt child care programs may use this checklist to familiarize themselves with the health and safety rules that will be monitored annually. However, if the program is looking for a self-monitoring tool to ensure compliance with DCF 251 Licensing Rules for Group Child Care Centers in its entirety, they should refer to the department's form DCF-F-CFS0063 Licensing Checklist – Group Child Care Centers.

"School-age child" means a child 5 years of age or older who is enrolled in a public school or a parochial or other private school.

Name of the License Exempt Program	Facility ID Number
<input type="checkbox"/> Yes <input type="checkbox"/> No This program serves only school-age children (children age 4 and above who are also enrolled in the school district for academic purposes – 4K-12).	
<input type="checkbox"/> Yes <input type="checkbox"/> No This program serves school-age children in groups separate from children who are under age 5.	
<input type="checkbox"/> Yes <input type="checkbox"/> No This program serves children younger than age 5 who are not enrolled in the school district for academic purposes.	
<input type="checkbox"/> Yes <input type="checkbox"/> No This program is located in a building currently in use as a school building.	Initial Assessment Date
Licensing Specialist Conducting the Assessment	
Name and Title of District Representative Present	

Code Section (Subsection)	Page	Code Section (Subsection)	Page
251.04 Operational Requirements	1	251.08 Transportation (if applicable)	9
251.05 Staffing	1	251.09 Infant and toddler care (if applicable)	10
251.06 Physical plant and equipment	5	251.095 Care of school-age children (if applicable)	10
251.07 Program	7		

DCF 251.04 OPERATIONAL REQUIREMENTS	Met	N/A	COMMENTS
251.04(2) Administration. A group child care center licensee shall do all of the following			
(2)(a) COMPLIANCE WITH LAWS Comply with all laws governing the facility and its operation.			
(2)(n) BACKGROUND INFORMATION DISCLOSURE FORM – CHANGE TO BOARD / HOUSEHOLD Submit to the department by the department's next business day a completed Background Information Disclosure form and appropriate caregiver background check fees when there is a change in the board chairperson or a person aged 12 and above becomes a household member.			
251.04(3) Reports The licensee shall report to the department all of the following. If the report is made by telephone, the licensee shall submit a written report to the appropriate regional licensing office within 5 business days of the incident. Fax, e-mail, and letter are acceptable ways of filing a written report.			
(3)(a) REPORT – INCIDENT OR ACCIDENT Any death of a child in the care of the center or any incident or accident that occurs while the child is in the care of the center that results in an injury that requires professional medical treatment within 48 hours of the licensee becoming aware of the medical treatment.			
251.04(5) Staff Records			
(5)(a) STAFF FILE – MAINTENANCE & AVAILABILITY The licensee shall maintain a file on each employee which is available for examination by the licensing representative at the center. An employee's file shall include all of the following: (The form Staff Record Checklist – Group Child Care Centers may be used to check staff records for compliance.)			
(5)(a)2. STAFF FILE – BACKGROUND INFORMATION DISCLOSURE FORM A background information disclosure form, completed prior to the employee's first day of employment and every year thereafter, that does not reveal any information which may preclude the person's employment under s.48 685, Stats., or ch. DHS 12 (Use form Background Information Disclosure )			
(5)(a)3. STAFF FILE – CAREGIVER BACKGROUND CHECK RESULTS A complete caregiver background check as specified in s.48 685, Stats., and ch DHS 12 including the results of any subsequent investigation related to information obtained as part of the background check within 60 days of employment and every year thereafter.			
(5)(a)6 STAFF FILE – ORIENTATION & CONTINUING EDUCATION Documentation of orientation and continuing education received under s. DCF 251.05(2). (The forms Staff Orientation Checklist – Group Child Care Ctrs and Staff Continuing Education Record – Child Care Ctrs may be used.)			
(5)(a)7. STAFF FILE – SHAKEN BABY SYNDROME PREVENTION TRAINING Documentation of training in shaken baby syndrome prevention taken before beginning work if the person will provide care and supervision to children under age 5.			
251.04(6) Children's Records			
(6)(a) CHILD RECORD – MAINTENANCE & AVAILABILITY The licensee shall maintain a current written record obtained prior to the child's first day of attendance or subsequent re-enrollment at the center on each child enrolled and shall make the record available to the licensing representative on request. Each record shall include all of the following (The form <i>Child Record Checklist – Child Care Centers</i> may be used to check multiple children's records for compliance.)			
(6)(a)6 CHILD RECORD – HEALTH HISTORY Documentation of each child's health history on a form provided by the department (Use the form Health History and Emergency Care Plan.)			
(6)(a)6m. CHILD RECORD – IMMUNIZATION HISTORY Documentation of each child's immunization history (Department of Health Services' Child Care Immunization Record form may be used.)			
DCF 251.05 STAFFING			
251.05(1) Responsibilities and Qualifications Of Staff			
(1)(b) SHAKEN BABY SYNDROME PREVENTION TRAINING Except for a volunteer who is not counted in staff-to-child ratios, each child care worker including the administrator, center director, teachers, assistant teachers, and substitutes who provide care and supervision to children under 5 years of age shall receive department-approved training in shaken baby syndrome and impacted babies and appropriate ways to manage crying, fussing or distraught children. The training shall be completed by one of the methods outlined in 251.05(1)(b)1. or 251.05(1)(b)2 (Note: The SBS prevention training component is included in the courses "Introduction to the Child Care Profession" and "Fundamentals of Infant and Toddler Care" if the course was taken after 7/1/05.)			

DCF 251.05 STAFFING (continued)	Met	N/A	COMMENTS
<p>(1)(c) <b>CARDIOPULMONARY RESUSCITATION TRAINING</b> All employees in regular contact with children shall obtain and maintain a current certificate of completion for infant and child cardiopulmonary resuscitation and automated external defibrillator use from an agency approved by the department within 6 months after beginning to work with children. Volunteers included in determining staff-to-child ratios shall obtain a certificate of completion in infant and child cardiopulmonary resuscitation after volunteering for 240 hours. The time spent obtaining or renewing cardiopulmonary resuscitation training may be counted towards the required continuing education hours</p>	Met	N/A	
<p>(1)(d)3 <b>ADMINISTRATOR – ENTRY-LEVEL TRAINING / EXPERIENCE REQUIREMENTS</b> Before a person assumes the position of administrator, the person shall have both of the following:</p>			
<p>(1)(d)3 a. <b>ADMINISTRATOR – ENTRY-LEVEL TRAINING / EXPERIENCE – BUSINESS</b> One year of experience as a manager or satisfactory completion of one credit or noncredit department-approved course in business or program administration.</p>			
<p>(1)(d)3 b. <b>ADMINISTRATOR – ENTRY-LEVEL TRAINING / EXPERIENCE – EARLY CHILDHOOD</b> One year of experience as a center director or child care teacher in a licensed child care center or kindergarten or satisfactory completion of one non-credit department-approved course or one course for credit in early childhood education or its equivalent.</p>			
<p>(1)(e)4. A center director for a program licensed to serve <b>50 or fewer children</b> shall:</p>			
<p>(1)(e)4.c <b>CENTER DIRECTOR / SMALL CENTER – ENTRY-LEVEL EXPERIENCE</b> Have at least 80 full days or 120 half days of experience as a teacher or assistant teacher in a licensed child care center or other approved setting.</p>			
<p>(1)(e)4.d. <b>CENTER DIRECTOR / SMALL CENTER – ENTRY-LEVEL TRAINING</b> Prior to beginning to work as a center director have completed at least one of the following training requirements:</p> <ul style="list-style-type: none"> <li>i. Two non-credit department-approved courses in early childhood education (ECE) and within 1 year of assuming the position, one course in the WI Child Care Administrator Credential or its equivalent. ii. Two courses for credit in ECE and within 1 year of assuming the position, one course in the WI Child Care Administrator Credential or its equivalent. iii. Forty eight credits from an institution of higher education with at least 3 credits in ECE and within 1 year of assuming the position, one course in the WI Child Care Administrator Credential or its equivalent. iv. A certificate from The Registry indicating the person is on Registry Level 12 or above. v. A 0-1-year child care diploma from an institution of higher education. vi. An associate degree in ECE or child care from an institution of higher education. vii. Child development associate (CDA) credential issued by the council for early childhood professional recognition and within 1 year of assuming the position, one course in the WI Child Care Administrator Credential or its equivalent. viii. A bachelor degree from an institution of higher education in ECE or child development or a license from the WI dept of public instruction to act as a kindergarten, prekindergarten or early childhood (regular or special education) teacher</li> </ul>			
<p>(1)(e)4.e. <b>CENTER DIRECTOR / SMALL CENTER – SUPERVISION / MANAGEMENT TRAINING</b> Complete at least 10 hours of training in supervision or personnel management within one year of assuming the position of center director, if the director has not previously received that training. The training may be counted as part of the annual continuing education requirement.</p>			
<p>(1)(e)5. A center director for a program licensed to serve <b>51 or more children</b> shall</p>			
<p>(1)(e)5 c. <b>CENTER DIRECTOR / LARGE CENTER – ENTRY-LEVEL EXPERIENCE</b> Have at least 2 years of experience as a child care teacher or center director in a licensed child care center or other approved setting.</p>			
<p>(1)(e)5 d. <b>CENTER DIRECTOR / LARGE CENTER – ENTRY-LEVEL TRAINING</b> Prior to beginning to work as a center director have completed one of the following training requirements</p> <ul style="list-style-type: none"> <li>i. Four non-credit department-approved courses in early childhood education (ECE) or its equivalent and within 3 years of assuming the position the WI Child Care Administrator Credential. Up to two courses in the WI Child Care Administrator may be used to meet the ECE requirement, if taken prior to beginning to work as a center director. ii. Four courses for credit in ECE from an institution of higher education and within 3 years of assuming the position, the WI Child Care Administrator Credential. Up to two courses in the WI Child Care Administrator Credential may be used to meet the ECE requirement, if taken prior to beginning to work as a center director. iii. An associate degree in ECE or child care from an institution of higher education. iv. A bachelor degree in ECE from an institution of higher education or a license from WI department of public instruction to act as a kindergarten, prekindergarten or early childhood (regular or special education) teacher. v. A certificate from The Registry indicating the person is on Registry Level 14 or above.</li> </ul>			

DCF 251.05 STAFFING (continued)	Met	N/A	COMMENTS
(1)(f)3. CHILD CARE TEACHER – ENTRY-LEVEL EXPERIENCE A person who is a child care teacher shall document at least 80 full days or 120 half days of experience as an assistant child care teacher in a licensed child care center or other approved early childhood setting.			
(1)(f)4. CHILD CARE TEACHER – ENTRY-LEVEL TRAINING Prior to assuming the position, a person hired to be a child care teacher shall be qualified by having completed one of the following: a. Two non-credit department-approved courses in early childhood education (ECE) b. Two courses for credit in ECE or its equivalent from an institution of higher education c. Certificate from The Registry indicating that the person is qualified as a child care teacher. d. Forty-eight credits from an institution of higher education with at least 3 credits in ECE or its equivalent. e. A one-year child care diploma from an institution of higher education. f. An associate degree in ECE or child care from an institution of higher education. g. Child development associate credential issued by the council for early childhood professional recognition h. Certificate from American Montessori Society, Association Montessori International, or Montessori Accreditation Council for Teacher Education. i. A bachelor degree in education from an institution of higher education or a license from the WI department of public instruction to act as a teacher j. Certificate from the bureau of apprenticeship standards as a child development specialist.			
(1)(g)2. ASSISTANT CHILD CARE TEACHER – QUALIFICATIONS A person hired to be assistant child care teacher shall be qualified in one of the following ways: a. The person shall be at least 18 years old and have satisfactorily completed one noncredit department-approved course in early childhood education (ECE) or completes that training within 6 months after assuming the position. b. The person shall be at least 18 years old and have satisfactorily completed one course for credit in ECE or its equivalent at an institution of higher education, or is enrolled in that course within 6 months after assuming the position. c. The person shall have satisfactorily completed an assistant child care teacher training program approved by the WI department of public instruction. * Exception for programs serving only school-age children – 251.095(2)(d) Section DCF 251.05(1)(g)2., relating to training for assistant child care teachers * Exception for programs serving only school-age children in a school building – 251.095(3)(a) Section DCF 251.05(1)(g)2., relating to training for assistant child care teachers.			
(1)(L)3. CONTACT WITH PERSON – ILLNESS, COMMUNICABLE DISEASE No licensee, employee, volunteer, visitor or parent with symptoms of serious illness or a communicable disease transmitted through normal contact reportable under ch. DHS 145 which presents a safety or health risk to children may be in contact with the children in care			
<b>251.05(2) Staff Development</b>			
(2)(C)1. CONTINUING EDUCATION REQUIREMENT – FULL TIME STAFF Each administrator, center director and child care worker who works more than 20 hours a week shall participate in at least 25 hours of continuing education each year. (The form Staff Record Checklist – Group Child Care Centers may be used to check staff records for compliance. The form Staff Continuing Education Record – Child Care Centers may be used to record continuing education.)			
(2)(G)2. CONTINUING EDUCATION REQUIREMENT – PART TIME STAFF Each administrator, center director and child care worker who works 20 or fewer hours a week shall participate in at least 15 hours of continuing education each year.			
<b>251.05(3) Supervision</b>			
(3)(a) SUPERVISION – TEACHER PER GROUP OF CHILDREN At least one child care teacher shall supervise each group of children.			
(3)(c) CLOSE SUPERVISION OF CHILDREN Each child shall be closely supervised by a child care worker who is within the sight and sound of the children to guide the children's behavior and activities, prevent harm and assure safety.			
(3)(f) CHILD TRACKING PROCEDURE The center shall implement a procedure to ensure that the number, names and whereabouts of children in care are known to assigned child care workers at all times.			



DCF 251.05 STAFFING (continued)	Met	N/A	COMMENTS
<b>251.05(4) Staffing and Grouping</b>			
(4)(a) GROUP SIZE – MAXIMUM The maximum number of children in a group may not exceed the number specified in Table 251.05-D.			
(4)(b) STAFF-TO-CHILD RATIOS – MINIMUM The ratio of child care workers to children may not be less than the minimum number of child care workers to children specified in Table 251.05-D.			
		Minimum Number of Child Care Workers to Children	Maximum Number of Children in a Group
Birth to 2 years		1:4	8
2 years to 2 ½ years		1:6	12
2 ½ years to 3 years		1:8	16
3 years to 4 years		1:10	20
4 years to 5 years		1:13	24
5 years to 6 years		1:17	34
6 years and over		1:18	36
<b>DCF 251.06 PHYSICAL PLANT AND EQUIPMENT</b>			
<b>251.06(1) Building</b>			
(1)(a) COMMERCIAL BUILDING CODE – COMPLIANCE, INSPECTION REPORT The building in which a center is located shall comply with applicable state and local building codes. The licensee shall maintain a report of inspection of the building, which specifies that the building meets the WI commercial building codes for use as a group child care center.  * DCF 251.095(3) Exceptions for programs serving only school-age children in school buildings Section DCF 251.06(1)(a) on maintaining a building inspection report.			
<b>251.06(2) Protective Measures</b>			
(2)(a) POTENTIAL SOURCE OF HARM ON PREMISES The indoor and outdoor premises shall be free of hazards including any recalled products.			
(2)(b) ELECTRICAL OR HOT SURFACE PROTECTION Steam radiators, fireplaces, wood burning stoves, electric fans, electric outlets, electrical heating units and hot surfaces, such as pipes, shall be protected by screens or guards so that children cannot touch them  * Exception for programs serving only school-age children - 251.095(2)(a) Section DCF 251.06(2)(b) but only in regard to protection of electrical outlets			
(2)(c) POTENTIALLY DANGEROUS ITEMS ON PREMISES Firearms, ammunition and other potentially dangerous items may not be kept on the premises			
(2)(d) ACCESS TO MATERIALS POTENTIALLY HARMFUL TO CHILDREN Materials harmful to children, including power tools, flammable or combustible materials, insecticides, matches, drugs and other articles hazardous or poisonous to children shall be in properly marked containers and stored in areas inaccessible to children.			
(2)(g) STAIRS, WALKS, RAMPS, PORCHES – SAFETY Stairs, walks, ramps and porches shall be maintained in a safe condition and free from the accumulation of water, ice or snow.			
(2)(j) POWER TOOLS Children may not be allowed in an area where power tools are in use.			
<input type="checkbox"/> Yes <input type="checkbox"/> No Is there a hot tub on the premises?			
(2)(k) HOT TUB – COVERED OR FENCED A hot tub located in a room or area accessible to children shall have a visible, locked, rigid cover or be enclosed by a locked fence at least 4 feet tall. The lock shall be installed so that the lock is inaccessible to children			
<b>251.06(3) Emergencies</b>			
(3) EMERGENCIES – WRITTEN PLANS Each center shall have a written plan for responding to a fire, a tornado, a tornado warning, a missing child or other emergency. A center shall do all of the following			



DCF 251.06 PHYSICAL PLANT AND EQUIPMENT (continued)	Met	N/A	COMMENTS
(3)(a) EMERGENCIES – POST & PRACTICE WRITTEN PLANS Post the fire evacuation and tornado plan and practice implementing the fire evacuation plan monthly. Tornado drills shall be conducted monthly from April through October.			
(3)(b) EMERGENCIES – STAFF RESPONSIBILITIES Make sure that all staff members know what their duties are if there is a fire, tornado, a tornado warning, missing child or other emergency.			
<b>251.06(4) Fire Protection</b>			
(4)(a) FIRE EXTINGUISHERS – OPERABLE, INSPECTED, LABELED Each fire extinguisher on the premises of a center shall be operable at all times, inspected once a year by a qualified person and bear a label indicating its present condition and date of the last inspection.			
* DCF 251.095(3) Exceptions for programs serving only school-age children in school buildings. Section DCF 251.06(4)(a) on fire extinguishers.			
(4)(d) EXITS & PASSAGEWAYS – UNOBSTRUCTED, MINIMUM WIDTH Exits and exit passageways shall have a minimum clear width of three feet and be unobstructed by furniture or other objects			
(4)(e) EXTENSION CORD USE An extension cord may not be used permanently with an appliance.			
(4)(f) ELECTRICAL OUTLET LIMIT No more than two electrical appliances may be plugged into any one wall outlet.			
(4)(g) BASEMENT & FURNACE ROOM DOORS The door to the basement and furnace room shall be closed			
(4)(h) STORAGE AREAS UNDER STAIRS Areas under stairs may not be used for storage.			
(4)(i) EXIT LIGHTS All exit lights shall be lit at all times.			
(4)(j) FIRE ALARMS & SMOKE DETECTORS – MAINTENANCE, DRILLS, TESTING Fire alarms, alarm systems and smoke detectors shall be maintained in good working order. Fire alarms and smoke detectors shall be used to conduct monthly fire evacuation drills. Fire alarms and smoke detectors shall be tested weekly and a record kept of the test results. (The department's form <i>Fire Safety and Emergency Response Documentation – Group Child Care Centers</i> may be used to document compliance.)			
* DCF 251.095(3) Exceptions for programs serving only school-age children in school buildings. Section DCF 251.06(4)(j) on testing smoke detectors and fire alarms.			
<b>251.06(5) Sanitation</b>			
(5)(b)1. DETERIORATING PAINT There shall be no flaking or deteriorating paint on exterior or interior surfaces in areas accessible to children			
(5)(b)2. LEAD-BASED PAINT, TOXIC FINISHING MATERIALS No lead-based paint or other toxic finishing material may be used.			
<b>251.06(8) Furnishings</b>			
(8)(f) SAFE SLEEP SURFACE – CHILD 12 MONTHS OR OLDER A safe, washable cot, bed, two-inch thick mat or sleeping bag shall be provided for each child 12 months old or older who naps or sleeps			
(8)(g) SAFE SLEEP SURFACE – CHILD UNDER 12 MONTHS OF AGE A safe, washable crib or playpen shall be provided for use of each child less than 12 months old who naps or sleeps. A crib or playpen shall be washed and disinfected between changes in occupancy. All cribs must meet the Consumer Products Safety Commission federal safety standards. Documentation can consist of a certificate of compliance from the manufacturer or a label attached to the crib indicating that the date of manufacture was June 28, 2011, or later.			
<b>251.06(11) Outdoor Play Space</b>			
<input type="checkbox"/> Yes <input type="checkbox"/> No The outdoor play space is on the premises of the center			
(1)(a) OUTDOOR PLAY SPACE – REQUIREMENT A center shall have outdoor play space if children are present for more than three hours per day or if outdoor play is included in the center program.			
(1)(b) OUTDOOR PLAY SPACE – REQUIRED FEATURES Except when an exemption is requested and is approved by the department under par. (c), a center shall comply with all of the following requirements for outdoor play space:			

DCF 251.06 PHYSICAL PLANT AND EQUIPMENT (continued)	Met	N/A	COMMENTS
(1)(b)5 OUTDOOR PLAY SPACE – ENERGY-ABSORBING SURFACES An energy-absorbing surface, such as loose sand, pea gravel or pine or bark mulch, in a depth of at least nine inches is required under climbing equipment, swings and slides and in a fall zone of four feet beyond and whenever play equipment is four feet or more in height. Shredded rubber and poured surfacing shall be installed to the manufacturer's specifications based on the height of the equipment. * <i>Per commentary, school age programs located in school buildings, including 4-year-old kindergarten programs, do not need 9 inches of energy absorbing material under and around the playground equipment.</i>			
(1)(b)6. OUTDOOR PLAY SPACE – POTENTIAL SOURCE OF HARM The outdoor play space shall be well drained and shall be free of hazards such as uncovered wells, cisterns and unused appliances. Structures such as playground equipment, railings, decks and porches accessible to children that have been constructed with CCA treated lumber shall be sealed with an exterior oil-based sealant or stain. Wood containing creosote, including railroad ties, may not be accessible to children.			
(1)(b)7. OUTDOOR PLAY SPACE – ENCLOSURE The boundaries of the outdoor play space shall be defined by a permanent enclosure not less than 4 feet high to protect the children Fencing, plants or landscaping may be used to create a permanent enclosure * <i>Exception for programs serving only school-age children – 251.095(2)(c) Section DCF 251.11(b)7 Concerning a permanent enclosure of outdoor space. If hazards exist, such as traffic or bodies of water, the boundaries of outdoor play space shall be made known to the children</i>			
(1)(b)8. OUTDOOR PLAY SPACE – PROHIBITED SURFACES Concrete and asphalt are prohibited under climbing equipment, swings and slides.			
<b>DCF 251.07 PROGRAM</b>			
<b>251.07(2) Child Guidance</b>			
(2)(c) TIME-OUT – TIME LIMIT If a center uses time-out periods to deal with unacceptable behavior, time-out periods may not exceed five minutes and the procedure shall be included in the center's child guidance policy			
(2)(d) TIME-OUT – USE WITH CHILDREN UNDER AGE 3 Use of time-out periods is prohibited for children under three years of age.			
(2)(e) CHILD GUIDANCE – PROHIBITED ACTIONS Actions that may be psychologically, emotionally or physically painful, discomforting, dangerous or potentially injurious are prohibited. Examples of prohibited actions include all of the following:			
(2)(e)1 PROHIBITED ACTIONS – CORPORAL PUNISHMENT Spanking, hitting, pinching, shaking, slapping, twisting, throwing or inflicting any other form of corporal punishment			
(2)(e)2 -PROHIBITED ACTIONS – VERBAL Verbal abuse, threats or derogatory remarks about the child or the child's family.			
(2)(e)3.-PROHIBITED ACTIONS – PHYSICAL RESTRAINT, RESTRICTION, ENCLOSURE Physical restraint, binding or tying to restrict movement or enclosing in a confined space such as a closet, locked room, box or similar cubicle			
(2)(e)4.-PROHIBITED ACTIONS – WITHHOLDING / FORCING FOOD OR SLEEP Withholding or forcing meals, snacks or naps.			
(2)(e)5 PROHIBITED ACTIONS – CRUEL, AVERSIVE, FRIGHTENING, HUMILIATING ACTIONS Actions that are cruel, aversive, frightening or humiliating to the child.			
<b>251.07(3) Equipment</b>			
(3)(a) INDOOR & OUTDOOR EQUIPMENT – SAFETY Indoor and outdoor play equipment shall be safe.			
<b>251.07(5) Meals and Snacks</b>			
(5)(a)9m SPECIAL DIETS – FOOD ALLERGY A special diet based on a food allergy may be served upon the written request of the parent			
(5)(a)10. SHARING INFORMATION ABOUT FOOD & OTHER ALLERGIES Cooks, staff members, child care workers and substitutes having direct contact with the children shall be informed about food allergies and other allergies of specific children			

DCF 251.07 PROGRAM (continued)	Met	N/A	COMMENTS
<b>251.07(6) Health</b>			
(6)(a)1 OBSERVATION – SYMPTOMS OF ILLNESS Each child upon arrival at a center shall be observed by a staff person for symptoms of illness and injury. For an apparently ill child, the procedure under par. (c) shall be followed.			
(6)(c)1. ILL CHILD – ISOLATION when a child with an illness or condition, such as vomiting or diarrhea, having the potential to affect the health of other persons is observed in the child care center, the child shall be isolated.			
(6)(e)1. COMMUNICABLE DISEASE – EXCLUSIONS A child with a reportable communicable disease specified in ch. DCF 145 may not be admitted to or be permitted to remain in a child care center during the period when the disease is communicable.			
(6)(e)2. COMMUNICABLE DISEASE – REPORTING When it is determined that a person in contact with children or a child enrolled in a child care center has a reportable communicable disease under ch. DCF 145, such as German measles, infectious hepatitis, measles, mumps, or meningitis, the local public health officer, the department and the parents of exposed children shall be notified.			
(6)(e)3. COMMUNICABLE DISEASE – READMISSION An employee, volunteer or a child may be readmitted to the group child care center if there is a statement from a physician that the condition is no longer contagious or if the person has been absent for a period of time equal to the longest usual incubation period for the disease as specified by the department.			
(6)(f) Medications. 1. Center staff may give prescription or non-prescription medication, such as pain relievers, teething gels or cough syrup, to a child only under the following conditions:			
(6)(f)1.a. MEDICATION ADMINISTRATION – PARENT AUTHORIZATION A written authorization that includes the child's name and birthdate, name of medication, administration instructions, medication intervals and length of the authorization dated and signed by the parent is on file. Blanket authorizations that exceed the length of time specified on the label are prohibited			
(6)(f)1.b. MEDICATION ADMINISTRATION – CONTAINERS & LABELING Medication is in the original container and labeled with child's name and the label includes the dosage and directions for administration			
(6)(f)1 c MEDICATION ADMINISTRATION – DOCUMENTING IN LOG BOOK A written record, including type of medication given, dosage, time, date and the name or initials of the person administering the medication, shall be made in the center medical log book on the same day that the medication is administered.			
(6)(f)3. MEDICATION – STORAGE Medication shall be stored so that it is not accessible to the children			
(6)(f)5. MEDICATION ADMINISTRATION – AS LABELED & AUTHORIZED All medication for a child in care shall be administered by the center as directed on the label and as authorized by the parent.			
(6)(g)1. WIPING BODILY SECRETIONS Bodily secretions such as runny noses, eye drainage and coughed up matter shall be wiped with a disposable tissue used once and placed in a plastic-lined container. Whoever does the wiping shall wash his or her hands immediately.			
(6)(g)2 CLEANING BODILY SECRETIONS ON SURFACES Bodily secretions on surfaces shall be washed with soap and water and disinfected with a bleach solution of one tablespoon bleach to one quart of water, made fresh daily. Hands shall be washed immediately.			
(6)(h)1. USE OF UNIVERSAL PRECAUTIONS Center staff shall adopt universal precautions when exposed to blood and blood-containing body fluids and injury discharges of all children.			
(6)(h)2. HANDWASHING AFTER EXPOSURE TO BLOOD All persons exposed to blood or blood-containing body fluids and tissue discharges shall wash their hands immediately with soap and warm running water.			
(6)(h)4. DISINFECTING SURFACES AFTER CONTACT WITH VOMIT, URINE, FECES For spills of vomitus, urine, feces, blood or other body fluids, center staff shall clean and disinfect the floors, walls, bathrooms, tabletops, toys, kitchen countertops and diaper changing tables.			
(6)(i)1. WASHING CHILD'S HANDS & FACE A child's hands shall be washed with soap and warm running water before meals and after toileting or diapering. A child's hands and face shall be washed after meals.			
(6)(i)2. ADULT HANDWASHING Persons working with children shall wash their hands with soap and warm running water before handling food, and after assisting with toileting and after wiping bodily secretions from a child with a disposable tissue			

DCF 251.07 PROGRAM (continued)	Met	N/A	COMMENTS
(6)(j)4. FIRST AID PROCEDURES First aid procedures shall be followed for serious injuries		N/A	
(6)(j)6. CLEANING & PROTECTING SUPERFICIAL WOUNDS Superficial wounds shall be cleaned with soap and water only and protected with a bandaid or bandage.			
(6)(k)5. HEALTH HISTORY INFORMATION A child's health history on a form prescribed by the department completed by the child's parent shall be on file at the center by the first day of attendance. Information contained on the health history form shall be shared with any child care worker assigned to care for the child			
(6)(l) IMMUNIZATION DOCUMENTATION The center shall maintain a record of immunizations for each child to document compliance with s. 252.04 Stats., and ch. DCF 144.			
<b>DCF 251.08 TRANSPORTATION</b> The program <input type="checkbox"/> provides regularly-scheduled transportation, <input type="checkbox"/> provides transportation for field trips, <input type="checkbox"/> does not transport.			
<b>251.08(2) General</b>			
(2)(a) CENTER RESPONSIBILITY FOR CHILD DURING TRANSPORTATION The center shall be responsible for a child between the time the child is placed in a vehicle until the child reaches his or her destination and is released to a person responsible for the child.			
(2)(b) EMERGENCY INFORMATION IN VEHICLE The following emergency information shall be carried in the vehicle for each child transported			
(2)(b)1. EMERGENCY INFORMATION IN VEHICLE – PARENT CONTACT An address and telephone number where a parent or other adult can be reached in an emergency.			
(2)(b)2. EMERGENCY INFORMATION IN VEHICLE – PHYSICIAN CONTACT The name, address, and telephone number of the child's physician or medical facility.			
(2)(b)3. EMERGENCY INFORMATION IN VEHICLE – EMERGENCY MEDICAL CONSENT Written consent from the child's parent for emergency medical treatment.			
<b>251.08(3) Driver</b>			
(3)(b) DRIVER RECORD – OBTAIN & REVIEW The licensee shall obtain a copy annually of the driving record for each driver of a center-provided vehicle and shall place the record in the staff file. The licensee shall review each driving record to ensure that the driver has no accidents or traffic violations that would indicate that having children ride with the driver could pose a threat to the children.			
<b>251.08(4) Vehicle.</b>			
(4)(b)1. CAR SAFETY SEAT – CHILD UNDER AGE 1 OR UNDER 20 POUNDS Each child who is under 1 year of age or who weighs less than 20 pounds shall be properly restrained in a rear-facing individual child car safety seat when being transported in a vehicle as specified in s. 347.48 Stats			
(4)(b)2. CAR SAFETY SEAT – CHILD AGE 1 TO 4 OR 20 TO 40 LBS Each child who is at least 1 year of age but less than 4 years of age or who weighs at least 20 pounds but less than 40 pounds shall be properly restrained in a forward-facing individual child car safety seat when being transported in a vehicle as specified in s. 347.48 Stats.			
(4)(b)3. BOOSTER SEAT RESTRAINT – CHILD AGE 4 TO 8 OR UNDER 80 LBS OR 4'9" Each child who is at least 4 years of age but less than 8 years, weighing not more than 80 pounds or taller than 4 feet 9 inches shall be properly restrained in a shoulder-positioning child booster seat when being transported in a vehicle as specified in s. 347.48 Stats.			
(4)(b)4. SEAT BELT USE Each child who is not required to be transported in an individual child car safety seat or booster seat when being transported in a vehicle shall be properly restrained by a seat belt. Each adult shall be properly restrained by a seat belt. Seat belts may not be shared.			
(4)(d) VEHICLE – FRONT SEAT USE Children under age 13 may not ride in the front seat			

DCF 251.08 TRANSPORTATION (continued)	Met	N/A	COMMENTS
<b>251.08(8) Child Care Vehicle Safety Alarm</b>			
(8)(a) VEHICLE SAFETY ALARM – INSTALLED A vehicle shall be equipped with a child safety alarm that prompts the driver to inspect the vehicle for children before exiting if all of the following conditions apply. 1. The vehicle is owned or leased by a licensee or a contractor of a licensee. 2. The vehicle has a seating capacity of 6 or more passengers plus the driver. The seating capacity of the vehicle shall be determined by the manufacturer. 3. The vehicle is used to transport children in care.			
(8)(b) VEHICLE SAFETY ALARM – PROMPTS INSPECTION OF VEHICLE No person may shut off a child safety alarm unless the driver first inspects the vehicle to ensure that no child is left unattended in the vehicle			
(8)(c) VEHICLE SAFETY ALARM – WORKING ORDER The child safety alarm shall be in good working order each time the vehicle is used for transporting children to or from a center.			
<b>DCF 251.09 ADDITIONAL REQUIREMENTS FOR INFANT AND TODDLER CARE</b>			
<input type="checkbox"/> Yes <input type="checkbox"/> No The program provides care for children under age two years.			
(1) Applicability and General Requirements. (a) Group child care centers providing care and supervision to infants and toddlers shall comply with the additional requirements of this section			
(1)(i) INFANT & TODDLER – CRIB MATTRESSES & COVERINGS Cribs and playpens shall contain a tight fitting mattress and any mattress covering shall fit snugly over the mattress. Water beds may not be used by children under age two			
(1)(k) INFANT & TODDLER – BEDDING Sheets or blankets used to cover the child shall be tucked tightly under the mattress and shall be kept away from the child's mouth and nose			
(1)(L) INFANT & TODDLER – SOFT MATERIALS IN CRIBS Children under one year of age may not sleep in a crib or playpen that contains soft materials such as sheepskins, pillows, fluffy blankets, bumper pads or stuffed animals			
<b>251.09(2) Daily Program</b>			
(2)(bm) INFANT & TODDLER – SLEEP POSITION Each child under age one shall be placed to sleep on his or her back in a crib unless otherwise specified in writing by the child's physician. The child shall be allowed to assume the position most comfortable to him / her when able to roll over unassisted			
<b>251.09(4) Diapering and Toileting</b>			
(4)(a) INFANT & TODDLER – WORKER DIAPERING / TOILETING RESPONSIBILITIES Child care workers shall do all of the following.			
(4)(a)3 INFANT & TODDLER – DIAPER CHANGING SURFACE DISINFECTION Change each child on an easily cleanable surface which is cleaned with soap and water and a disinfectant solution after each use with a chlorine bleach solution of one tablespoon bleach to one quart of water, made fresh daily, or a quaternary ammonia product prepared in accordance with label directions.			
(4)(a)9. INFANT & TODDLER – HANDWASHING WHEN DIAPERING Wash hands with soap and running water before and after each diapering or assistance with toileting routines. For children under one year, hands may be washed with soap and a fabric or paper washcloth.			
<b>DCF 251.095 EXCEPTIONS &amp; ADDITIONAL REQUIREMENTS FOR SCHOOL-AGE CARE</b>			
Note There are some exceptions to the requirements for programs serving school-age children (including children age 4 and above who are enrolled in a public school) Please see the licensing rules for these exceptions found in DCF 251.095(2) and (3).			
<b>251.095(4) Additional Requirements For Group Child Care Centers Serving School-Age Children</b>			
(4)(b)2. SCHOOL-AGE CARE – CENTER DIRECTOR, CHILD CARE TEACHER A center director or child care teacher of a center serving only school-age children shall meet the requirements of DCF 251.05(1)(e) or (f), as appropriate, or shall substitute for those requirements department-approved experience, credits or approved courses in elementary education, physical education, child guidance, recreation or other department-approved training.			
(4)(b)3. SCHOOL-AGE CARE – ASSISTANT CHILD CARE TEACHER Each assistant child care teacher shall meet the requirements in DCF 251.05(1)(g) or shall have satisfactorily completed at least 10 hours of training approved by the department in care of school-age children within 6 months after assuming position.			

NOTES / COMMENTS:

## IV. CLASSROOMS

### A. Supplies and Equipment

- Wet floor sign.
- Janitorial cart.
- Pail and 3M Twist and Fill 2L Multi-Surface Cleaner.
- Bucket with wringer and 3M Twist and Fill 2L Multi-Surface Cleaner.
- Spray Bottle and 3M Twist and Fill 5L Quat Disinfectant.
- Mop.
- 3M Twist and Fill 1L Glass Cleaner.
- Dust mop or vacuum cleaner.
- Carpet Gum, Tar, Oil Remover.
- Counter brush.
- Dust pan.
- Putty knife.
- Rags
- Personal Protection Equipment (Rubber gloves).

### B. Procedure

1. Cleaning cart should be well stocked with all needed supplies and taken from room to room.
2. Entering room, empty waste and recycling containers.
- 3 Empty pencil sharpener.
4. Clean door glass using 3M Twist and Fill 1L Glass Cleaner.
5. Dust/damp wipe all accessible surfaces, including window ledges. Close and lock windows and adjust shades while dusting.
6. Taking the floor dust mop dust the entire room. Never lift the duster from the floor during the actual dusting. Remove any gum, tape, etc., with putty knife.
- 6a. Should the floor be carpeted, vacuum thoroughly, removing spots if necessary.
7. Where chairs are moveable, move over then straighten after dust mopping/vacuuming is completed.
8. Sweep all dirt accumulation into the corridor. Shake duster lightly to dislodge dirt. Sweep dirt into pile and pick up with counter brush and dust pan and place in trash cart. Vacuum dust mop to remove soil.
9. Put on personal protection equipment. Using a 5L Quat Disinfectant, clean all common touch areas, i.e., door knob, light switch, tables, etc.
10. Place wet floor sign at door entrance. Wring out mop and damp mop floor as needed.
11. Wash graffiti off of classroom desktops and walls 3M Twist and Fill 2L Multi-Surface Cleaner
12. Remove personal protection equipment, wash hands. Check for burned-out bulbs and replace or report to the engineer.
13. Shut off lights and lock room door.