

(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS

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 21st *Century Community Learning Centers Act*, (“21st 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 21st *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, Provider is a pre-approved lead agency for MPS’s before and after school recreation programming;

WHEREAS, MPS is entering into this Agreement with Provider to provide services to MPS that are authorized in the 21st 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 “2022-23 Community Learning Center Contract Standards” and “2022-23 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 2022-23 CLC “Program Plan” in the form required by MPS throughout the year for each “Program Cycle”. A sample form, “2022-23 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 of no fewer than 33 weeks, beginning no later than August 22, 2022, for middle/high schools and September 12, 2022, for K5-K8 schools. Middle/high-school sites must operate at a minimum, through May 18, 2023. K5-K8 sites must operate, at a minimum, through June 9, 2023. All middle/high school sites will provide programming Monday-Thursday and all K5/K8 sites will

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provide programming Monday-Friday. The targeted population are students with the greatest academic need as determined by school administration and Provider. Provider's start and end times shall coincide with the MPS Bell Schedule and MPS Engineer's work schedules (Appendix N and Appendix O). All requests to operate outside of the aforementioned work schedules must be pre-approved in writing by MPS. Provider shall be responsible for all engineer overtime costs, as outlined in Section II,A,1.

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 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.
 - a. Mentoring programs
 - b. Remedial educational activities
 - c. Tutoring services
 - d. Service learning programs
 - e. Activities that enable students to be eligible for credit recovery
 - f. Literacy education programs
 - g. Mathematics education programs
 - h. Arts and music programs
 - i. Counseling programs
 - j. Financial literacy programs
 - k. Environmental literacy programs
 - l. Nutritional education programs
 - m. Regular, structured physical activity programs
 - n. Services for individuals with disabilities
 - o. Programs for English Language Learners
 - p. Cultural programs
 - q. Telecommunications and technology education programs
 - r. Expanded library service hours
 - s. Parenting skills programs that promote parental involvement and family literacy
 - t. Programs that provide assistance to students who have been truant, suspended or expelled
 - u. Drug and violence prevention programs and counseling programs
 - v. Programs that build skills in science, technology, engineering and mathematics (STEM)
 - w. 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.
 - a. Overall Attendance.
 - b. 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.

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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 22, 2022, for middle/high schoolsites and September 12, 2022, 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 an academic enrichment program specified by grade level. Currently, MPS approves and supports the implementation of LitART and Comic Book Club for literacy enrichment. Provider, via the annual Program Plan, shall designate which academic curriculum will be used for middle/high school programs. 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 2022-2023. The 2022-23 CLC Enrichment Curriculum Criteria Checklist form (Appendix K) must be completed and submitted to MPS for review and approval for any proposed academic enrichment curriculum not listed below.
 - i. Literacy Enrichment Curriculum - K5-K8 Sites.
 - a. As part of the regular schedule of academic programming, all K5-K8 sites must, unless otherwise approved by MPS, 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 26, 2022, and ending no earlier than June 9, 2023.
 - b. All new staff members from each K5-K8 site who are teaching LitART must attend the LitART training in Fall, 2022 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. Comic Book Literacy Enrichment Curriculum - Middle-High School Sites.
 - d. As part of the regular schedule of academic programming, all middle/high schoolsites (and selected K5-K8 sites) must, unless otherwise approved by MPS, 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 no later than September 26, 2022 for MS-HS and K5-K8 and ending no earlier than May 12, 2023.
 - e. A minimum of two staff members from each participating site must attend Comic Book Club training in Fall 2022 and requested follow-up trainings throughout the academic school year. MPS Recreation may identify and require staff in need of additional training, including Program Site and Academic Coordinators, to attend refresher trainings as needed.
 - f. 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 12, 2023. Each site must also participate in the culminating Comic Book Club event which will take place by May 12, 2023.
 - g. A minimum of two staff members and three students from each middle/high school site must attend Comic Book ComicCon to present their final project on May 13, 2023.
 - h. 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

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- be completed and submitted as requested by MPS.
- iii Arts Enrichment
 - i. As part of the regular schedule of academic programming, all CLC locations must provide at least 30 minutes of arts enrichment (visual, performing, etc.) twice weekly for a total of 60 minutes per week for all CLC participants. Activities may be provided by Provider or offered by a qualified arts vendor. MPS will provide approved arts resources for programs to utilize in fulfilling this requirement.
 6. Provider will be required to implement a social/emotional enrichment curriculum for middle-high-school students (grades 6-12). Currently, MPS approves and supports the implementation of Lion's Quest OST Enrichment Curriculum. 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 2022-2023. The 2022-23 CLC Enrichment Curriculum Criteria Checklist form (Appendix K) must be completed and submitted to MPS for review and approval for any proposed academic enrichment curriculum not listed below.
 - i. 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, unless otherwise approved by MPS, facilitate the Lions Quest Out of School Time 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 26, 2022, and ending no earlier than May 1, 2023.
 - b. A minimum of two staff members from each middle-high school site must attend Lions Quest training in Fall, 2022 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 2, 2023.
 - 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 5, 2023. 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.
 7. High-Quality Homework Help.
 - i. High-Quality Homework Help is required to begin by August 22, 2022, for MS/HS school sites and September 12, 2022, 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.
 8. Youth Recreation Programs.
 - i. The Provider will develop and operate a Youth Recreation Program which exposes participants to activities in the arts (dance, drama, poetry, 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 22, 2022, for middle-high school sites and September 12, 2022, 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 18, 2023,

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for middle/high schoolsites and June 9, 2023 for K5-K8 sites.

9. **S**ports **P**hysical **A**ctivity & **R**ecreation for **K**ids (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 26, 2022, and ending no earlier than June 9, 2023.
 - ii. One staff member from each K5-K8 site must attend a SPARK training in Fall 2022 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.
10. **F**amily **I**nvolve**m**ent.
 - 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. Virtual programming is acceptable for this Agreement. Sites in an initial grant must reach a minimum of 40 unduplicated families by May 26, 2023. 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.
11. **P**arent orientation: Provider must complete at least one parent orientation event with at least one parent or guardian of each CLC participant for 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 virtually or via mass gatherings, individual parent meetings, or a combination of the three. Participation/attendance at all parent orientation events must be documented in APlus as a parent orientation activity by September 23, 2022. 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 2, 2022, for MS-HS school sites and September 23, 2022, for K5-K8 schoolsites. 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.
12. 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.
13. 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.
14. 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.
15. Provider will be responsible for the care, custody, control, supervision, and security of all individuals participating in CLC-sponsored programs.
 - i. Provider will ensure that the entry to the CLC is secured or monitored at all times.
 - ii. Provider will ensure that CLC participants are supervised at all times. Under no circumstances will a child be left on-site or on off-site field trips unsupervised.
 - iii. In the event child abuse is suspected, and Child Protective Services is contacted, Provider

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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.

- iv. 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, in writing and provided to the Provider's Human Resources Department, 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 1, 2022, for MS-HS and August 22, 2022, 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 6, 2022.
 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 6, 2022. 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 3 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

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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 Nutrition Service staff. Food disposal means disposal of food in appropriate, agreed-upon containers. MPS Nutrition Services is responsible for sanitizing debris-free tables and MPS Facilities is responsible for emptying trash containers.
 - 4. Provider is responsible for supervising the children in the cafeteria and through the service line.
 - 5. Provider will provide written notice of cancelation of meal service to MPS Nutrition Service site staff two weeks in advance. Failure to notify MPS Nutrition Services could result in Provider covering any lost costs.
 - 6. 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 the provider to cover any lost cost to 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 2022-23 school year.

Provider’s start and end times shall coincide with the MPS Bell Schedule and MPS Engineer’s work schedules. All requests to operate outside of the aforementioned work schedules must be pre-approved in writing by MPS. *Provider shall be responsible for all engineer overtime costs incurred as a result of any approved overtime requests.*

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

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- the parties. However, access on non-pupil attendance days is not guaranteed. MPS shall have sole discretion to provide space on non-pupil attendance days.
3. MPS will provide an appropriate number of classrooms/multi-purpose rooms in which to run the CLC program, which allows Providers to comply with the City of Milwaukee Health Department's current gathering size limits and physical distancing requirements, 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 and upon request, 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 the facility. This includes lead agency events not related to operating the CLC. This Agreement may be terminated if Provider authorizes outside groups to use the facility.
 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 Daily Cleaning Procedures for Classrooms, incorporated herein as Appendix M. 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 voicemail; or (2) 24-hour answering machine. All voice messages must be returned by CLC staff within a 24-hour business day 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.
 14. The Parties will collaborate to ensure compliance with any governmental or health regulations as it relates to communicable diseases. Due to COVID-19 and the guidance from the City of Milwaukee Health Department and Center for Disease Control and Prevention (CDC), the parties will use best efforts to ensure staff, agents, participants, volunteers, etc. will not commingle in each other's

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workspace(s) (including but not limited to classrooms, multipurpose rooms, entrance/exits, hallways, cafeteria, gyms, office, etc.). Each party will enforce physical distancing and mask-wearing requirements while at the facility in accordance with its policies. The parties will comply with all current and later implemented orders, regulations, or ordinances required by federal, state, or local government agencies. If any staff, participants, volunteers, subcontractors, or agents of either MPS or Provider test positive for COVID-19, both parties agree to notify the other party, per normal incident reporting guidelines. Both parties shall collaborate with one another in providing as much information as possible, while maintaining proper confidentiality standards due to the nature of the information being shared.

15. If any person(s) present at the MPS facility shows symptoms of or test positive for COVID-19 or any other contagious communicable disease, Provider shall secure the affected area(s), notify MPS, and within one business day MPS will clean and sanitize the area(s) and notify Provider when the area(s) are available for use.
16. While MPS will provide daily custodial cleaning of the facility, if Provider reports any safety or emergency cleaning needs to address matters such as mold, fungus, rodents, or obstructing trash/debris, MPS will use best efforts to promptly address the cleaning needs and will provide Provider with an update on actions taken to address the matter.

III. COLLABORATION

Provider will cooperate and comply in all respects with MPS obligations as a 21st Century CLC grant recipient, including the 21st 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 in-person and virtual 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 pre-approval 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 21st 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.

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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, reasonable wear and tear accepted.
 - 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 21st 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 \$300” 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, \$300. 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, \$300 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 15, 2022, for middle/high school sites and September 2, 2022, for K5/K8 school sites, Provider will return to MPS a completed “21ST 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 28th 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;

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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 16, 2022.
6. All remaining funds allocated to Provider, but not expended, during the term of this Agreement will remain under MPS' jurisdiction for future programming. These funds may be retained by MPS and sent back to DPI for review and approval for carry over use.
7. Provider must get approval from MPS before any and all fundraising efforts for MPS CLC programs. 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.*, program fees, field trips, and fundraisers, and include documentation of all funds collected under "CLC Program Revenue" on the Monthly Cost Reports. All income must be spent during the program year in which the funds were generated. Upon request records related to revenue expenditure must be provided to MPS. 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 fee limits as set by MPS and/or the Department of Public Instruction 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 childcare subsidies are utilized, Provider must meet the standards for licensed childcare centers established by the Wisconsin Department of Children and Families 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. Program revenue; then
 - c. Wisconsin Shares Child Care Subsidies
 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 28th 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

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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 H1 – H3 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

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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 the 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.
 - 14. Lobbying Restrictions:
 - i. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
 - ii. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.
- 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 21st 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

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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:
 - a. 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:
 1. 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;
 2. Obtaining FBI fingerprint checks every five (5) years;
 3. Submitting background checks for any and all employees and contractors with the opportunity for unrestricted access to children;
 4. Using the Child Care Provider Portal (CCPP) to submit new and prospective employee information needed to trigger fingerprint-based checks;
 5. Abiding by all other requirements prescribed by the Department, available at <https://dcf.wisconsin.gov/ccbgcheck>.
 - b. 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 Fall Recreation Program. (Note: No background checks are required for youth mentors/workers who are under the age of 18).
 1. 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.
 2. 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.
 3. No later than one month before work with children at the CLC 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.
 - c. 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

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is allowed to have contact with children participating in the 21st 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 conditions 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.
- L. Provider will have the opportunity to submit feedback to this Agreement. The incorporation of that feedback into this Agreement shall be in the sole discretion of MPS and will be in the best interests of MPS and its partners

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 Indemnitee 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

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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 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

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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 8, 2022 for middle/high school sites, and August 31, 2022 for K5/K8 sites; and
 - 2. Program Plan for Cycle 2: Due no later than January 6, 2023 for all school sites.
- C. Provider is required to have two, 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, 2022 and ending on June 30, 2023. 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

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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: _____
ATTN: _____

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

(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS

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.

(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS

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 2022-23 Community Learning Center Contract Standards
- Appendix B 2022-23 Community Learning Center Program Guidelines and Standards
- Appendix C 2022-23 Community Learning Center Program Plan - Cycle 1
- Appendix D Request to Purchase Equipment Over \$300 (form)
- Appendix E..... Roles and Responsibilities
- Appendix F..... Request for Professional Training/Conference Reimbursement (form)
- Appendix G Budget Categories and Allowable Expenses Information
- Appendix H1.....HUB Utilization Plan
- Appendix H2... Student Career Education Plan Commitment CLC
- Appendix H3..... Prime Vendor Information Sheet CLC
- Appendix I..... Sample Certificate of Insurance
- Appendix J Building Permit
- Appendix K.....2022-23 CLC Enrichment Curriculum Criteria Checklist
- Appendix L..... DCF Health & Safety Checklist – License Exempt Programs-DCF 251
- Appendix M..... MPS Daily Cleaning Procedures for Classrooms
- Appendix N.....2022-23 MPS Bell Schedule
- Appendix O.....MPS Engineer/BA Work Schedule

(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS

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

APPROVED:

APPROVED:

Bob Peterson, President
President
Milwaukee Board of School Directors

Provider Board

Date: _____

Date: _____

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

Provider Executive Director

Date: _____

Date: _____

Janine Adamczyk
Director of Procurement & Risk
Management

\$ _____

Date: _____

FOR OFFICE USE ONLY

Budget Code: EXC-X-S-8R3-XX-ECTS

Budget Code: CSV-0-0-CNR-XX-ECTS

R	_____
C	_____
V	_____

Reviewed by Risk Management:

By: _____ Date: _____

(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS



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Milwaukee Recreation
 Before and After School
 Programs
 5225 W. Vliet St. Rm. 163
 Milwaukee, WI 53208
 P: 414.475.8410
mkerec.net

2022-23 Community Learning Center Contract Standards Traditional Calendar 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)
<i>Program Participation Standards</i>				
Minimum Hours of Operation per Week:	10	10	10	10
Minimum Weeks of Operation per year:	33	33	33	33
First Day of MPS Student Attendance:	September 6, 2022	September 6, 2022	September 6, 2022	September 6, 2022
CLC Programming must begin by:	September 12, 2022	September 12, 2022	September 12, 2022	September 12, 2022
CLC Programming may not end earlier than:	June 9, 2023	June 9, 2023	June 9, 2023	June 9, 2023
DPI-Required Minimum Number of Students Served Daily Per Approved Funding Tier (<i>Average Daily Attendance</i>):	Range: 41-55	Range: 56-70	Range: 71-85	Range: 86+
MPS-Required Minimum Number of Attendees Served Daily:	41	56	71	86
Minimum Percentage of CLC Attendees Served Who Attend the Primary (Host) CLC Day School:	51%	51%	51%	51%
<i>Homework Help Participation Standards</i>				
Minimum Time per day:	30 minutes	30 minutes	30 minutes	30 minutes
Minimum Days per Week:	4	4	4	4
Programming must begin by:	September 12, 2022	September 12, 2022	September 12, 2022	September 12, 2022
<i>Academic Enrichment Standards</i>				
Minimum Time per day:	45 minutes	45 minutes	45 minutes	45 minutes
Minimum Days per Week:	4	4	4	4
Minimum Number of Students Served Daily (Average Daily Attendance):	41	56	71	86
Programming must begin by:	September 12, 2022	September 12, 2022	September 12, 2022	September 12, 2022
<i>Arts Enrichment Standards</i>				
Minimum Time/Hours Programming Must Be Offered Per Week:	30 minutes	30 minutes	30 minutes	30 minutes
Minimum Days per Week:	2	2	2	2
Minimum Number of Students Served Daily (Average Daily Attendance):	41	56	71	86
Programming must begin by:	September 12, 2022	September 12, 2022	September 12, 2022	September 12, 2022
<i>Recreation Enrichment Standards</i>				
Minimum Time/Hours Programming Must Be Offered Per Week:	45 minutes	45 minutes	45 minutes	45 minutes
Minimum Days per Week:	4	4	4	4
Minimum Number of Students Served Daily (Average Daily Attendance):	41	56	71	86
Programming must begin by:	September 12, 2022	September 12, 2022	September 12, 2022	September 12, 2022
<i>Family Enrichment Standards</i>				
Minimum events per semester/CLC Program Cycle:	2	2	2	2
Minimum events per year:	4	4	4	4
Min. Unduplicated families per year:	40	40	40	40
All CLC parents must complete initial Parent Orientation by:	September 23, 2022	September 23, 2022	September 23, 2022	September 23, 2022

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CLC parents/families enrolling after initial Parent Orientation:	All CLC families must receive written orientation materials by September 23, 2022, for K5/K8 school sites. For CLC families enrolling after this date, written orientation materials must be received within one week of the enrollment date.
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REQUIRED Curricula Standards for K-5 and K-8:	
<i>LitART Curriculum Standards (Literacy Enrichment)</i>	
Minimum Time/Hours Programming Must Be Offered Per Week:	60 minutes
CLC Student Attendance Requirement:	Required for all CLC students in Grades 1-8
Programming must begin by:	September 26, 2022
Programming may not end earlier than:	June 9, 2023
<i>SPARK Curriculum Standards (Recreation Enrichment/Physical Activity)</i>	
Minimum Time/Hours Programming Must Be Offered Per Week:	60 minutes
CLC Student Attendance Requirement:	Required for all CLC students in Grades 1-8
Programming must begin by:	September 26, 2022
Programming may not end earlier than:	June 9, 2023
<i>Lions Quest Curriculum Standards (Social-Emotional Learning & Service Learning) -- (Required for Middle and High School CLCs. Optional for K-8 CLCs. K-5 CLCs cannot participate.)</i>	
Minimum Time/Hours Programming Must Be Offered Per Week:	60 minutes
Minimum Weekly CLC Student Attendance:	20 CLC students
Programming must begin by:	September 26, 2022
Programming may not end earlier than:	May 1, 2023
<i>“Reading is a Super Power” Comic Book Club Curriculum Standards (Literacy Enrichment) -- (Required for Middle and High School CLCs. Optional for K-5 and K-8 CLCs.)</i>	
Minimum Time/Hours Programming Must Be Offered Per Week:	60 minutes
Minimum Weekly CLC Student Attendance:	15 CLC students
Programming must begin by:	September 26, 2022
CLC Programming may not end earlier than:	May 1, 2023

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 Milwaukee, WI 53208
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 mkerec.net

2022-23 Community Learning Center Contract Standards Early Start Calendar K5/K-8 and 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)
<i>Program Participation Standards</i>				
Minimum Hours of Operation per Week:	10	10	10	10
Minimum Weeks of Operation per year:	33	33	33	33
First Day of MPS Student Attendance:	August 15, 2022	August 15, 2022	August 15, 2022	August 15, 2022
CLC Programming must begin by:	August 22, 2022	August 22, 2022	August 22, 2022	August 22, 2022
CLC Programming may not end earlier than:	May 18, 2023	May 18, 2023	May 18, 2023	May 18, 2023
DPI-Required Minimum Number of Students Served Daily Per Approved Funding Tier (<i>Average Daily Attendance</i>):	Range: 41-55	Range: 56-70	Range: 71-85	Range: 86+
MPS-Required Minimum Number of Attendees Served Daily:	41	56	71	86
Minimum Percentage of CLC Attendees Served Who Attend the Primary (Host) CLC Day School:	51%	51%	51%	51%
<i>Homework Help Participation Standards</i>				
Minimum Time per day:	30 minutes	30 minutes	30 minutes	30 minutes
Minimum Days per Week:	4	4	4	4
Programming must begin by:	August 22, 2022	August 22, 2022	August 22, 2022	August 22, 2022
<i>Academic Enrichment Standards</i>				
Minimum Time per day:	45 minutes	45 minutes	45 minutes	45 minutes
Minimum Days per Week:	4	4	4	4
Minimum Number of Students Served Daily (<i>Average Daily Attendance</i>):	41	56	71	86
Programming must begin by:	August 22, 2022	August 22, 2022	August 22, 2022	August 22, 2022
<i>Arts Enrichment Standards</i>				
Minimum Time/Hours Programming Must Be Offered Per Week:	30 minutes	30 minutes	30 minutes	30 minutes
Minimum Days per Week	2	2	2	2
Minimum Number of Students Served Daily (<i>Average Daily Attendance</i>):	41	56	71	86
Programming must begin by:	August 22, 2022	August 22, 2022	August 22, 2022	August 22, 2022
<i>Recreation Enrichment Standards</i>				
Minimum Time/Hours Programming Must Be Offered Per Week:	45 minutes	45 minutes	45 minutes	45 minutes
Minimum Days per Week:	4	4	4	4
Minimum Number of Students Served Daily (<i>Average Daily Attendance</i>):	41	56	71	86
Programming must begin by:	August 22, 2022	August 22, 2022	August 22, 2022	August 22, 2022
<i>Family Enrichment Standards</i>				
Minimum events per semester/CLC Program Cycle:	2	2	2	2
Minimum events per year:	4	4	4	4

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Min. Unduplicated families per year:	40	40	40	40
All CLC parents must complete initial Parent Orientation by:	September 2, 2022	September 2, 2022	September 2, 2022	September 2, 2022
CLC parents/families enrolling after initial Parent Orientation:	All CLC families must receive written orientation materials by September 2, 2022, for Early Start school sites. For CLC families enrolling after this date, written orientation materials must be received within one week of the enrollment date.			

REQUIRED Curricula Standards:	
<i>LitART Curriculum Standards (Literacy Enrichment) – (Required for K-5 and K-8 sites)</i>	
Minimum Time/Hours Programming Must Be Offered Per Week:	60 minutes
Minimum Weekly CLC Student Attendance:	See above for Minimum Number of Students Served Daily (Average Daily Attendance)
LitART Programming must begin by:	September 26, 2022
LitART Programming may not end earlier than:	May 12, 2023
<i>SPARK Curriculum Standards (Recreation Enrichment/Physical Activity) – (Required for K-5 and K-8 sites)</i>	
Minimum Time/Hours Programming Must Be Offered Per Week:	60 minutes
Minimum Weekly CLC Student Attendance:	See above for Minimum Number of Students Served Daily (Average Daily Attendance)
SPARK Programming must begin by:	September 26, 2022
SPARK Programming may not end earlier than:	May 12, 2023
<i>Lions Quest Curriculum Standards (Social-Emotional Learning & Service Learning) -- (Required for Middle and High School CLCs. Optional for K-8 CLCs. K-5 CLCs cannot participate.)</i>	
Minimum Time/Hours Programming Must Be Offered Per Week:	60 minutes
Minimum Weekly CLC Student Attendance:	20 CLC students
Lions Quest Programming must begin by:	September 26, 2022
Lions Quest Programming may not end earlier than:	May 1, 2023
<i>“Reading is a Super Power” Comic Book Club Curriculum Standards (Literacy Enrichment) -- (Required for Middle and High School CLCs. Optional for K-5 and K-8 CLCs.)</i>	
Minimum Time/Hours Programming Must Be Offered Per Week:	60 minutes
Minimum Weekly CLC Student Attendance:	15 CLC students
RISP Programming must begin by:	September 26, 2022
RISP CLC Programming may not end earlier than:	May 1, 2023



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Before and After School Programs
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mkerec.net

2022-23 MPS and DPI 21st Century Community Learning Center (CLC) Program Guidelines and Requirements

MPS CLC GRANT PROGRAM GUIDELINES & REQUIREMENTS

Milwaukee Public Schools (MPS) requires each 21st Century Community Learning Center (CLC) to create a CLC Program Plan that is closely aligned to and supports the School's Improvement Plan (SIP). CLC sites must provide academic enrichment activities designed to address identified achievement gaps and support student academic achievement in reading, math and other areas of need. In addition to an academic component, each CLC is also required to design and implement activities and programs for youth recreation and family enrichment that support student learning. The CLC Program Plan should describe in detail these activities and programs. As partners, the School and the Lead Agency must work together to develop the CLC Program Plan. Each site's Program Plan will be reviewed and approved by the MPS Recreation CLC Project Team.

All MPS CLC grantees must adhere to MPS CLC contractual standards and reporting and evaluation requirements. Evaluation of each site will be based on the CLC Program Standards. Please contact the CLC Office at (414) 475-8701 with any questions or for assistance in writing the CLC Program Plan.

MILWAUKEE PUBLIC SCHOOLS CLC OBJECTIVES:

- Increase academic achievement of MPS students participating in CLC activities.
- Increase safety in and around the CLC.
- Provide programs that serve at-risk youth through a wide range of activities.
- Increase skill development and lifelong learning capacity of parents, and adults in the community.
- Implement a participatory management structure that includes both citywide and CLC stakeholders.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION (DPI) CLC GRANT PROGRAM GUIDELINES & REQUIREMENTS

https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/2022-23_21st_CCLC_Application_Guidelines.pdf

Program Overview and Purpose of Funding

The Wisconsin Department of Public Instruction (DPI) has administered the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grant program since 2002 when it was integrated into the Elementary and Secondary Education Act (ESEA). This grant funds Community Learning Centers 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 21st CCLC grant program to focus funding on before- and after-school programs that align academic services to the identified needs of students and to state academic standards. The ESSA also broadened the allowable activities to include such things as environmental literacy and apprenticeships.

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Authorized under Title IV, Part B of ESEA, and targeting schools and communities in need of services, the purpose of the 21st 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 and emotional learning (SEL), 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 who attend schools identified by the local education agency (LEA) to be in need of intervention and support. The 21st CCLC program must primarily target students enrolled in a school eligible for schoolwide Title I designation.

21st CCLC funds may be used to fund new after-school programs or 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 remember that 21st CCLC funds can be used only to supplement and not supplant any federal or nonfederal funds used to support current programs. Grant funds cannot be used to supplant any existing local, state, or federal funding to support programming.

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

For more information about the 21st CCLC grant program, including guidance on planning and implementing a CLC program, review the [Introduction to 21st CCLC on the You For Youth \(Y4Y\) website.](#)

Requirements at a Glance

Eligible Applicants	<p>Any public or private entity proposing to serve a qualifying school. A qualifying school must be eligible for schoolwide Title I programs and: in p i p e en pe i e de in</p> <p>OR</p> <p>have been determined by a local education agency (LEA) to be in need of intervention and support to improve academic achievement and other outcomes,</p> <p>AND</p> <p>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.</p>
Award Amount(s)	<p>CLC grantees were eligible to apply for funding based on the amount needed to operate the proposed program AND must serve the projected minimum average daily attendance (ADA) associated with the selected funding tier. Funding tiers are as follows:</p> <p>\$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</p>
Duration of Grant Award	<p>Applicants are eligible for five years of funding, dependent on adequate annual performance and the availability of federal funds.</p>

Program Contact	Alison Wineberg (608-267-3751)
Purpose of Funding	The 21st CCLC grant funds are intended to: 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, SEL, 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.
Services programs must 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, or activities that contribute to overall student success.
Services for adult family members of program participants	Programs must offer adult family members of 21st CCLC participants opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. Programs must offer at least one family engagement event per school year. It is recommended that programs offer at least four such events.
Required number of hours and days of service	Programs must operate for a minimum of 10 hours a week for 115 days during the school year.
When programming for students can 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.

Length of Grant Award

The DPI makes grant awards for five years to successful applicants. Annual grant awards will be issued dependent upon the 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, § 4204(j).

Priorities

The DPI prioritizes 21st CCLC grant 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 [DPI's Federal Accountability \[ESSA\] website](#));
OR
 - ii. have been determined by the 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 an 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 distribute grant funds equitably among geographic areas within the State, including urban and rural communities.

Program Services and Activity Requirements

Program Services for Participants:

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 allowable, the primary use of grant funds must be to deliver programming during the regular school year. 21st CCLC grant funds cannot be used to provide programming for students during the school day.

Programs must provide academic enrichment activities on a regular basis to all enrolled participants. Academic enrichment is programming that primarily aims to help students in meeting challenging state and local academic standards by intentionally embedding core content learning (i.e., English Language Arts, mathematics, social studies, and science) into activities that reinforce and enhance academic learning without replicating the school day. Academic activities are standards-based, developmentally appropriate, intentional, and build skills in a sequential way. At the same time, academic programming is distinctly and intentionally different from that of the school day and often engages students in active learning and provides opportunities to apply learning to real-world problems. This could include project-based learning (PBL) and service learning experiences meaningful to students. Ideally, such learning would 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 the development of other skills that contribute to student success, such as youth development, recreational, and SEL activities.

Allowable grant-funded activities include:

- enrichment programs

- enrichment in
 - enrichment

- Service learning programs

- Academic enrichment
 - enrichment

- enrichment in

- enrichment in

- And in

- enrichment

- enrichment

- enrichment

- Nutritional education programs

- enrichment

- enrichment

- for English Language Learners

- enrichment

- enrichment

Expanded eligibility

enrollment programs open enrollment

Programs that provide assistance to students who have been truant, suspended, or expelled

and independent learning 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

All activities offered by the program must align with one of the categories listed above. For more information, including definitions of the allowable activities, see Appendix A in the *2022-2023 DPI 21st CCLC Grant Application Guidelines*.

Program Services for the Adult Family Members of Participants:

21st CCLC programs are also required to provide educational services or activities for the adult family members of participants. In particular, local programs must 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. Services for families may take place during the school day or during out-of-school hours.

Equitable Access to Program Services

Communication with Community: 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.

Students with Disabilities: All students are eligible to participate in 21st CCLC programs on an equitable basis, including students with disabilities. As such, grantees are reminded of their obligation under § 504 of the Rehabilitation Act of 1973 to ensure that their proposed 21st CCLC program does not discriminate against students on the basis of disability. § 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 the [Office for Civil Rights' Protecting Students with Disabilities](#). The DPI has also developed [guidelines for 21st CCLC grantees that provide a brief overview of the obligations of 21st CCLC programs under § 504](#).

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 toward program management and oversight. Grantees should maintain records of staff time in order to document that this requirement is met.

In addition, grantees should hire staff who are qualified to deliver high quality programming as described in the application's *Do (Action 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. Grantees 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 specific, measurable, attainable, relevant, and time-bound (SMART) goals with measurable outcomes and a plan for how such outcomes will be measured, tracked and shared with stakeholders.

Submit program and student data required for federal and State reporting using DPI's statewide evaluation system, known as Cayen AS21 (MPS's Cayen APlus), on a regular basis.

Certify program data that is reported by DPI to the federal Department of Education two times per year. **[NOTE: Certification of CLC program data is only completed by MPS/Milwaukee Recreation.]**

Submit a Yearly Progress Report (YPR) to DPI each spring describing progress toward program goals and plan implementation.

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.

For more information on the required data to be collected and the process and schedule of required data reporting, visit the website maintained by DPI's statewide evaluation partner, the [Consortium of Applied Research \(CAR\) at the University of Wisconsin-Green Bay \(UWGB\)](#).

MPS Fiscal Management Requirements

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 percent of the award. The fiscal agent is responsible for ensuring that grant funds are administered according 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 plans, and budgets.

Issuing grant-funded subcontracts.

Submitting adjustments, changes, or alterations to the grant project to DPI grant staff throughout the grant year. Significant changes to the grant project require pre-approval by DPI grant staff and are due by May 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 pre-approval by DPI grant staff and are due by May 30.

Maintain fiscal and program records in accordance with the applicable guidelines.

21st CCLC programs must comply with all the applicable requirements in the [Uniform Administrative Requirements](#), Cost Principles, and Audit Requirements for Federal Awards (2 CFR), the [Education Department General Administrative Regulations \(EDGAR\) requirements](#), state statutes, rules, policies and guidance, assurances and certifications as prescribed by the DPI.

MPS Budgeting and Allowable Costs

The fiscal agent was required to submit a budget for the 21st CCLC program when the grant award proposal were approved using DPI's online grant management system, WISEgrants. Because MPS subcontracts with a single agency (lead agency) for 25 percent or more of the award, grantees were also asked to provide a detailed budget of those expenses. Items included in the budget should have aligned with the program activities described in the applicant's proposal narrative. All CLC program costs must be reasonable and necessary to carry out the objectives and plan as described in the funded grant proposal. In addition, all costs must be allowable under federal law. For a detailed description of the budgeting process and a list of common allowable and unallowable costs, please consult the [Program Income Guidelines for Wisconsin Nita M. Lowey 21st Century Community Learning Centers](#).

Local Match

There are no requirements for a match or in-kind contributions for this grant program; however, CLC grantees are encouraged to seek in-kind and matching funds to contribute to the program's sustainability. A multi-year, long-term sustainability plan is required for all MPS CLCs.

FEDERAL GOVERNMENT PERFORMANCE AND RESULTS ACT – REQUIREMENTS FOR NITA M. LOWEY 21ST CCLC GRANTEES (NEW as of 2022-2023):

Federal Government Performance and Results Act (GPRA) Required Participation and Outcome Measures				
	Competitive Grant (Max. of \$100,000)	Competitive Grant (Max. of \$115,000)	Competitive Grant (Max. of \$130,000)	Competitive Grant (Max. of \$145,000)
Requirement	Min. Hrs. of Youth Attendance	Min. Hrs. of Youth Attendance	Min. Hrs. of Youth Attendance	Min. Hrs. of Youth Attendance
<p>Federal Requirement – Assessments:</p> <p>WI Forward Exam (4th-8th Grade)</p> <p>Percentage of students in grades 4-8 who demonstrate growth in reading and language arts on state assessments</p> <p>Percentage of students in grades 4-8 who demonstrate growth in math on state assessments</p>	1+ hours of programming per school year	1+ hours of programming per school year	1+ hours of programming per school year	1+ hours of programming per school year
<p>Federal Requirement -- School Day Attendance (1st-12th grade)</p> <p>Percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year</p>	1+ hours of programming per school year	1+ hours of programming per school year	1+ hours of programming per school year	1+ hours of programming per school year
<p>Federal Requirement -- Unweighted Cumulative Year-End GPA (7th and 8th and 10th-12th grades only)</p> <p>Percentage of students in 7th, 8th, and 10th-12th grades attending 21st CCLC programming during the school year with a prior -year unweighted GPA of less than 3.0 who demonstrated an improved GPA</p>	1+ hours of programming per school year	1+ hours of programming per school year	1+ hours of programming per school year	1+ hours of programming per school year
<p>Federal Requirement -- School Day Discipline (1st-12th grade)</p> <p>Percentage of students in grades 1-12 participating in 21st CCLC during the school year who experienced a decrease in in-school suspensions compared to the previous school year</p>	1+ hours of programming per school year	1+ hours of programming per school year	1+ hours of programming per school year	1+ hours of programming per school year
<p>Federal Requirement -- Federal Teacher Surveys (1st- 5th grade)</p> <p>Percentage of students in grades 1-5</p>	10+ hours of programming per school year	10+ hours of programming per school year	10+ hours of programming per school year	10+ hours of programming per school year

(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS **Appendix B**

participating in 21 st CCLC during the school year who demonstrated an improvement in teacher reported engagement in learning				
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2022-23 MPS Community Learning Centers Selection, Recruitment, and Retention of CLC Participants

What Student Populations Are the Priorities for 21st CCLCs?

Per the WI DPI, "21st CCLC funds will support centers that primarily serve students from schools that have at least 40 percent of their students from low income families (defined as qualifying for free and reduced lunch, although other sources of objective data in addition to free and reduced lunch count may be used to establish eligibility). In addition, eligible applicants proposing to primarily serve students from schools with significant academic deficiencies will receive priority for grant awards." [\[https://dpi.wi.gov/sspw/clc\]](https://dpi.wi.gov/sspw/clc)

Which targeted student population(s) is your 21st CCLC planning to prioritize in recruitment enrollment efforts in 2022-2023? Look at your original grant proposal or most current DPI CLC Yearly Program Report.

- Students in need of academic support
- Students with social and emotional, or behavioral needs
- English Language Learners (ELLs)
- Low income students
- Past participants or their siblings
- Students of color and students who are a racial minority

Selection of CLC Participants: Identifying CLC Targeted Populations

CLC Site Coordinator and CLC Academic Coordinator should work collaboratively with the principal and day school staff to identify CLC students. 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 (i.e., referral form, referral team) 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:

- Based on annual and ongoing CLC needs assessment results and DPI CLC grant requirements, 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).
 - Federal Requirement (GPRA) -- School Day Attendance (1st-12th grade): Students in grades 1-12 who had a school attendance rate at or below 90% in the prior school year
 - Federal Requirement (GPRA) -- Unweighted Cumulative Year-End GPA (7th and 8th and 10th-12th grades only): Students in 7th, 8th, and 10th-12th grades with a prior-year unweighted GPA of less than 3.0
 - Federal Requirement (GPRA) -- School Day Discipline (1st-12th grade): Students in grades 1-12 who experienced an increase in in-school suspensions compared to the previous school year (Goal: to decrease student suspensions)

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- Federal Requirement (GPRA) -- Federal Teacher Surveys (1st- 5th grade): Students in grades 1-5 who demonstrated a decrease or deficit in teacher reported engagement in learning

Recruitment of CLC Participants:

- Some strategies and best practices for recruiting students in your CLC program may include, but are not limited to:
 - Develop and implement a CLC referral form and process to identify students in need of academic, social, emotional, and/or behavioral support. Referrals may be made by teachers, parents/guardians, and/or principals/school administrators, guidance counselors, school social workers, etc.
 - Call, text (i.e., MPS REMIND system), email, message (i.e., ClassDojo), and/or send letters/invitations home to parents/guardians 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/guardians 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:
 - Provide an update on the child's progress in the CLC program. CLC staff may call, text (i.e., MPS REMIND system), email, message (i.e., ClassDojo), and/or send letters regularly (weekly, monthly) to report progress to parents/guardians of participating CLC students.
 - Develop a system to reward or recognize students for reaching or exceeding standards in academic growth, attendance, behavior, or other criteria.
 - Capture "student voice" regarding their interest and needs. Strategies may include formal, written student surveys, focus groups, interviews, and discussions.



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2022-23 MPS Community Learning Centers K-5/K-8 High Quality Homework Help

Required Start Date: Per the CLC Contract

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 to Support Homework Help:

- Homework Communication: <https://y4y.ed.gov/tools/homewo>
- Homework Contract: <https://y4y.ed.gov/tools/homework-contract>
- School-Day Logbook: <https://y4y.ed.gov/tools/school-day-logbook>
- Incorporating Academic Content in Afterschool Training to Go: <https://y4y.ed.gov/tools/incorporating-academic-content-in-afterschool-training-to-go>
- Afterschool Guide to Homework Systems: <https://naaweb.org/all-documents/93-ebook-homework-guide/file>

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2022-23 MPS Community Learning Centers MS/HS High Quality Homework Help

Required Start Date: Per the MPS Contract

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.

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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:

- Homework Communication: <https://y4y.ed.gov/tools/homewo>
- Homework Contract: <https://y4y.ed.gov/tools/homework-contract>
- School-Day Logbook: <https://y4y.ed.gov/tools/school-day-logbook>
- Incorporating Academic Content in Afterschool Training to Go: <https://y4y.ed.gov/tools/incorporating-academic-content-in-afterschool-training-to-go>
- Afterschool Guide to Homework Systems: <https://naaweb.org/all-documents/93-ebook-homework-guide/file>

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2022-23 MPS Community Learning Centers K-5/K-8

Academic Enrichment

Required Start Date: Per the CLC Contract

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

Program Services and Activity Requirements:

Per WI DPI, “[CLC] programs must provide academic enrichment activities on a regular basis to all enrolled participants. Academic enrichment is programming that primarily aims to help students in meeting challenging state and local academic standards by intentionally embedding core content learning (i.e., English Language Arts, mathematics, social studies, and science) into activities that reinforce and enhance academic learning without replicating the school day. Academic activities are standards-based, developmentally appropriate, intentional, and build skills in a sequential way. At the same time, academic programming is distinctly and intentionally different from that of the school day and often engages students in active learning and provides opportunities to apply learning to real-world problems. This could include project-based learning (PBL) and service learning experiences meaningful to students. Ideally, such learning would *not be limited to computer-based educational software or a one-dimensional approach.*”

“In addition, CLC programs must provide services in two or more program areas that promote the development of other skills that contribute to student success, such as youth development, recreational, and SEL activities. All activities offered by the program must align with one of the categories listed below. Allowable grant-funded activities include:

Mentoring programs: Activity that engages the student with a role model.

Remedial education activities: Activity that provides direct support in completing homework assigned during the school day.

Tutoring services: Activity that provides direct support for the core academic subjects either one-on-one or in small groups.

Service learning programs: Activity that engages the students in an activity that benefits the community outside the center.

Activities that enable students to be eligible for credit recovery: Activity that helps students earn the credits they need for a high school degree.

Literacy education programs: Activity that contributes to the development and enjoyment of reading, writing, and speaking and listening skills.

Mathematics education programs: Program that enables students to analyze, reason, and communicate ideas effectively as they pose, formulate, interpret, and solve mathematical problems in a variety of situations to ensure success in a world beyond the classroom.

Arts and music programs: Activity that engages students in the creation of art and music and develops the appreciation of art and music.

Counseling programs: Activity that provides social and emotional counseling services. Counseling services should be provided by appropriately licensed individuals as necessary.

Financial literacy programs: Programming that includes the areas of "financial mindset," joining education and employment, money management, saving and investing, credit and debt, or risk management and insurance.

Environmental literacy programs: Programs that help students connect, explore, and engage with near nature and the local community. Learning and recreation activities contribute to students developing the knowledge, skills, and dispositions to engage, individually and collectively, for a more sustainable future.

Nutritional education programs: Program that educates and promotes healthy eating behaviors and lifestyles.

Regular, structured physical activity programs: Activity that engages students in physical activity and develops the appreciation of health and nutrition.

Services for individuals with disabilities: Service necessary for the grantee to remain in compliance with § 504 of the Rehabilitation Act of 1973 [29 U.S.C.794].

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Programs for English Language Learners (ELLs): Activity that provides direct support to students classified as English language learners.

Cultural programs: Program or practice that accounts for and adapts to the broad diversity of race, language, and culture in Wisconsin schools and prepares all students for a multicultural world.

Telecommunications and technology education programs: A program of studies that leads to technological literacy, which is the ability to initiate and conduct activity associated with technological processes, communications, systems, problems, opportunities, history, future, impact, ethics, and consequences.

Expanded library service hours: Hours that provide basic access to library resources, spaces, and digital and print materials beyond the school day with locally appropriate staffing, or expanded hours and full library program services, including instruction and guidance in research, inquiry, media, and literacy, provided by a licensed school librarian.

Parenting skills programs that promote parental (legal guardian) involvement and family literacy: A program that focuses on meaningful family engagement that strengthens beliefs that the parent and guardian can actively engage in their child's learning or builds the skills and knowledge of family members so that they are able to support their child's literacy development at home, at school, and in the community.

Programs that provide assistance to students who have been truant, suspended, or expelled: Activity that promotes school attendance.

Drug and violence prevention programs and counseling programs: Activity that provides information about alcohol or other drug use prevention. Activity that promotes peaceful conflict resolution.

Programs that build skills in science, technology, engineering, and mathematics (STEM): Activity that contributes to the development of STEM skills.

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: Activity that prepares students to enroll and succeed in a credit-bearing course at a postsecondary institution or a high-quality certificate program with a career pathway to future advancement. Activity that contributes to the understanding of small business practices and business ownership."

Program Coordination & Design 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.

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

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- 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

All elementary/K-8 CLC programs 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. Please complete the 2022-23 CLC Enrichment Curriculum Criteria Checklist form and submit to MPS for review and final approval of any proposed academic enrichment curriculum not listed below.

For Year 4 and Year 5 CLCs, 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. For newly funded Year 1 CLCs, 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 2022-2023.

LitART – Literacy Enrichment for Elementary & K-8 CLCs

As part of the regular schedule of academic programming, all elementary and K-8 CLCs 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 26, 2022, and ending no earlier than June 9, 2023.

All new staff members from each elementary and K-8 CLC who are teaching LitART must attend the LitART training in Fall 2022 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 Cayen 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.

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Optional Academic Enrichment Curricula for K-8 CLCs (6th – 8th Grade Only)

Lions Quest Enrichment Curriculum – K-8 CLCs (Social Emotional Learning and Service Learning)

K-8 CLCs have an option to choose to facilitate the Lions Quest Out-of-School-Time (OST) enrichment curriculum for a minimum of 20 - 6th – 8th 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 26, 2022, and ending no earlier than May 1, 2023.

A minimum of two staff members from each K-8 school CLC must attend Lions Quest training in Fall, 2022 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 CLC must participate in at least one “approved” Community Service-Learning Project (“CSLP”) to be completed no later than May 1, 2023.

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 5, 2023. 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 CLCs

As part of the regular schedule of academic programming, all middle and high school CLCs (and selected K5/K8 CLCs) 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 22, 2022 for Early Start Schools and September 26, 2022, and ending no earlier than May 11, 2023.

A minimum of two staff members from each middle and high school CLC must attend Comic Book Club training in Fall 2022 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 CLC must complete one approved culminating project no later than May 2023. Each CLC must also participate in the culminating Comic Book Club event, which will take place on May 12, 2023. A minimum of two staff members and three students from each middle and high school site must attend Comic Book ComicCon to present their final project on May 12, 2023.

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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2022-23 MPS Community Learning Centers MS/HS Academic Enrichment

Required Start Date: Per the CLC Contract

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

Program Services and Activity Requirements:

Per WI DPI, “[CLC] programs must provide academic enrichment activities on a regular basis to all enrolled participants. Academic enrichment is programming that primarily aims to help students in meeting challenging state and local academic standards by intentionally embedding core content learning (i.e., English Language Arts, mathematics, social studies, and science) into activities that reinforce and enhance academic learning without replicating the school day. Academic activities are standards-based, developmentally appropriate, intentional, and build skills in a sequential way. At the same time, academic programming is distinctly and intentionally different from that of the school day and often engages students in active learning and provides opportunities to apply learning to real-world problems. This could include project-based learning (PBL) and service learning experiences meaningful to students. Ideally, such learning would *not be limited to computer-based educational software or a one-dimensional approach.*”

“In addition, CLC programs must provide services in two or more program areas that promote the development of other skills that contribute to student success, such as youth development, recreational, and SEL activities. All activities offered by the program must align with one of the categories listed below. Allowable grant-funded activities include:

Mentoring programs: Activity that engages the student with a role model.

Remedial education activities: Activity that provides direct support in completing homework assigned during the school day.

Tutoring services: Activity that provides direct support for the core academic subjects either one-on-one or in small groups.

Service learning programs: Activity that engages the students in an activity that benefits the community outside the center.

Activities that enable students to be eligible for credit recovery: Activity that helps students earn the credits they need for a high school degree.

Literacy education programs: Activity that contributes to the development and enjoyment of reading, writing, and speaking and listening skills.

Mathematics education programs: Program that enables students to analyze, reason, and communicate ideas effectively as they pose, formulate, interpret, and solve mathematical problems in a variety of situations to ensure success in a world beyond the classroom.

Arts and music programs: Activity that engages students in the creation of art and music and develops the appreciation of art and music.

Counseling programs: Activity that provides social and emotional counseling services. Counseling services should be provided by appropriately licensed individuals as necessary.

Financial literacy programs: Programming that includes the areas of "financial mindset," joining education and employment, money management, saving and investing, credit and debt, or risk management and insurance.

Environmental literacy programs: Programs that help students connect, explore, and engage with near nature and the local community. Learning and recreation activities contribute to students developing the knowledge, skills, and dispositions to engage, individually and collectively, for a more sustainable future.

Nutritional education programs: Program that educates and promotes healthy eating behaviors and lifestyles.

Regular, structured physical activity programs: Activity that engages students in physical activity and develops the appreciation of health and nutrition.

Services for individuals with disabilities: Service necessary for the grantee to remain in compliance with § 504 of the Rehabilitation Act of 1973 [29 U.S.C.794].

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Programs for English Language Learners (ELLs): Activity that provides direct support to students classified as English language learners.

Cultural programs: Program or practice that accounts for and adapts to the broad diversity of race, language, and culture in Wisconsin schools and prepares all students for a multicultural world.

Telecommunications and technology education programs: A program of studies that leads to technological literacy, which is the ability to initiate and conduct activity associated with technological processes, communications, systems, problems, opportunities, history, future, impact, ethics, and consequences.

Expanded library service hours: Hours that provide basic access to library resources, spaces, and digital and print materials beyond the school day with locally appropriate staffing, or expanded hours and full library program services, including instruction and guidance in research, inquiry, media, and literacy, provided by a licensed school librarian.

Parenting skills programs that promote parental (legal guardian) involvement and family literacy: A program that focuses on meaningful family engagement that strengthens beliefs that the parent and guardian can actively engage in their child's learning or builds the skills and knowledge of family members so that they are able to support their child's literacy development at home, at school, and in the community.

Programs that provide assistance to students who have been truant, suspended, or expelled: Activity that promotes school attendance.

Drug and violence prevention programs and counseling programs: Activity that provides information about alcohol or other drug use prevention. Activity that promotes peaceful conflict resolution.

Programs that build skills in science, technology, engineering, and mathematics (STEM): Activity that contributes to the development of STEM skills.

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: Activity that prepares students to enroll and succeed in a credit-bearing course at a postsecondary institution or a high-quality certificate program with a career pathway to future advancement. Activity that contributes to the understanding of small business practices and business ownership."

Program Coordination & Design 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.

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

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- 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 School Sites (Social Emotional Learning and Service Learning)

K-8 CLCs have an option to choose to facilitate the Lions Quest Out-of-School-Time (OST) enrichment curriculum for a minimum of 20 - 6th – 8th 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 26, 2022, and ending no earlier than May 1, 2023.

A minimum of two staff members from each K-8 school CLC must attend Lions Quest training in Fall, 2022 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 CLC must participate in at least one “approved” Community Service-Learning Project (“CSLP”) to be completed no later than May 1, 2023.

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 5, 2023. A video diary of the CSLP, (minimum of 5 minutes), and a written project narrative must accompany each project.

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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.*

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

As part of the regular schedule of academic programming, all middle and high school CLCs (and selected K5/K8 CLCs) 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 22, 2022 for Early Start Schools and September 26, 2022, and ending no earlier than May 11, 2023.

A minimum of two staff members from each middle and high school CLC must attend Comic Book Club training in Fall 2022 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 CLC must complete one approved culminating project no later than May 2023. Each CLC must also participate in the culminating Comic Book Club event, which will take place on May 12, 2023. A minimum of two staff members and three students from each middle and high school site must attend Comic Book ComicCon to present their final project on May 12, 2023.

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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2022-23 MPS Community Learning Centers K-5/K-8 Youth Recreation

Required Start Date: Per the CLC Contract

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 12, 2022, and operate for a minimum of 45 minutes per day, four days a week, and end no earlier than June 9, 2023.

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.

Mandated Recreation Enrichment Curriculum

SPARK Afterschool Physical Activity Curriculum – Elementary and K-8 CLCs only

As part of the regular schedule of recreation programming, all elementary and K-8 CLCs 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 12, 2022, and ending no earlier than June 9, 2023.

One staff member from each elementary and K-8 site must attend a SPARK training in Fall 2022 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.



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2022-23 MPS Community Learning Centers MS/HS Youth Recreation

Required Start Date: Per the MPS Contract

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 August 22, 2022, and operate for a minimum of 45 minutes per day, four days a week, and end no earlier than May 18, 2023 .

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.

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2022-23 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.

Parent orientations may be completed through large group gatherings, small gatherings (10 or less), individual parent meetings, or a combination thereof. Participation/attendance at all 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. For CLC families enrolling after the specified parent orientation date, written orientation materials must be received within one week of the enrollment date.

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

Family Enrichment Activities

Milwaukee Recreation requires each CLC program implement a minimum of four (4) CLC family enrichment/involvement activities or events each school year, at least two events each semester/CLC Program Cycle. Activities or events may be offered in-person or virtually.

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 children 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, enhancing connections with the 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:

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- *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 create 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.)
- *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 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 reinforce student learning at home.)

UPDATED – 6/7/2022

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2022-23 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 2022-23 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 Topic (In-Person or Virtual)
 - 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 CLC Staff Training (In-Person or Virtual)
 - The MPS CLC Project Team will periodically offer in-person or virtual 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.

- On-Site CLC Staff Training Developed Using MPS-Provided Training Topics (In-Person or Virtual)

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- 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
 - ✓ 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

Cayen/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 Cayen/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. **Note:** Paper materials (fax or mailed) will not be accepted.

Quarterly Due Dates for PD Documentation:

- October 31, 2022
- January 9, 2023
- March 6, 2023
- May 8, 2023

UPDATED – 6/7/2022



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2022-23 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.



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2022-2023 MPS CLC Corrective Action Plan (CAP) ***Policy and Procedures***

Policy

All Community Learning Centers (CLC) and Lead Agency Partners must comply with the items outlined 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's non-compliance issues, individuals within the MPS CLC Project Team will assess the consistency and root cause of the identified non-compliance issue 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 before it gets 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, and Lead Agency Representative. Academic Coordinator may also be required to attend if needed.
- 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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Appendix B

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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 that 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 two business days, type and email the finalized CAP plan to all those on the initial email.
- 5) Begin monitoring progress on the completion of action items according to the timeline outlined in the CAP. Ask that the Lead Agency Representative also check in frequently with the site to monitor the completion of the Action Items.
- 6) Document ongoing CAP updates within the original document as Action Items are completed, additional items are created, or other 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, Lead Agency, School Principal, and MPS Recreation Manager. Include Academic Coordinator, as needed. The Manager will then share the results with the Coordinator and Manager of Operations.



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2022-2023 MPS CLC Corrective Action Plan (CAP)

CLC

Individual Issuing Plan: [Click here](#)

Date of Plan Creation: _____

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): <i>(Include individual's first and last name and role/title)</i>	Required Documentation <i>(Examples may include: Cayen APlus reports, MPS school/student-level data, CLC program and/or evaluation data, CLC survey results, etc.)</i>	Status
1.				<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.				<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.				<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.				<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.				<input type="checkbox"/> Completed <input type="checkbox"/> In Progress

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				<input type="checkbox"/> Not Completed <input type="checkbox"/> Requires Follow-up
Notes on this item (if applicable):				

Meeting Documentation:

Meeting Date	Purpose	Attendees
	Initial CAP Meeting	



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 New CAP needed Other: _____

Date of CAP close: _____

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:



2022-2023 Community Learning Center Program Plan – Cycle 1

Site Name:

K-5/K-8 Due Date: August 26, 2022, by 4:30p.m.

Cycle One Program Plans are due electronically to your designated MPS Project Team Member. Activity information, including all family events and activities for the 2022-23 school year, must be completely entered in APlus by 4:30p.m. that day.

Proposed CLC Days and Hours of Operation

List range of hours open (example: 3:30-6:00 p.m.)

	MON	TUES	WED	THU	FRI	SAT
A.M. Hours:						
P.M. Hours:						

Cycle 1 - Per CLC contract, Cycle 1 CLC programs on the MPS Traditional School Calendar must begin on or before September 12, 2022, and end on or before January 13, 2023. Per CLC contract, Cycle 1 CLC programs on the MPS Early Start School Calendar must begin on or before August 22, 2022, and end on or before **January 13, 2023**.

Cycle 2 – Per CLC contract, Cycle 2 CLC programs on the MPS Traditional School Calendar must begin on January 17, 2023. Cycle 2 may not end earlier than June 9, 2023. Per CLC contract, Cycle 2 CLC programs on the MPS Early Start School Calendar must begin on or before August 22, 2022, and end on or before **May 19, 2023**. **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: Review must be completed between January 17 and February 28, 2023. Suggest a Tentative Date for Mid-Year Review:**

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 prior to the end of school-year CLC programming.**

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 Representative’s Name

Principal’s Signature

Date

Lead Agency Representative’s Signature

Date

2022-23 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" value="Principal"/>
Name:	<input type="text"/>	Position/Title:	<input type="text" value="Site Coordinator"/>
Name:	<input type="text"/>	Position/Title:	<input type="text" value="Lead Agency Representative"/>
Name:	<input type="text"/>	Position/Title:	<input type="text" value="Academic Coordinator"/>
Name:	<input type="text"/>	Position/Title:	<input type="text" value="Other"/>

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)

(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS

CLC Program Plan Development Checklist

As you begin the new school year, please use the checklist below to strengthen your 2022-23 CLC Needs Assessment planning and development and completion of your 2022-23 Program Change Request Form and your 2022-23 CLC Program Plan.

NOTE: The CLC Program Plan (i.e., CLC program design, activities, schedule, transportation plan, staffing, family events, etc.) should be guided by your current CLC grant goals/objectives and by the results of your annual Needs Assessment process. The Needs Assessment process, which includes the assembling of key CLC stakeholders and gathering and analysis of critical data, should begin prior to the start of CLC programming in August and continue throughout the school year.

Implementation Action Item	Mark if item is complete		If marked "No," please provide detailed explanation here:	If marked "No," provide date item will be completed:
	Yes	No		
Assemble CLC Needs Assessment team. <i>Note: All CLC programs must complete an annual CLC Needs Assessment to determine current school and community needs and revise CLC grant goals/objectives accordingly.</i>	<input type="checkbox"/>	<input type="checkbox"/>		
Review CLC grant application and DPI grant guidelines with principal, school staff, CLC staff, and key CLC partners.	<input type="checkbox"/>	<input type="checkbox"/>		
Review and analyze current school-level student academic and behavioral data with principal, school staff, CLC staff, and other key CLC partners.	<input type="checkbox"/>	<input type="checkbox"/>		
Review additional data, including School Improvement Plan (SIP) and identified Problem(s) of Practice.	<input type="checkbox"/>	<input type="checkbox"/>		
If applicable, work with principal, school staff, CLC staff, and key CLC partners to revise/update CLC goals/objectives and outcomes, transportation plan, Target Population, staffing, etc. to align with 2022-23 evolving student/school needs.	<input type="checkbox"/>	<input type="checkbox"/>		
Share CLC registration materials with school staff.	<input type="checkbox"/>	<input type="checkbox"/>		
Share CLC fee structure with parents prior to start of CLC Program.	<input type="checkbox"/>	<input type="checkbox"/>		
Develop a Virtual Programming Plan should the CLC program be required to pivot to virtual programming during an extended school closure (due to COVID-19, for example)	<input type="checkbox"/>	<input type="checkbox"/>		

Impact of COVID-19

Which of the following best describes your student participation rates (average daily attendance [ADA] or regular attendees) in **2021-22**, as compared to a typical year (i.e. **2019-20** or earlier)?

- Lower
- Same or similar
- Higher
- Unknown

Which of the following ways did the on-going pandemic impact your participation rates (select all that apply):

- No impact
- Limited or reduced the number of students who could be served
- Increased participation or enrollment in the program
- Altered staffing model or made it difficult to recruit, hire, or retain staff
- State, local health, district, school, or other policies prohibited or limited the types of services that could be provided
- Limited access to volunteers
- Limited community partnerships engaged in a typical year
- Served grade(s) beyond typical program targeted demographic
- Needed to operate in multiple locations
- Other

Did your program transition between alternative modes of delivery (e.g., in-person to virtual services, etc.) at any time during **2021-22**?

Yes

COVID-19 Virtual Programming Plan

To be determined. MPS will provide template.

REQUIRED ATTACHMENTS

Please submit *electronic copies only* of the following attachments with your 2022-2023 CLC Program Plan to MPS Recreation:

- CLC registration materials.
- CLC parent orientation materials.
- CLC Fall 2022 Weekly Schedule.

2022-2023 CLC Program Goals/Objectives, Outcomes, and Activities

Alignment of CLC Program Goals/Objectives, Outcomes, and Activities

Instructions: In the table below, insert your proposed/updated CLC site’s goals/objectives and expected outcomes for the 2022-23 school year as described in your Program Change Request Form. In the right-hand column (“CLC Activities Related to Expected Outcomes”) list the activities that your CLC will offer to support each goal/outcome.

Note: If you would like to revise your CLC goals/objectives for the 2022-23 school year, you must submit proposed revisions to MPS Recreation for review and approval. MPS will submit all revisions to DPI for its final approval.

Guiding Questions for Reflection on CLC Local Goals and Expected Outcomes: (CLCs may be asked to report on these questions in the 2022-2023 CLC YPR.)

- **Thinking of your local goal(s) for State Goal #__, what progress have you made?**
 - No progress
 - Some progress
 - Goal achieved

- **Do you need to revise any local goals for State Goal #4?**
 - Yes
 - No

- **Explain what changes you plan to make and why.**

- **When reflecting on the goal(s) without progress, what were the factors that impacted that progress?**

State Goals <i>(Per DPI CLC Grant)</i>	Local Goal(s) <i>(Specific to your CLC)</i> <i>Add Goals if needed</i>	Expected Outcome(s) <i>(Specific to your CLC)</i> <i>Add Outcomes if needed</i>	CLC Activities Related to Expected Goal(s)/Outcome(s)
--	---	--	--

(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS

<p>Provide a stable, safe, and supportive environment to meet the needs of the target population.</p>	<p>1. 2. 3. 4.</p>	<p>1. 2. 3. 4.</p>	<p><u>Safe and Supportive Environment Activities</u></p> <p>Activity 1: Grade Level(s) Served: Supports Goal/Outcome #:</p> <p>Activity 2: Grade Level(s) Served: Supports Goal/Outcome #:</p> <p>Activity 3: Grade Level(s) Served: Supports Goal/Outcome #:</p> <p>Activity 4: Grade Level(s) Served: Supports Goal/Outcome #:</p> <p>Activity 5: Grade Level(s) Served: Supports Goal/Outcome #:</p>
<p>Challenge youth to develop as learners.</p>	<p>1. 2. 3. 4.</p>	<p>1. 2. 3. 4.</p>	<p><u>Academic Enrichment Activities</u> <i>(reading, math, science, small group tutoring, etc.)</i> <i>Note: DO NOT include homework help. It is not considered an academic enrichment activity.</i></p> <p>Activity 1: Curriculum used: (Lit Art, Comic Book, Lions Quest, etc.)</p> <p>Grade Level(s) Served: Supports Goal/Outcome #:</p> <p>Activity 2: Curriculum used: (Lit Art, Comic Book, Lions Quest etc.)</p> <p>Grade Level(s) Served: Supports Goal/Outcome #:</p> <p>Activity 3: Curriculum used: (Lit Art, Comic Book, Lions Quest, etc.)</p>

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			<p>Grade Level(s) Served: Supports Goal/Outcome #:</p> <p>Activity 4: Curriculum used: (Lit Art, Comic Book, Lions Quest, etc.)</p> <p>Grade Level(s) Served: Supports Goal/Outcome #:</p> <p>Activity 5: Curriculum used: (Lit Art, Comic Book, Lions Quest, etc.)</p> <p>Grade Level(s) Served: Supports Goal/Outcome #:</p>
<p>Support the development of other skills necessary for student success.</p>	<p>1. 2. 3. 4.</p>	<p>1. 2. 3. 4.</p>	<p><u>Youth Development Activities</u> <i>(recreation, arts, sports, social-emotional learning, etc.)</i></p> <p>Activity 1: Curriculum used: (SPARK, etc.) Grade Level(s) Served: Supports Goal/Outcome #:</p> <p>Activity 2: Curriculum used: (SPARK, etc.) Grade Level(s) Served: Supports Goal/Outcome #:</p> <p>Activity 3: Curriculum used: (SPARK, etc.) Grade Level(s) Served: Supports Goal/Outcome #:</p> <p>Activity 4: Curriculum used: (SPARK, etc.) Grade Level(s) Served: Supports Goal/Outcome #:</p> <p>Activity 5: Curriculum used: (SPARK, etc.) Grade Level(s) Served:</p>

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			<p>Supports Goal/Outcome #:</p> <p>Activity 6: Curriculum used: (SPARK, etc.) Grade Level(s) Served: Supports Goal/Outcome #:</p> <p>Activity 7: Curriculum used: (SPARK, etc.) Grade Level(s) Served: Supports Goal/Outcome #:</p>
<p>Engage families in support of student learning.</p>	<p>1.</p> <p>2.</p>	<p>1.</p> <p>2.</p>	<p><u>Family Night Events</u></p> <p>1st Family Night Event: Supports Goal/Outcome #:</p> <p>2nd Family Night Event: Supports Goal/Outcome #:</p> <p>3rd Family Night Event: Supports Goal/Outcome #:</p> <p>4th Family Night Event: Supports Goal/Outcome #:</p> <p>5th Family Night Event: Supports Goal/Outcome #:</p>

Review of Current CLC Proposal

First Year of Initial 5-Year Grant:

Current Year in CLC Grant Cycle: Year _____ of 5-year grant

CLC Grant Award: \$ _____ per year

*Note: To view a detailed report of all CLC activities in APlus, including a description of each activity and DPI/APR activity categories, go to the **Reports** tab and run an **Activity Report**.*

Academic Enrichment Plan

Instructions: Review the academic enrichment activities that were included in your CLC’s most current Wisconsin Department of Public Instruction CLC grant application or Yearly Program Report (YPR). Then, review the list of proposed academic enrichment activities for the 2022-2023 school year in the 2022-23 CLC Program Goals/Objectives, Outcomes, and Activities chart above.

Note: A detailed description of all CLC activities must also be entered in APlus. Note whether the activity is Virtual, Hybrid, or In-person.

If your CLC is adding a new activity/service during the 2022-23 school year that you previously had not proposed in your most recent CLC application or YPR, please provide an explanation.

Activity being added:

Explanation:

Activity being added:

Explanation:

Activity being added:

Explanation:

If your CLC will NOT offer an activity/service during the 2022-23 school year that you previously proposed in your most recent CLC application or YPR, please provide an explanation below:

Activity NOT being offered:

Explanation:

Activity NOT being offered:

Explanation:

Activity NOT being offered:

Explanation:

Recreation Enrichment/Youth Development Plan

Instructions: Review youth development activities that were described in your CLC’s most current Wisconsin Department of Public Instruction CLC grant application or Yearly Program Report (YPR). Then, review the list of proposed academic enrichment activities for the 2022-2023 school year in the 2022-23 CLC Program Goals/Objectives, Outcomes, and Activities chart above.

Note: A detailed description of these all activities must also be entered in APlus. Note whether the activity is Virtual, Hybrid, or In-person.

If your CLC is adding a new activity/service during the 2022-23 school year that you previously had not proposed in your most recent CLC application or YPR, please provide an explanation.

Activity being added:

Explanation:

Activity being added:

Explanation:

Activity being added:

Explanation:

If your CLC will NOT offer an activity/service during the 2022-22 school year that you previously proposed in your most recent CLC application or YPR, please provide an explanation.

Activity NOT being offered:

Explanation:

Activity NOT being offered:

Explanation:

Activity NOT being offered:

Explanation:

Arts Enrichment Plan

Instructions: A detailed description of CLC arts enrichment activities must also be entered in APlus. Note where the focus of the activity is academic enrichment or recreation enrichment. Also note whether the activity is Virtual, Hybrid, or In-person.

Activity being added:

Explanation:

Activity being added:

Explanation:

Activity being added:

Explanation:

Services for CLC Adult Family Members – CLC Family/Adult Engagement Activities

Instructions: Review the family/adult involvement activities that were described in your CLC’s most current Wisconsin Department of Public Instruction CLC grant application or Yearly Program Report (YPR). Then, review the list of proposed academic enrichment activities for the 2022-2023 school year in the 2022-23 CLC Program Goals/Objectives, Outcomes, and Activities chart above.

Cayen/APlus Note: A detailed description of all CLC activities must also be entered in APlus.

YPR Reporting Note: CLCs may be required to report the percentage of families that participated in 21st CCLC family activities during the 2022-2023 school year.

What types of services or activities have will be provided to parents, guardians, or families during the 2022-23 school year?

- In-person family events (e.g., parent and guardian meetings, family nights, parent and guardian education classes, etc.)
- Virtual family events (e.g., parent/guardian meetings, facilitated activities, on-line parent/guardian education classes, etc.)
- Other

If “Other,” please describe:

What will be the primary purpose of the adult family activities provided?

- Showcase student activities in the program
- Activities that support student learning at home
- Activities that directly address the learning needs of the adults
- Creating connections between school and home
- Other

If “Other,” please describe:

What tool(s) will be utilized to evaluate adult family activities provided?

- Surveys
- CLC activity attendance records
- Focus groups
- Staff observations
- Other

If “Other,” please describe:

How often/when these tools be utilized to evaluate adult family activities provided?

- After each event or activity

- At the conclusion of class or event series
- Each semester/CLC Program Cycle
- Quarterly
- Other

If "Other," please describe:

If your CLC is adding a new activity/service during the 2022-23 school year that you previously had not proposed in your most recent CLC application or YPR, please provide an explanation below (Note whether the activity is Virtual, Hybrid, or In-person)

Activity being added:

Explanation:

Activity being added:

Explanation:

Activity being added:

Explanation:

If you will NOT offer a family/adult engagement activity/service during the 2022-23 school year that you previously proposed in your most recent CLC application or YPR, please provide an explanation below:

Family/Adult Activity or Service NOT being offered:

Explanation:

Family/Adult Activity or Service NOT being offered:

Explanation:

Family/Adult Activity or Service NOT being offered:

Explanation:

State Standards & Evidence-Based Practices

Instructions: In the space below, please answer the following questions.

Note: CLCs may be required to provide a detailed response to these questions in the spring 2023 CLC Yearly Program Report (YPR).

1. How will your academic enrichment activities help students meet state and local standards?

Examples could include:

- *Using STAR assessments or report cards to evaluate academic needs and growth*
- *Meeting regularly with day school teachers to review students' performance*
- *Participating in school learning teams to identify student academic needs*
- *Using a program or curriculum tied to Common Core Standards (such as LitART, Lions Quest, or Comic Book Club)*

2. Provide at least one example of an evidence-based or research-based practice that your CLC will use in 2022-2023.

Examples could include:

- *Using an evidence-based curriculum such as Comic Book Club, LitART, Lion's Quest, or Positive Action*
- *Project based learning: Hands-on methodology that emphasizes student-directed, problem-oriented, and research-based projects. (STEM activities are a good example of project-based learning.)*
- *Service learning: 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.*

3. How will you help students meet challenging state and local standards in 2022-2023? Select all that apply.

- Align program activities with day school content
- Used day school materials
- Used evidence-based practices or approaches
- Used state standards to guide 21st CCLC programming
- Employed specific staff devoted to creating lesson plans (e.g., licensed educator, education student, etc.)
- Other
- None of the above

4. Below is a list of authorized activities for the 21st CCLC grant. Use the checkboxes to indicate which activities the 21st CCLC will offer.

- Mentoring programs
- Remedial education activities (e.g., homework help)
- Tutoring services
- Service learning
- Credit recovery
- Literacy
- Mathematics
- Arts and music
- Counseling
- Financial literacy
- Environmental literacy
- Nutritional education

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- Physical activity
- Services for students with different abilities
- Programs for English Language Learners (ELLs)
- Cultural programs
- Technology
- Expanded library service hours
- Parenting skills
- Truancy or expulsion prevention
- Drug and violence prevention
- STEM
- Career Prep

Review of CLC Partners

Instructions: Please list the partners, including vendors and school or community organizations, with whom your CLC plans to work during the 2022-2023 school year.

*Note: As a reminder, only partners with whom the CLC works during the school year should be entered in APlus. For a detailed report of CLC partners, please review the **Detailed Partner Contributions Report** in APlus.*

CLC Partner Name:

- New partner as of 2022-23 Returning partner from 2021-22 Key Grant Partner (*Letter of support on file – Recommended*)

Indicate the way(s) that community partner will supported the 21st CCLC program. Select all that apply.

- Part of 21st CCLC Advisory Board
- Consulted about student programming
- Consulted about community or family events
- Consulted about scheduling
- Facilitated activities during regular program hours
- Provided staffing for special events
- Fundraised on behalf of the program
- Donated funding or program supplies
- Provided volunteers
- Provided training for program staff
- Donated food for program events
- Provided venues for program activities
- Other
- None of the above

If “Other,” please describe:

CLC Partner Name:

- New partner as of 2022-23 Returning partner from 2021-22 Key Grant Partner (*Letter of support on file – Recommended*)

Indicate the way(s) that community partner will supported the 21st CCLC program. Select all that apply.

- Part of 21st CCLC Advisory Board
- Consulted about student programming
- Consulted about community or family events
- Consulted about scheduling
- Facilitated activities during regular program hours
- Provided staffing for special events
- Fundraised on behalf of the program
- Donated funding or program supplies

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- Provided volunteers
- Provided training for program staff
- Donated food for program events
- Provided venues for program activities
- Other
- None of the above

If "Other," please describe:

CLC Partner Name:

- New partner as of 2022-23 Returning partner from 2021-22 Key Grant Partner (*Letter of support on file - Recommended*)

Indicate the way(s) that community partner will supported the 21st CCLC program. Select all that apply.

- Part of 21st CCLC Advisory Board
- Consulted about student programming
- Consulted about community or family events
- Consulted about scheduling
- Facilitated activities during regular program hours
- Provided staffing for special events
- Fundraised on behalf of the program
- Donated funding or program supplies
- Provided volunteers
- Provided training for program staff
- Donated food for program events
- Provided venues for program activities
- Other
- None of the above

If "Other," please describe:

CLC Partner Name:

- New partner as of 2022-23 Returning partner from 2021-22 Key Grant Partner (*Letter of support on file - Recommended*)

Indicate the way(s) that community partner will supported the 21st CCLC program. Select all that apply.

- Part of 21st CCLC Advisory Board
- Consulted about student programming
- Consulted about community or family events
- Consulted about scheduling
- Facilitated activities during regular program hours
- Provided staffing for special events
- Fundraised on behalf of the program
- Donated funding or program supplies
- Provided volunteers
- Provided training for program staff
- Donated food for program events
- Provided venues for program activities
- Other
- None of the above

If "Other," please describe:

CLC Partner Name:

- New partner as of 2022-23 Returning partner from 2021-22 Key Grant Partner (*Letter of support on file - Recommended*)

Indicate the way(s) that community partner will supported the 21st CCLC program. Select all that apply.

- Part of 21st CCLC Advisory Board
- Consulted about student programming
- Consulted about community or family events
- Consulted about scheduling
- Facilitated activities during regular program hours
- Provided staffing for special events
- Fundraised on behalf of the program
- Donated funding or program supplies
- Provided volunteers
- Provided training for program staff
- Donated food for program events
- Provided venues for program activities
- Other
- None of the above

If "Other," please describe:

CLC Partner Name:

- New partner as of 2022-23 Returning partner from 2021-22 Key Grant Partner (*Letter of support on file - Recommended*)

Indicate the way(s) that community partner will supported the 21st CCLC program. Select all that apply.

- Part of 21st CCLC Advisory Board
- Consulted about student programming
- Consulted about community or family events
- Consulted about scheduling
- Facilitated activities during regular program hours
- Provided staffing for special events
- Fundraised on behalf of the program
- Donated funding or program supplies
- Provided volunteers
- Provided training for program staff
- Donated food for program events
- Provided venues for program activities
- Other
- None of the above

If "Other," please describe:

CLC Partner Name:

- New partner as of 2022-23 Returning partner from 2021-22 Key Grant Partner (*Letter of support on file - Recommended*)

Indicate the way(s) that community partner will supported the 21st CCLC program. Select all that apply.

- Part of 21st CCLC Advisory Board
- Consulted about student programming
- Consulted about community or family events
- Consulted about scheduling
- Facilitated activities during regular program hours
- Provided staffing for special events
- Fundraised on behalf of the program
- Donated funding or program supplies
- Provided volunteers
- Provided training for program staff

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- Donated food for program events
- Provided venues for program activities
- Other
- None of the above

If "Other," please describe:

CLC Partner Name:

- New partner as of 2022-23 Returning partner from 2021-22 Key Grant Partner *(Letter of support on file - Recommended)*

Indicate the way(s) that community partner will supported the 21st CCLC program. Select all that apply.

- Part of 21st CCLC Advisory Board
- Consulted about student programming
- Consulted about community or family events
- Consulted about scheduling
- Facilitated activities during regular program hours
- Provided staffing for special events
- Fundraised on behalf of the program
- Donated funding or program supplies
- Provided volunteers
- Provided training for program staff
- Donated food for program events
- Provided venues for program activities
- Other
- None of the above

If "Other," please describe:

CLC Proposal: Transportation Plan

Instructions: Review the transportation plan from your most recent CLC application or Yearly Program Report. In the space below, please write a description of your proposed transportation plan for the 2022-23 school year. **(Note: Any revisions to your transportation plan for 2022-23 school year must align with the revisions in your 2022-23 Program Change Request Form.)**

Budgeted Cost for Transportation:

2022-2023 CLC Transportation Plan

Instructions: In the space below, please check the transportation options offered by your CLC for the 2022-23 school year.

- Parent Pick-Up
- Students can walk home w/parent permission
- CLC Organized Walking School Bus.
If interested, more information on walking school buses is available here: <http://www.walkingschoolbus.org/>
- Parent Carpools

Taxi Service

Yellow School Bus

Describe bus route(s):

of students per day projected to ride bus:

of buses per day offered:

of days per week bus service is offered:

Milwaukee County Bus Tickets

of students per day projected to ride bus:

Van Transportation

Describe your process for selecting students for van services:

of vans per day offered:

of days per week van service is offered:

How will your CLC clearly communicate these transportation options with families? (Examples include: registration flyers, parent orientations, etc.)

CLC Fee Structure

Instructions: Please respond to the questions below regarding fees:

Does your CLC charge a fee? Yes No

If yes, what do participants (who are financially able to) typically pay for weekly services? (This can be a dollar range): \$

Does your CLC collect Wisconsin Shares? Yes No

If yes, for what purpose are fees and Wisconsin Shares collected? What will fees/Wisconsin Shares support/pay for? Please describe.

Per CLC grant requirements, programs that charge fees must assure that these costs will not prohibit any family from participating due to an inability to pay.

CLC Self-Assessment

Instructions: Please respond to the questions below regarding your progress in carrying out the mandatory CLC self-assessment process.

*Note: Per DPI CLC grant requirements, CLC self-assessment must be completed **annually**. (For additional guidance on the mandatory CLC self-assessment requirements, please visit the **WI DPI's CLC Website**.*

<https://dpi.wi.gov/sspw/clc/grant-competition>

Please check which DPI-approved CLC self-assessment tool you selected to use/are using as stated in your most recent CLC application or Yearly Progress Report:

- YPQA WASCIP NYSAN QSA QAS

Please describe your progress in meeting your CLC self-assessment goal(s) from the previous 2022-23 school year:

Please insert your CLC self-assessment goal(s) for the 2022-23 school year:

Public Communication about CLC Program Evaluation Results

Instructions: Please respond to the questions below regarding your plan for communicating CLC evaluation findings to the public – beyond the school community. **Grantees are required to have a plan for communicating evaluation findings.**

How did you communicate your evaluation findings to the public? Select all that apply.

- No method because we have no evaluation findings
- Posted on website.
- Posted in the public-school board meeting notes
- Published in media publications (e.g., local newspapers)
- Available upon request
- No particular method

Please highlight some findings from your most 2021-2022 recent evaluation report.

Enter the link to the website here:

In what media publications (e.g., local newspapers) will results be published?:

If information is shared upon request, how do you let the public know the evaluation findings are available?:

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

Note: Recruitment and retention strategies should be individualized or differentiated for each grade/age level or targeted population. For example, strategies employed to identify, recruit, and retain youth in K4/K5 should be distinctly different than those implemented for youth in grades 3-4, and strategies used to recruit and retain bilingual or middle and high school youth or boost parent involvement should be specific to the needs and interests of those populations. Be intentional! (For additional guidance on targeted recruitment and retention strategies, please review pages 15-16 of the **WI DPI's 21st Century CLC Grant Application Guidelines for 2019-20.**)

Targeted Student Population

Look at your 2021-2022 DPI-approved YPR or new, DPI-funded CLC grant proposal. Which targeted student population(s) is your 21st CCLC planning to prioritize in recruitment enrollment efforts in 2022-2023?

Check all that apply.

- Students in need of academic support
- Students with social and emotional, or behavioral needs

- English Language Learners (ELLs)
- Low income students
- Past participants or their siblings
- Students of color and students who are a racial minority

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:

Parent Orientation, Parent Involvement, & Family Enrichment Activities

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

Describe your **Recruitment** and **Retention** Strategies in detail to increase active involvement of parents in CLC programming and other Family Enrichment activities and events:

2022-23 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"/> Cafeteria | <input type="checkbox"/> Parent Center <input type="checkbox"/> Auditorium |

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

- | | | | | | |
|---------------------------------|-------------------------------|--|--|--|--|
| <input type="checkbox"/> Office | <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 **MUST** review and practice emergency procedures as required during CLC program hours with youth and staff. Emergency procedures include: fire drills, tornado drills, and school emergency lockdown procedures. Post and practice written emergency plans including scheduled dates. Please list emergency procedure dates below.

Fire Drills <i>* DCF Licensing requires fire drills to be conducted monthly.</i>		Tornado Drills <i>* DCF Licensing requires tornado drills to be conducted monthly from April – October.</i>		Emergency Lockdown Procedures
Sept: _____	Feb: _____	Oct 2022: _____	Sept: _____	
Oct: _____	Mar: _____	Apr 2023: _____	Nov: _____	
Nov: _____	Apr: _____	May 2023: _____	Jan: _____	
Dec: _____	May: _____	June 2023: _____	Mar: _____	
Jan: _____	June: _____		May: _____	

4. Has the site identified **two** CLC Staff (site coordinator preferred) to complete the Medication Administration Training? Note: **This is mandatory training per MPS policy. ([MEDICATION ADMINISTRATION PRINCIPLES \(Basic, Oral, Ear, Eye, and Topical\)](#))** According to Wis. Stat. sec. 118.29, Wisconsin school personnel and volunteers must be trained and found competent before administering certain medications to students. For the 2022-23 school year, use the link above to the DPI webcasts via the DPI webpage. 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**. Afterschool programs can show the webcasts/videos in groups or can have individuals watch the webcasts on their own computers. This program is a self-contained medication basics module that introduces key Wisconsin information for those who will be administering medications. This program includes the Basic Medication Administration Principles and offers a DPI-approved Oral, Ear, Eye, and Topical medication option within the program. Time needed for completion of the Basics program is approximately 15 minutes. Each additional module adds about 10 minutes of time. The participant has the option of taking only one module or all five. Please use Google Chrome while viewing this program. All Wisconsin school personnel and volunteers authorized to

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administer medication must complete the Basic Medication Administration Principles course at least once every four years. It can be used as a refresher course annually, as well. At the end of the module, the participant takes an assessment quiz and can then print out test results showing his/her name, date, and passing grade. If preferred, printable copies of tests for oral, ear, eye and topical can be found under Administrative Resources. At a minimum, the following Medication Administration Training courses must be completed via webcasts: ([MEDICATION ADMINISTRATION PRINCIPLES \(Basic, Oral, Ear, Eye, and Topical\)](#)). *(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. **REQUIRED:** Please list the names of staff members and their certification expiration date:

Name:	Expiration Date:	Name:	Expiration Date:
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5. How many safety personnel does your site have on duty during scheduled CLC program hours?

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

7. Describe **in detail** how individuals are permitted entrance into the school building during CLC hours of operation (use separate sheet if necessary). *(Reminder no visitors are permitted in MPS Facilities during Phase 1 of MPS CLC programming.)*

8. 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.**

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

10. 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 after the final year of CLC grant award.*

CLC Staff Recruitment and Retention Plan

Recruitment Strategies

What strategies will you use during the 2022-2023 school year to recruit staff?

- Partnering with community-based organizations
- Outreach to local universities
- outreach to high school students
- Targeting school personnel within building
- Targeting school personnel within surrounding schools
- Increasing rate of pay
- Amending organizational policies
- Increasing hours (or FTE) opportunities
- Other incentives offered
- Other

If "Other," please describe:

Retention Strategies

What strategies do you plan to use during the 2022-2023 school year to retain (keep) staff?

- Partnering with community-based organizations
- Outreach to local universities
- outreach to high school students
- Targeting school personnel within building
- Targeting school personnel within surrounding schools
- Increasing rate of pay
- Amending organizational policies
- Increasing hours (or FTE) opportunities
- Other incentives offered
- Other

If "Other," please describe:

CLC Staff Roster

Directions: During normal after-school program operations sites **MUST** abide by the following standards **and** maximum group sizes:

<u>Youth ages 3-4 years</u> Ratio: 1:10 Group Max.: 20 youth, 2 staff	<u>Youth ages 4-5 years</u> Ratio: 1:13 Group Max.: 24 youth, 2 staff	<u>Youth ages 5-6</u> Ratio: 1:17 Group Max.: 34 youth, 2 staff	<u>Youth ages 6+</u> Ratio: 1:18 Group Max.: 35 youth, 2 staff
--	--	--	---

Name:	Position:	Works directly with Youth	Works for the Day School	Projected Hours Per Week:	CBC Completed and Approved	CPR/AED Expiration Date
1. [REDACTED]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<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		<input type="checkbox"/> Yes <input type="checkbox"/> No	

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3. [REDACTED]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<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		<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		<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		<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		<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		<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		<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		<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		<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		<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		<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		<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		<input type="checkbox"/> Yes <input type="checkbox"/> No	
16. [REDACTED]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<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		<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		<input type="checkbox"/> Yes <input type="checkbox"/> No	



2022-2023 Community Learning Center Program Plan – Cycle 1

Site Name:

Middle/High School Sites - Due Date: August 12, 2022, by 4:30p.m.

Cycle One Program Plans are due electronically to your designated MPS Project Team Member. Activity information, including all family events and activities for the 2022-23 school year, must be completely entered in APlus by 4:30p.m. that day.

Proposed CLC Days and Hours of Operation

List range of hours open (example: 3:30-6:00 p.m.)

	MON	TUES	WED	THU	FRI	SAT
A.M. Hours:						
P.M. Hours:						

Cycle 1 - Per CLC contract, Cycle 1 CLC programs on the MPS Traditional School Calendar must begin on or before September 12, 2022, and end on or before January 13, 2023. Per CLC contract, Cycle 1 CLC programs on the MPS Early Start School Calendar must begin on or before August 22, 2022, and end on or before **January 13, 2023**.

Cycle 2 – Per CLC contract, Cycle 2 CLC programs on the MPS Traditional School Calendar must begin on January 17, 2023. Cycle 2 may not end earlier than June 9, 2023. Per CLC contract, Cycle 2 CLC programs on the MPS Early Start School Calendar must begin on or before August 22, 2022, and end on or before **May 19, 2023**. **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: Review must be completed between January 17 and February 28, 2023. Suggest a Tentative Date for Mid-Year Review:**

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 prior to the end of school-year CLC programming.**

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 Representative’s Name

Principal’s Signature

Date

Lead Agency Representative’s Signature

Date

2022-23 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" value="Principal"/>
Name:	<input type="text"/>	Position/Title:	<input type="text" value="Site Coordinator"/>
Name:	<input type="text"/>	Position/Title:	<input type="text" value="Lead Agency Representative"/>
Name:	<input type="text"/>	Position/Title:	<input type="text" value="Academic Coordinator"/>
Name:	<input type="text"/>	Position/Title:	<input type="text" value="Other"/>

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)

CLC Program Plan Development Checklist

As you begin the new school year, please use the checklist below to strengthen your 2022-23 CLC Needs Assessment planning and development and completion of your 2022-23 Program Change Request Form and your 2022-23 CLC Program Plan.

NOTE: The CLC Program Plan (i.e., CLC program design, activities, schedule, transportation plan, staffing, family events, etc.) should be guided by your current CLC grant goals/objectives and by the results of your annual Needs Assessment process. The Needs Assessment process, which includes the assembling of key CLC stakeholders and gathering and analysis of critical data, should begin prior to the start of CLC programming in August and continue throughout the school year.

Implementation Action Item	Mark if item is complete		If marked "No," please provide detailed explanation here:	If marked "No," provide date item will be completed:
	Yes	No		
Assemble CLC Needs Assessment team. <i>Note: All CLC programs must complete an annual CLC Needs Assessment to determine current school and community needs and revise CLC grant goals/objectives accordingly.</i>	<input type="checkbox"/>	<input type="checkbox"/>		
Review CLC grant application and DPI grant guidelines with principal, school staff, CLC staff, and key CLC partners.	<input type="checkbox"/>	<input type="checkbox"/>		
Review and analyze current school-level student academic and behavioral data with principal, school staff, CLC staff, and other key CLC partners.	<input type="checkbox"/>	<input type="checkbox"/>		
Review additional data, including School Improvement Plan (SIP) and identified Problem(s) of Practice.	<input type="checkbox"/>	<input type="checkbox"/>		
If applicable, work with principal, school staff, CLC staff, and key CLC partners to revise/update CLC goals/objectives and outcomes, transportation plan, Target Population, staffing, etc. to align with 2022-23 evolving student/school needs.	<input type="checkbox"/>	<input type="checkbox"/>		
Share CLC registration materials with school staff.	<input type="checkbox"/>	<input type="checkbox"/>		
Share CLC fee structure with parents prior to start of CLC Program.	<input type="checkbox"/>	<input type="checkbox"/>		
Develop a COVID-19 Virtual Programming Plan should the CLC program be required to pivot to virtual programming during an extended school closure	<input type="checkbox"/>	<input type="checkbox"/>		

Impact of COVID-19

Which of the following best describes your student participation rates (average daily attendance [ADA] or regular attendees) in 2021-22, as compared to a typical year (i.e. 2019-20 or earlier)?

- Lower
- Same or similar
- Higher
- Unknown

Which of the following ways did the on-going pandemic impact your participation rates (select all that apply):

- No impact
- Limited or reduced the number of students who could be served
- Increased participation or enrollment in the program
- Altered staffing model or made it difficult to recruit, hire, or retain staff
- State, local health, district, school, or other policies prohibited or limited the types of services that could be provided
- Limited access to volunteers
- Limited community partnerships engaged in a typical year
- Served grade(s) beyond typical program targeted demographic
- Needed to operate in multiple locations
- Other

Did your program transition between alternative modes of delivery (e.g., in-person to virtual services, etc.) at any time during 2021-22?

Yes

COVID-19 Virtual Programming Plan

To be determined. MPS will provide template.

REQUIRED ATTACHMENTS

Please submit *electronic copies only* of the following attachments with your 2022-2023 CLC Program Plan to MPS Recreation:

CLC registration materials.

CLC parent orientation materials.

CLC Fall 2022 Weekly Schedule.

2022-2023 CLC Program Goals/Objectives, Outcomes, and Activities

Alignment of CLC Program Goals/Objectives, Outcomes, and Activities

Instructions: In the table below, insert your proposed/updated CLC site’s goals/objectives and expected outcomes for the 2022-23 school year as described in your Program Change Request Form. In the right-hand column (“CLC Activities Related to Expected Outcomes”) list the activities that your CLC will offer to support each goal/outcome.

Note: If you would like to revise your CLC goals/objectives for the 2022-23 school year, you must submit proposed revisions to MPS Recreation for review and approval. MPS will submit all revisions to DPI for its final approval.

Guiding Questions for Reflection on CLC Local Goals and Expected Outcomes: (CLCs may be asked to report on these questions in the 2022-2023 CLC YPR.)

- **Thinking of your local goal(s) for State Goal #__, what progress have you made?**
 - No progress
 - Some progress
 - Goal achieved

- **Do you need to revise any local goals for State Goal #4?**
 - Yes
 - No

- **Explain what changes you plan to make and why.**

- **When reflecting on the goal(s) without progress, what were the factors that impacted that progress?**

State Goals <i>(Per DPI CLC Grant)</i>	Local Goal(s) <i>(Specific to your CLC)</i> <i>Add Goals if needed</i>	Expected Outcome(s) <i>(Specific to your CLC)</i> <i>Add Outcomes if needed</i>	CLC Activities Related to Expected Goal(s)/Outcome(s)
---	--	---	---

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<p>Provide a stable, safe, and supportive environment to meet the needs of the target population.</p>	<p>1. 2. 3. 4.</p>	<p>1. 2. 3. 4.</p>	<p><u>Safe and Supportive Environment Activities</u></p> <p>Activity 1: Grade Level(s) Served: Supports Goal/Outcome #:</p> <p>Activity 2: Grade Level(s) Served: Supports Goal/Outcome #:</p> <p>Activity 3: Grade Level(s) Served: Supports Goal/Outcome #:</p> <p>Activity 4: Grade Level(s) Served: Supports Goal/Outcome #:</p> <p>Activity 5: Grade Level(s) Served: Supports Goal/Outcome #:</p>
<p>Challenge youth to develop as learners.</p>	<p>1. 2. 3. 4.</p>	<p>1. 2. 3. 4.</p>	<p><u>Academic Enrichment Activities</u> <i>(reading, math, science, small group tutoring, etc.)</i> <i>Note: DO NOT include homework help. It is not considered an academic enrichment activity.</i></p> <p>Activity 1: Curriculum used: (Lit Art, Comic Book, Lions Quest, etc.)</p> <p>Grade Level(s) Served: Supports Goal/Outcome #:</p> <p>Activity 2: Curriculum used: (Lit Art, Comic Book, Lions Quest etc.)</p> <p>Grade Level(s) Served: Supports Goal/Outcome #:</p> <p>Activity 3: Curriculum used: (Lit Art, Comic Book, Lions Quest, etc.)</p>

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			<p>Grade Level(s) Served: Supports Goal/Outcome #:</p> <p>Activity 4: Curriculum used: (Lit Art, Comic Book, Lions Quest, etc.)</p> <p>Grade Level(s) Served: Supports Goal/Outcome #:</p> <p>Activity 5: Curriculum used: (Lit Art, Comic Book, Lions Quest, etc.)</p> <p>Grade Level(s) Served: Supports Goal/Outcome #:</p>
<p>Support the development of other skills necessary for student success.</p>	<p>1. 2. 3. 4.</p>	<p>1. 2. 3. 4.</p>	<p><u>Youth Development Activities</u> <i>(recreation, arts, sports, social-emotional learning, etc.)</i></p> <p>Activity 1: Curriculum used: (SPARK, etc.) Grade Level(s) Served: Supports Goal/Outcome #:</p> <p>Activity 2: Curriculum used: (SPARK, etc.) Grade Level(s) Served: Supports Goal/Outcome #:</p> <p>Activity 3: Curriculum used: (SPARK, etc.) Grade Level(s) Served: Supports Goal/Outcome #:</p> <p>Activity 4: Curriculum used: (SPARK, etc.) Grade Level(s) Served: Supports Goal/Outcome #:</p> <p>Activity 5: Curriculum used: (SPARK, etc.) Grade Level(s) Served:</p>

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			<p>Supports Goal/Outcome #:</p> <p>Activity 6: Curriculum used: (SPARK, etc.) Grade Level(s) Served: Supports Goal/Outcome #:</p> <p>Activity 7: Curriculum used: (SPARK, etc.) Grade Level(s) Served: Supports Goal/Outcome #:</p>
Engage families in support of student learning.	<p>1.</p> <p>2.</p>	<p>1.</p> <p>2.</p>	<p>Family Night Events</p> <p>1st Family Night Event: Supports Goal/Outcome #:</p> <p>2nd Family Night Event: Supports Goal/Outcome #:</p> <p>3rd Family Night Event: Supports Goal/Outcome #:</p> <p>4th Family Night Event: Supports Goal/Outcome #:</p> <p>5th Family Night Event: Supports Goal/Outcome #:</p>

Review of Current CLC Proposal

First Year of Initial 5-Year Grant:

Current Year in CLC Grant Cycle: Year _____ of 5-year grant

CLC Grant Award: \$ _____ per year

*Note: To view a detailed report of all CLC activities in APlus, including a description of each activity and DPI/APR activity categories, go to the **Reports** tab and run an **Activity Report**.*

Academic Enrichment Plan

Instructions: Review the academic enrichment activities that were included in your CLC’s most current Wisconsin Department of Public Instruction CLC grant application or Yearly Program Report (YPR). Then, review the list of proposed academic enrichment activities for the 2022-2023 school year in the 2022-23 CLC Program Goals/Objectives, Outcomes, and Activities chart above.

Note: A detailed description of all CLC activities must also be entered in APlus. Note whether the activity is Virtual, Hybrid, or In-person.

If your CLC is adding a new activity/service during the 2022-23 school year that you previously had not proposed in your most recent CLC application or YPR, please provide an explanation.

Activity being added:

Explanation:

Activity being added:

Explanation:

Activity being added:

Explanation:

If your CLC will NOT offer an activity/service during the 2022-23 school year that you previously proposed in your most recent CLC application or YPR, please provide an explanation below:

Activity NOT being offered:

Explanation:

Activity NOT being offered:

Explanation:

Activity NOT being offered:

Explanation:

Recreation Enrichment/Youth Development Plan

Instructions: Review youth development activities that were described in your CLC’s most current Wisconsin Department of Public Instruction CLC grant application or Yearly Program Report (YPR). Then, review the list of proposed academic enrichment activities for the 2022-2023 school year in the 2022-23 CLC Program Goals/Objectives, Outcomes, and Activities chart above.

Note: A detailed description of these all activities must also be entered in APlus. Note whether the activity is Virtual, Hybrid, or In-person.

If your CLC is adding a new activity/service during the 2022-23 school year that you previously had not proposed in your most recent CLC application or YPR, please provide an explanation.

Activity being added:

Explanation:

Activity being added:

Explanation:

Activity being added:

Explanation:

If your CLC will NOT offer an activity/service during the 2022-22 school year that you previously proposed in your most recent CLC application or YPR, please provide an explanation.

Activity NOT being offered:

Explanation:

Activity NOT being offered:

Explanation:

Activity NOT being offered:

Explanation:

Arts Enrichment Plan

Instructions: A detailed description of CLC arts enrichment activities must also be entered in APlus. Note where the focus of the activity is academic enrichment or recreation enrichment. Also note whether the activity is Virtual, Hybrid, or In-person.

Activity being added:

Explanation:

Activity being added:

Explanation:

Activity being added:

Explanation:

Services for CLC Adult Family Members – CLC Family/Adult Engagement Activities

Instructions: Review the family/adult involvement activities that were described in your CLC’s most current Wisconsin Department of Public Instruction CLC grant application or Yearly Program Report (YPR). Then, review the list of proposed academic enrichment activities for the 2022-2023 school year in the 2022-23 CLC Program Goals/Objectives, Outcomes, and Activities chart above.

Cayen/APlus Note: A detailed description of all CLC activities must also be entered in APlus.

YPR Reporting Note: CLCs may be required to report the percentage of families that participated in 21st CCLC family activities during the 2022-2023 school year.

What types of services or activities have will be provided to parents, guardians, or families during the 2022-23 school year?

- In-person family events (e.g., parent and guardian meetings, family nights, parent and guardian education classes, etc.)
- Virtual family events (e.g., parent/guardian meetings, facilitated activities, on-line parent/guardian education classes, etc.)
- Other

If “Other,” please describe:

What will be the primary purpose of the adult family activities provided?

- Showcase student activities in the program
- Activities that support student learning at home
- Activities that directly address the learning needs of the adults
- Creating connections between school and home
- Other

If “Other,” please describe:

What tool(s) will be utilized to evaluate adult family activities provided?

- Surveys
- CLC activity attendance records
- Focus groups
- Staff observations
- Other

If “Other,” please describe:

How often/when these tools be utilized to evaluate adult family activities provided?

- After each event or activity

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- At the conclusion of class or event series
- Each semester/CLC Program Cycle
- Quarterly
- Other

If "Other," please describe:

If your CLC is adding a new activity/service during the 2022-23 school year that you previously had not proposed in your most recent CLC application or YPR, please provide an explanation below (Note whether the activity is Virtual, Hybrid, or In-person)

Activity being added:

Explanation:

Activity being added:

Explanation:

Activity being added:

Explanation:

If you will NOT offer a family/adult engagement activity/service during the 2022-23 school year that you previously proposed in your most recent CLC application or YPR, please provide an explanation below:

Family/Adult Activity or Service NOT being offered:

Explanation:

Family/Adult Activity or Service NOT being offered:

Explanation:

Family/Adult Activity or Service NOT being offered:

Explanation:

State Standards & Evidence-Based Practices

Instructions: In the space below, please answer the following questions.

Note: CLCs may be required to provide a detailed response to these questions in the spring 2023 CLC Yearly Program Report (YPR).

1. How will your academic enrichment activities help students meet state and local standards?

Examples could include:

- *Using STAR assessments or report cards to evaluate academic needs and growth*
- *Meeting regularly with day school teachers to review students' performance*
- *Participating in school learning teams to identify student academic needs*
- *Using a program or curriculum tied to Common Core Standards (such as LitART, Lions Quest, or Comic Book Club)*

2. Provide at least one example of an evidence-based or research-based practice that your CLC will use in 2022-2023.

Examples could include:

- *Using an evidence-based curriculum such as Comic Book Club, LitART, Lion's Quest, or Positive Action*
- *Project based learning: Hands-on methodology that emphasizes student-directed, problem-oriented, and research-based projects. (STEM activities are a good example of project-based learning.)*
- *Service learning: 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.*

3. How will you help students meet challenging state and local standards in 2022-2023? Select all that apply.

- Align program activities with day school content
- Used day school materials
- Used evidence-based practices or approaches
- Used state standards to guide 21st CCLC programming
- Employed specific staff devoted to creating lesson plans (e.g., licensed educator, education student, etc.)
- Other
- None of the above

4. Below is a list of authorized activities for the 21st CCLC grant. Use the checkboxes to indicate which activities the 21st CCLC will offer.

- Mentoring programs
- Remedial education activities (e.g., homework help)
- Tutoring services
- Service learning
- Credit recovery
- Literacy
- Mathematics
- Arts and music
- Counseling
- Financial literacy
- Environmental literacy
- Nutritional education

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- Physical activity
- Services for students with different abilities
- Programs for English Language Learners (ELLs)
- Cultural programs
- Technology
- Expanded library service hours
- Parenting skills
- Truancy or expulsion prevention
- Drug and violence prevention
- STEM
- Career Prep

Review of CLC Partners

Instructions: Please list the partners, including vendors and school or community organizations, with whom your CLC plans to work during the 2022-2023 school year.

*Note: As a reminder, only partners with whom the CLC works during the school year should be entered in APlus. For a detailed report of CLC partners, please review the **Detailed Partner Contributions Report** in APlus.*

CLC Partner Name:

- New partner as of 2022-23 Returning partner from 2021-22 Key Grant Partner (*Letter of support on file – Recommended*)

Indicate the way(s) that community partner will supported the 21st CCLC program. Select all that apply.

- Part of 21st CCLC Advisory Board
- Consulted about student programming
- Consulted about community or family events
- Consulted about scheduling
- Facilitated activities during regular program hours
- Provided staffing for special events
- Fundraised on behalf of the program
- Donated funding or program supplies
- Provided volunteers
- Provided training for program staff
- Donated food for program events
- Provided venues for program activities
- Other
- None of the above

If “Other,” please describe:

CLC Partner Name:

- New partner as of 2022-23 Returning partner from 2021-22 Key Grant Partner (*Letter of support on file – Recommended*)

Indicate the way(s) that community partner will supported the 21st CCLC program. Select all that apply.

- Part of 21st CCLC Advisory Board
- Consulted about student programming
- Consulted about community or family events
- Consulted about scheduling
- Facilitated activities during regular program hours
- Provided staffing for special events
- Fundraised on behalf of the program
- Donated funding or program supplies

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- Provided volunteers
- Provided training for program staff
- Donated food for program events
- Provided venues for program activities
- Other
- None of the above

If "Other," please describe:

CLC Partner Name:

- New partner as of 2022-23 Returning partner from 2021-22 Key Grant Partner *(Letter of support on file - Recommended)*

Indicate the way(s) that community partner will supported the 21st CCLC program. Select all that apply.

- Part of 21st CCLC Advisory Board
- Consulted about student programming
- Consulted about community or family events
- Consulted about scheduling
- Facilitated activities during regular program hours
- Provided staffing for special events
- Fundraised on behalf of the program
- Donated funding or program supplies
- Provided volunteers
- Provided training for program staff
- Donated food for program events
- Provided venues for program activities
- Other
- None of the above

If "Other," please describe:

CLC Partner Name:

- New partner as of 2022-23 Returning partner from 2021-22 Key Grant Partner *(Letter of support on file - Recommended)*

Indicate the way(s) that community partner will supported the 21st CCLC program. Select all that apply.

- Part of 21st CCLC Advisory Board
- Consulted about student programming
- Consulted about community or family events
- Consulted about scheduling
- Facilitated activities during regular program hours
- Provided staffing for special events
- Fundraised on behalf of the program
- Donated funding or program supplies
- Provided volunteers
- Provided training for program staff
- Donated food for program events
- Provided venues for program activities
- Other
- None of the above

If "Other," please describe:

CLC Partner Name:

- New partner as of 2022-23 Returning partner from 2021-22 Key Grant Partner *(Letter of support on file - Recommended)*

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Indicate the way(s) that community partner will supported the 21st CCLC program. Select all that apply.

- Part of 21st CCLC Advisory Board
- Consulted about student programming
- Consulted about community or family events
- Consulted about scheduling
- Facilitated activities during regular program hours
- Provided staffing for special events
- Fundraised on behalf of the program
- Donated funding or program supplies
- Provided volunteers
- Provided training for program staff
- Donated food for program events
- Provided venues for program activities
- Other
- None of the above

If "Other," please describe:

CLC Partner Name:

- New partner as of 2022-23 Returning partner from 2021-22 Key Grant Partner (*Letter of support on file - Recommended*)

Indicate the way(s) that community partner will supported the 21st CCLC program. Select all that apply.

- Part of 21st CCLC Advisory Board
- Consulted about student programming
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- Consulted about scheduling
- Facilitated activities during regular program hours
- Provided staffing for special events
- Fundraised on behalf of the program
- Donated funding or program supplies
- Provided volunteers
- Provided training for program staff
- Donated food for program events
- Provided venues for program activities
- Other
- None of the above

If "Other," please describe:

CLC Partner Name:

- New partner as of 2022-23 Returning partner from 2021-22 Key Grant Partner (*Letter of support on file - Recommended*)

Indicate the way(s) that community partner will supported the 21st CCLC program. Select all that apply.

- Part of 21st CCLC Advisory Board
- Consulted about student programming
- Consulted about community or family events
- Consulted about scheduling
- Facilitated activities during regular program hours
- Provided staffing for special events
- Fundraised on behalf of the program
- Donated funding or program supplies
- Provided volunteers
- Provided training for program staff

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- Donated food for program events
- Provided venues for program activities
- Other
- None of the above

If “Other,” please describe:

CLC Partner Name:

- New partner as of 2022-23 Returning partner from 2021-22 Key Grant Partner *(Letter of support on file – Recommended)*

Indicate the way(s) that community partner will supported the 21st CCLC program. Select all that apply.

- Part of 21st CCLC Advisory Board
- Consulted about student programming
- Consulted about community or family events
- Consulted about scheduling
- Facilitated activities during regular program hours
- Provided staffing for special events
- Fundraised on behalf of the program
- Donated funding or program supplies
- Provided volunteers
- Provided training for program staff
- Donated food for program events
- Provided venues for program activities
- Other
- None of the above

If “Other,” please describe:

CLC Proposal: Transportation Plan

Instructions: Review the transportation plan from your most recent CLC application or Yearly Program Report. In the space below, please write a description of your proposed transportation plan for the 2022-23 school year. **(Note: Any revisions to your transportation plan for 2022-23 school year must align with the revisions in your 2022-23 Program Change Request Form.)**

Budgeted Cost for Transportation:

2022-2023 CLC Transportation Plan

Instructions: In the space below, please check the transportation options offered by your CLC for the 2022-23 school year.

- Parent Pick-Up
- Students can walk home w/parent permission
- CLC Organized Walking School Bus.
If interested, more information on walking school buses is available here: <http://www.walkingschoolbus.org/>
- Parent Carpools

Taxi Service

Yellow School Bus

Describe bus route(s):

of students per day projected to ride bus:

of buses per day offered:

of days per week bus service is offered:

Milwaukee County Bus Tickets

of students per day projected to ride bus:

Van Transportation

Describe your process for selecting students for van services:

of vans per day offered:

of days per week van service is offered:

How will your CLC clearly communicate these transportation options with families? (Examples include: registration flyers, parent orientations, etc.)

CLC Fee Structure

Instructions: Please respond to the questions below regarding fees:

Does your CLC charge a fee? Yes No

If yes, what do participants (who are financially able to) typically pay for weekly services? (This can be a dollar range): \$

Does your CLC collect Wisconsin Shares? Yes No

If yes, for what purpose are fees and Wisconsin Shares collected? What will fees/Wisconsin Shares support/pay for? Please describe.

Per CLC grant requirements, programs that charge fees must assure that these costs will not prohibit any family from participating due to an inability to pay.

CLC Self-Assessment

Instructions: Please respond to the questions below regarding your progress in carrying out the mandatory CLC self-assessment process.

*Note: Per DPI CLC grant requirements, CLC self-assessment must be completed **annually**. (For additional guidance on the mandatory CLC self-assessment requirements, please visit the **WI DPI's CLC Website**.*

<https://dpi.wi.gov/sspw/clc/grant-competition>

Please check which DPI-approved CLC self-assessment tool you selected to use/are using as stated in your most recent CLC application or Yearly Progress Report:

- YPQA WASCIP NYSAN QSA QAS

Please describe your progress in meeting your CLC self-assessment goal(s) from the previous 2022-23 school year:

Please insert your CLC self-assessment goal(s) for the 2022-23 school year:

Public Communication about CLC Program Evaluation Results

Instructions: Please respond to the questions below regarding your plan for communicating CLC evaluation findings to the public – beyond the school community. **Grantees are required to have a plan for communicating evaluation findings.**

How did you communicate your evaluation findings to the public? Select all that apply.

- No method because we have no evaluation findings
- Posted on website.
- Posted in the public-school board meeting notes
- Published in media publications (e.g., local newspapers)
- Available upon request
- No particular method

Please highlight some findings from your most 2021-2022 recent evaluation report.

Enter the link to the website here:

In what media publications (e.g., local newspapers) will results be published?:

If information is shared upon request, how do you let the public know the evaluation findings are available?:

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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

***Note:** Recruitment and retention strategies should be individualized or differentiated for each grade/age level or targeted population. For example, strategies employed to identify, recruit, and retain youth in K4/K5 should be distinctly different than those implemented for youth in grades 3-4, and strategies used to recruit and retain bilingual or middle and high school youth or boost parent involvement should be specific to the needs and interests of those populations. Be intentional! (For additional guidance on targeted recruitment and retention strategies, please review pages 15-16 of the **WI DPI's 21st Century CLC Grant Application Guidelines for 2019-20.**)*

Targeted Student Population

Look at your 2021-2022 DPI-approved YPR or new, DPI-funded CLC grant proposal. Which targeted student population(s) is your 21st CCLC planning to prioritize in recruitment enrollment efforts in 2022-2023?

Check all that apply.

- Students in need of academic support
- Students with social and emotional, or behavioral needs

- English Language Learners (ELLs)
- Low income students
- Past participants or their siblings
- Students of color and students who are a racial minority

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:

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Parent Orientation, Parent Involvement, & Family Enrichment Activities

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

Describe your **Recruitment** and **Retention** Strategies in detail to increase active involvement of parents in CLC programming and other Family Enrichment activities and events:

2022-23 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.**

- Classrooms
- Library
- Supplies/Equip.
- Classroom computers/computer cart/computer lab
- Storage Space
- Gym
- Cafeteria
- Parent Center
- Auditorium

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

- Office
- Desk
- Locked filing cabinet
- Phone/Voicemail
- Computer/internet
- Storage space

3. Each CLC site **MUST** review and practice emergency procedures as required during CLC program hours with youth and staff. Emergency procedures include: fire drills, tornado drills, and school emergency lockdown procedures. Post and practice written emergency plans including scheduled dates. Please list emergency procedure dates below.

Fire Drills <i>* DCF Licensing requires fire drills to be conducted monthly.</i>		Tornado Drills <i>* DCF Licensing requires tornado drills to be conducted monthly from April – October.</i>		Emergency Lockdown Procedures	
Sept: _____	Feb: _____	Oct 2022: _____		Sept: _____	
Oct: _____	Mar: _____	Apr 2023: _____		Nov: _____	
Nov: _____	Apr: _____	May 2023: _____		Jan: _____	
Dec: _____	May: _____	June 2023: _____		Mar: _____	
Jan: _____	June: _____			May: _____	

4. Has the site identified **two** CLC Staff (site coordinator preferred) to complete the Medication Administration Training? Note: **This is mandatory training per MPS policy. (MEDICATION ADMINISTRATION PRINCIPLES (Basic, Oral, Ear, Eye, and Topical))** According to Wis. Stat. sec. 118.29, Wisconsin school personnel and volunteers must be trained and found competent before administering certain medications to students. For the 2022-23 school year, use the link above to the DPI webcasts via the DPI webpage. 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**. Afterschool programs can show the webcasts/videos in groups or can have individuals watch the webcasts on their own computers. This program is a self-contained medication basics module that introduces key Wisconsin information for those who will be administering medications. This program includes the Basic Medication Administration Principles and offers a DPI-approved Oral, Ear, Eye, and Topical medication option within the program. Time needed for completion of the Basics program is approximately 15 minutes. Each additional module adds about 10 minutes of time. The participant has the option of taking only one module or all five. Please use Google Chrome while viewing this program. All Wisconsin school personnel and volunteers authorized to

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administer medication must complete the Basic Medication Administration Principles course at least once every four years. It can be used as a refresher course annually, as well. At the end of the module, the participant takes an assessment quiz and can then print out test results showing his/her name, date, and passing grade. If preferred, printable copies of tests for oral, ear, eye and topical can be found under Administrative Resources. At a minimum, the following Medication Administration Training courses must be completed via webcasts: ([MEDICATION ADMINISTRATION PRINCIPLES \(Basic, Oral, Ear, Eye, and Topical\)](#)). *(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. **REQUIRED:** Please list the names of staff members and their certification expiration date:

Name:	Expiration Date:	Name:	Expiration Date:
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5. How many safety personnel does your site have on duty during scheduled CLC program hours?

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

7. Describe **in detail** how individuals are permitted entrance into the school building during CLC hours of operation (use separate sheet if necessary). *(Reminder no visitors are permitted in MPS Facilities during Phase 1 of MPS CLC programming.)*

8. 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.**

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

10. 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 after the final year of CLC grant award.*

CLC Staff Recruitment and Retention Plan

Recruitment Strategies

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What strategies will you use during the 2022-2023 school year to recruit staff?

- Partnering with community-based organizations
- Outreach to local universities
- outreach to high school students
- Targeting school personnel within building
- Targeting school personnel within surrounding schools
- Increasing rate of pay
- Amending organizational policies
- Increasing hours (or FTE) opportunities
- Other incentives offered
- Other

If "Other," please describe:

Retention Strategies

What strategies do you plan to use during the 2022-2023 school year to retain (keep) staff?

- Partnering with community-based organizations
- Outreach to local universities
- outreach to high school students
- Targeting school personnel within building
- Targeting school personnel within surrounding schools
- Increasing rate of pay
- Amending organizational policies
- Increasing hours (or FTE) opportunities
- Other incentives offered
- Other

If "Other," please describe:

CLC Staff Roster

*Directions: During normal after-school program operations sites MUST abide by the following standards **and** maximum group sizes:*

Youth ages 3-4 years Youth ages 4-5 years Youth ages 5-6 Youth ages 6+
 Ratio: 1:10 Ratio: 1:13 Ratio: 1:17 Ratio: 1:18
 Group Max.: 20 youth, 2 staff Group Max.: 24 youth, 2 staff Group Max.: 34 youth, 2 staff Group Max.: 35 youth, 2 staff

Name:	Position:	Works directly with Youth	Works for the Day School	Projected Hours Per Week:	CBC Completed and Approved	CPR/AED Expiration Date
1. [REDACTED]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<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		<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		<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		<input type="checkbox"/> Yes <input type="checkbox"/> No	

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5. [REDACTED]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<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		<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		<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		<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		<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		<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		<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		<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		<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		<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		<input type="checkbox"/> Yes <input type="checkbox"/> No	
16. [REDACTED]		<input type="checkbox"/> Yes <input type="checkbox"/> No	<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		<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		<input type="checkbox"/> Yes <input type="checkbox"/> No	



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2022-23 MPS Community Learning Centers
Request to Purchase Equipment Over \$300

CLC Site: _____ Date: _____

Name and type of equipment to be purchased: _____

Vendor Name: _____

Link to website where equipment can be purchased (if applicable): _____

Quantity/Number of items to be purchased: _____

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
Phone: (414) 475-8844



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Milwaukee Recreation
Before and After School Programs
5225 W. Vliet St. Rm. 163
Milwaukee, WI 53208
P: 414.475.8410
mkerec.net

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 documentation 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
- ▲ Ensure adherence to all federal U.S. Department of Education) Government Performance and Results Act (GPRA) requirements
- ▲ Develop a Virtual Programming Plan should the CLC program be required to pivot to virtual programming during an extended school closure (due to COVID-19, for example)
- ▲ 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 251 License Exempt Health and Safety Checklist requirements.



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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, Math, and Early Literacy scores are Below Target, Well Below Target, or Significantly Below Target on STAR benchmark assessments,
 - Failing/poor grades as reported on District report cards or progress reports, and/or
 - Teacher, principal, or parent referrals.
- ▲ Ensure adherence to all federal U.S. Department of Education) Government Performance and Results Act (GPRA) requirements
- ▲ Develop a Virtual Programming Plan should the CLC program be required to pivot to virtual programming during an extended school closure (due to COVID-19, for example)
- ▲ 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.



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- ▲ 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 – 6/7/2022



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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 Site Coordinator, Academic Coordinator, Principal, 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.
- ▲ Ensure adherence to all federal U.S. Department of Education) Government Performance and Results Act (GPRA) requirements
- ▲ Support CLC team in the development and implementation of a Virtual Programming Plan should the CLC program be required to pivot to virtual programming during an extended school closure (due to COVID-19, for example)
- ▲ 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 28th 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.



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Before and After School Programs
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Milwaukee, WI 53208
P: 414.475.8410
mkerec.net

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- ▲ Submit by the 28th 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 – 6/7/2022



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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.
- ▲ 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.
- ▲ Ensure adherence to all federal U.S. Department of Education) Government Performance and Results Act (GPRA) requirements
- ▲ Support CLC team in the development and implementation of a Virtual Programming Plan should the CLC program be required to pivot to virtual programming during an extended school closure (due to COVID-19, for example)
- ▲ 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.



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- ▲ 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 – 6/7/2022



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MPS Community Learning Center ROLES & RESPONSIBILITIES PROJECT TEAM

- ▲ Plan, develop, administrate, monitor, and evaluate the 21st 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.
- ▲ Ensure adherence to all federal U.S. Department of Education) Government Performance and Results Act (GPRA) requirements
- ▲ Support CLC teams in the development and implementation of a Virtual Programming Plan should the CLC program be required to pivot to virtual programming during an extended school closure (due to COVID-19, for example)
- ▲ 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 25I License Exempt Health and Safety Checklist requirements.



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2022-23 COMMUNITY LEARNING CENTERS Request for Professional Training/Conference Reimbursement

Name of Training/Conference: _____

Date(s) of Training/Conference: _____

Training/Conference Format: ___ Virtual ___ In-Person

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	\$ _____
Total	\$ _____

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

Phone: (414) 475-8844

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

ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS

Monthly Cost Report

For Use by MPS Finance

Accepted and Authorized by MPS Project Coordinator.
 Signature: _____ Date: _____

CLC Location: _____

Lead Agency: _____

Contract Amount: _____

Total Program Budget: _____

Report #: _____

Current Report from: _____ to _____

Prepared by: _____

Date: _____

CLC Program Year: 2022 - 2023

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	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Centralized Expenses (Office Use Only)</i>	\$ -	\$ -	\$ -	\$ -	\$ -
SUB-TOTALS	\$ -	\$ -	\$ -	\$ -	\$ -
CLC Program Revenue	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS	\$ -	\$ -	\$ -	\$ -	\$ -

*CLC Contract Awards of \$99,000 - \$137,750 are Allowed a Maximum of 10% 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	
<i>To Be Completed by Project Operator</i>						<i>To be Computed by MPS</i>	
Check No.	Date	Payee Description/Purpose of Purchase	Total Amount	% Claimed	Amount Claimed	Adjustments	Reimbursed
						Amount	
Budget Category Total							

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: _____
 Lead Agency: _____
 Total Budget: _____

Prepared By: _____
 Phone Number: _____

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													
Totals	Period		0	0	0	0	0	0	0	0	0	0	0
	Cumulative	0	0	0	0	0	0	0	0	0	0	0	0
Balance		0											

Lead Agency: _____
 Accepted By MPS: _____

Date: _____
 Date: _____

**(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS
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					
Fringe Benefits - Direct	<u>Give Detailed description</u>				Totals
Insurance					
Retirement					
Social Security					
Unemployment					
Workers Compensation					

Return to MPS Recreation, Room 163 no later than September 30, 2022.

**(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS
COMMUNITY LEARNING CENTER PROGRAM BUDGET**

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

Return to MPS Recreation, Room 163 no later than September 30, 2022.

**(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS
COMMUNITY LEARNING CENTER PROGRAM BUDGET**

Computer / Printers		
Copier / Fax / Machine photographic		
Furniture		
Audio		
Telephone / Answering Machines		
Equipment Rental - Direct	<u>Give Detailed description</u>	Totals
Audio / Visual		
Furniture		
DJ Equipment		
Contractual Services - Direct	<u>Give Detailed description</u>	Totals
Program Consultants		
Subcontracted Services		
Transportation - Direct	<u>Give Detailed description</u>	Totals
Contracted busses and leases		
Administrative Costs - In-direct	<u>Give Detailed description</u>	Totals
* 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 September 30, 2022.

**(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS
CLC COST CATEGORIES**

Appendix G

CATEGORY	DESCRIPTION
Personnel (Direct)	▶ Direct Program Employee's Salary / Wages Expense
Fringe Benefits (Direct)	▶ Insurance (Disability, Health & Dental, Life) ▶ Medicare ▶ Retirement ▶ Social Security ▶ Unemployment Compensation ▶ Workers Compensation
General Services (Direct)	▶ Event / Activity Admission Fees ▶ Participant Nutritious Snacks & Meals ▶ Program Advertising and Printing (must include CLC reference and/or logo) ▶ Staff Training ▶ Staff / Participant Travel (In-State or Out-of-State)
Program Supplies (Direct)	▶ Instructional Materials ▶ Program Materials ▶ Course / Activity Supplies (i.e., art, recreation, athletic, etc) ▶ Staff / Participant Apparel (must include CLC reference and/or logo) ▶ Computer Software
Office Supplies (Direct)	▶ General Office Products & Consumable Supplies ▶ Equipment Supplies (i.e., paper, ink, etc.) ▶ Program Publications & Periodicals ▶ Program Subscriptions/Books ▶ Mailings / Postage ▶ Duplicating
Equipment Purchase (Direct)	▶ Computer / Printer ▶ Copy/Fax Machine ▶ Photographic ▶ Furniture ▶ Audio ▶ Telephone/Answering Machine
Equipment Rental (Direct)	▶ Audio /Visual ▶ Furniture ▶ DJ Equipment
Contractual	▶ Subcontracted Services
Transportation (Direct)	▶ Contracted Busses and Leases/Bus Tickets
Administrative/In direct Cost	▶ 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 \$5,000 for administrative costs. The maximum amount for administrative cost (if claimed) will be 10% of current monthly expenses including W-2.

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 sites whoses grant awards are \$ 75,000 are limited to a maximum of \$5,000 for administrative costs. The maximum amount for

(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS

administrative costs (if claimed) will be 10% of current monthly expenses including W2 cost reports.

Appendix G

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 three hundred dollars (\$300) 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 three hundred dollars (\$300). 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 21st 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 21st 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. Program fees collected from parents should be entered into Aplus in each child's payment account.

- 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).

(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS

Appendix G

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 A

HUB Utilization Plan

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? _____

(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS

HUB Utilization Plan

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

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>



MILWAUKEE PUBLIC SCHOOLS

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. Career awareness/education hours may be counted by the number of company representatives involved in the career awareness engagement. Interviews with students for fulfillment of student employment requirements and conversations with CCS personnel are not counted toward education activities.

- Checkboxes for: Career fair, Career coaching and mentoring, Industry presentation/demonstration, Student group tours/fieldtrip, Job-readiness training session, Contractor provided option, YouTube industry videos, Mock interviewing, \$1,500 donation

Provide a description of your career awareness/education plans for this project, and specify if the activity will be in-person or virtual.

Horizontal lines for providing a description of career awareness/education plans.

I hereby declare and affirm that I, [NAME] [TITLE] am a duly authorized representative of [COMPANY NAME] 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

(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS

ACORD. CERTIFICATE OF LIABILITY INSURANCE

OPID JJ I
9MPS-1 7/28/17

PRODUCER <p style="text-align: center;">Insurance Co. Name (Agency)</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. INSURERS AFFORDING COVERAGE NAIC#
INSURED <p style="text-align: center;">Name of Organization</p>	INSURER A: INSURER B: Name(s) of Insurance Carriers 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"/> <u>Sex Abuse Molestation</u> 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 <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIREO AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS				COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
		GARAGE LIABILITY ANY AUTO				AUTO ONLY - EAACCIDENT \$ OTHER THAN AUTO ONLY EAACC AGG \$
		EXCESS/UMBRELLA LIABILITY <input checked="" type="checkbox"/> OCCUR [D] CLAIMS MADE DEDUCTIBLE <input checked="" type="checkbox"/> RETENTION				EACH OCCURRENCE \$ 4,000,000 AGGREGATE \$ 4,000,000 \$ \$
		WORKERS COMPENSATION AND EMPLOYER'S LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? If yes, describe under SPECIAL PROVISIONS below				<input checked="" type="checkbox"/> WC STATUS FOR LIMITS \$ E.L. EACH ACCIDENT \$ 100,000 E.L. DISEASE- EA EMPLOYEE \$ 100,000 E.L. DISEASE-POLICY LIMIT \$ 500,000
		OTHER <input checked="" type="checkbox"/> Professional Liability (see Section VI of Contract Agreement) <input checked="" type="checkbox"/> Fidelity Crime <input checked="" type="checkbox"/> School Leaders Errors & Omissions or Directors & Officers*				Each Occurrence \$ 1,000,000 Limit of Contract Each Occurrence \$1,000,000/2,000,000 Agg.

Description:
Additional Insured: Milwaukee Board of School Directors

CERTIFICATE HOLDER

9 SAMPLE

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

CANCELLATION

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

Principal

Contact Person:
 Phone Number:
 Fax Number:



A department of MPS

Milwaukee Recreation
 Before and After School
 Programs
 5225 W. Vliet St. Rm. 163
 Milwaukee, WI 53208
 P: 414.475.8410
mkerec.net

2022-23 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 date for Fall program consideration is August 12, 2022.

Section A – Site Information

CLC Site:	Click here to enter text.
------------------	---------------------------

Section B – Identification of Curriculum

Name of curriculum:	Click here to enter text.
----------------------------	---------------------------

Section C – Content or Core Subject Area

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

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Reading/Literacy | <input type="checkbox"/> Social Emotional Learning | <input type="checkbox"/> Science | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Recreation | <input type="checkbox"/> Other (Please specify) | |

Section D – Targeted Student Grade Levels

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

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

Section E – General Description of Curriculum

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

<p>Description of Curriculum:</p> <p>Please include the following information in your description: <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></p>	<p>Click here to enter text.</p>
--	----------------------------------

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

(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS



Appendix K

Milwaukee Recreation
Before and After School
Programs
5225 W. Vliet St. Rm. 163
Milwaukee, WI 53208
P: 414.475.8410
mkerec.net

A department of MPS

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.

Section H - Signatures

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

Health and Safety Checklist – Public School Operated Programs – DCF 251

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 public school operated 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 public school operated 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 – Public School Operated Program: Public school operated 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 Public School Operated 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.	
Licensing Specialist Conducting the Assessment	Initial Assessment Date
Name and Title of District Representative Present	

Code Section (Subsection)	Page	Code Section (Subsection)	Page
251.04 Operational Requirements	2	251.07 Program	8
251.05 Staff	2	251.08 Transportation (if applicable)	11
251.055 Supervision and Grouping	5	251.09 Infant and toddler care (if applicable)	12
251.06 Physical plant and equipment	6	251.095 Care of school-age children (if applicable)	12

(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS

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)(m) Ensure that any action, by commission or omission, or any condition or occurrence relating to the operation or maintenance of the child care center does not adversely affect the health, safety or welfare of any child under the care of the licensee.			
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 incident or accident that occurs while the child is in the care of the center that results in professional medical evaluation within 24 hours of the licensee becoming aware of the medical evaluation.			
(3)(am) REPORT – DEATH Any death of a child in care, within 24 hours after the death.			
(3)(m) REPORT – COMMUNICABLE DISEASE Any confirmed case of a communicable disease reportable under ch. DHS 145 in a child enrolled at the center or a person in contact with children at the center, within 24 hours after being notified of the diagnosis. The licensee shall also notify the local health department within 24 hours after the center is notified of the diagnosis.			
251.04(6) Children's Records			
(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 that indicates the child's immunization history is in compliance with s. 252.04, Stats., and ch. DHS 144. (Department of Health Services' Child Care Immunization Record form may be used.)			
251.04(8) Reporting Child Abuse or Neglect			
(8)(a) MANDATED REPORTING – CHILD ABUSE A licensee, employee or volunteer at a child care center who knows or has reasonable cause to suspect that a child has been abused or neglected as defined in ss. 48.02 (1) and 48.981 (1), Stats , shall immediately contact the county department of social services or human services or a local law enforcement agency, as required by s. 48.981, Stats			
(8)(b) BIENNIAL TRAINING – CHILD ABUSE & NEGLECT The licensee, shall ensure that every employee and volunteer who comes in contact with the children at the child care center has received training every 2 years in all of the following 1. Child abuse and neglect law 2 How to identify children who have been abused or neglected 3. The procedure for ensuring that known or suspected cases of child abuse or neglect are immediately reported to the proper authorities.			
DCF 251.05 STAFFING			
251.05(2) Staff Records			
(2)(a)2. STAFF RECORD - COMPLETED BACKGROUND CHECK Documentation of a completed child care background check that indicates the person is eligible to work in a child care program as specified in s. 48.686, Stats , and ch DCF 13			
(2)(a)4.a. STAFF RECORD - REGISTRY CERTIFICATE A certificate from The Registry documenting that the person has met the educational qualifications for the position under sub. (3) if the person has worked as a teacher, director, or administrator at the center for at least 6 months. A copy of an educator's license issued by the department of public instruction as a teacher may substitute for a certificate from The Registry.			

(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS

DCF 251.05 STAFFING (continued)	Met	N/A	COMMENTS
(2)(a)4.b. STAFF RECORD - REGISTRY CERTIFICATE - SCHOOL AGE PROGRAMS For administrators, center directors, and teachers in school-age only programs that have been in the position for 6 months or more, a certificate from The Registry.			
(2)(a)4.c. STAFF RECORD - REGISTRY CERTIFICATE – UPDATED For persons required to have a certificate from The Registry under subd. 4. a. and b., an updated certificate from The Registry within one year following the effective date of a significant revision of this chapter, as determined by the department.			
(2)(a)4.d. STAFF RECORD - EDUCATIONAL QUALIFICATIONS For persons not required to have a certificate from The Registry, including assistant teachers, and a teacher, center director, or administrator who has not worked for the center for more than 6 months, documentation of the person’s educational qualifications.			
(2)(a)7. STAFF RECORD - CONTINUING EDUCATION Documentation of compliance with continuing education requirements under sub. (4) (c).			
251.05(3) Qualifications of Staff			
(3)(b) SHAKEN BABY SYNDROME PREVENTION TRAINING Training on preventing shaken baby syndrome. Each child care worker, center administrator, center director, volunteer counted in staff-to-child ratio, or substitute who provides care and supervision to children under 5 years of age shall document completion of department–approved training in shaken baby syndrome and abusive head trauma, and appropriate ways to manage crying, fussing, or distraught children prior to beginning to work with children under 5 years of age. (Note. The SBS/AHT 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.)			
(3)(c) CARDIOPULMONARY RESUSCITATION TRAINING. Cardiopulmonary resuscitation training. All employees in regular contact with children shall obtain, maintain and place in the employee’s file a current certificate of completion for infant and child cardiopulmonary resuscitation and automated external defibrillator use from an agency approved by the department within 3 months after beginning to work with children in care. Volunteers included in determining staff–to–child ratios shall obtain a certificate of completion in infant and child cardiopulmonary resuscitation after volunteering for 240 cumulative hours The time spent obtaining or renewing cardiopulmonary resuscitation training may be counted towards the required continuing education hours			
(3)(d)3.a. ADMINISTRATOR – ENTRY-LEVEL TRAINING / EXPERIENCE – BUSINESS One year of experience as a manager or satisfactory completion of a department-approved course in business or program administration. The course may be either a non-credit course or a course for credit.			
(3)(d)3.b. ADMINISTRATOR – ENTRY-LEVEL TRAINING / EXPERIENCE – EARLY CHILDHOOD One year of experience as a center director, as a child care teacher in a group child care center or kindergarten, or as a licensee of a family child care center under ch. DCF 250; or satisfactory completion of a non-credit department-approved course or a course for credit in early childhood education or its equivalent			
(3)(e)3. A center director for a program licensed to serve 50 or fewer children shall meet all of the following conditions			
(3)(e)3.c. CENTER DIRECTOR / SMALL CENTER – ENTRY-LEVEL EXPERIENCE Have at least 320 hours of experience as a teacher or assistant teacher in a group child care center or other approved setting or have at least 320 hours of experience as a licensee of a family child care center under ch DCF 250.			
(3)(e)3.d. CENTER DIRECTOR / SMALL CENTER – ENTRY-LEVEL TRAINING Have completed at least one of the preservice training requirements in Table 251.05A prior to beginning work as a center director, except as specified in subd 5 a. The center director shall also complete any additional training requirements in Table 251 05A as provided			

(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS

DCF 251.05 STAFFING (continued)	Met	N/A	COMMENTS
(3)(e)4. A center director for a program licensed to serve 51 or more children shall meet all of the following conditions:			
(3)(e)4.c. CENTER DIRECTOR / LARGE CENTER – ENTRY-LEVEL EXPERIENCE Have at least 2 years of experience as a child care teacher or center director in a group child care center or other approved setting.			
(3)(e)4.d. CENTER DIRECTOR / LARGE CENTER – ENTRY-LEVEL TRAINING Have completed one of the preservice training requirements in Table 251.05B prior to beginning work as a center director, except as specified in subd. 5.b. The center director shall also complete any additional training requirements in Table 251.05B as provided.			
(3)(f)2.c. CHILD CARE TEACHER – ENTRY-LEVEL EXPERIENCE Have at least 320 hours of experience as an assistant child care teacher in a group child care center or other approved early childhood setting.			
(3)(f)3. CHILD CARE TEACHER – ENTRY-LEVEL TRAINING Prior to assuming the position, a person hired to be a child care teacher shall complete or obtain one of the following: a. Two courses for credit in early childhood or its equivalent from an institution of higher education b. Two non-credit department-approved courses in early childhood education. bm. One course for credit in early childhood education and one non-credit department-approved course in early childhood education. c. Certificate from The Registry indicating that the person is qualified as a child care teacher. d. A Wisconsin Preschool Credential e. A Wisconsin Infant-Toddler Credential f. Forty-eight credits from an institution of higher education with at least 3 credits in early childhood education or its equivalent. g. A one-year child care diploma in child care or early childhood education from an institution of higher education. h. An associate degree in early childhood education or child care from an institution of higher education. i. A Child Development Associate credential issued by the Council for Professional Recognition. j. Certificate from American Montessori Society, Association Montessori International, or Montessori Accreditation Council for Teacher Education. k. A license issued by the Wisconsin department of public instruction or the appropriate authority in another state to be a pre-kindergarten, kindergarten, or early childhood regular or special education teacher. The license may not be a one-year license with stipulations (formerly known as an emergency license); a 3-year, short-term substitute license; or a 5-year long-term substitute license, as defined by the Wisconsin department of public instruction k. A certificate from the department of workforce development, bureau of apprenticeship standards, as a child development specialist.			
(3)(g)2. ASSISTANT CHILD CARE TEACHER – QUALIFICATIONS Except as provided under subd. 3., 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 course for credit in early childhood education or its equivalent at an institution of higher education within 6 months after assuming the position. b. The person shall be at least 18 years old and have satisfactorily completed one non-credit department-approved course in early childhood education within 6 months after assuming the position. c. Have satisfactorily completed an assistant child care teacher training program approved by the WI department of public instruction.			
* <i>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.</i> * <i>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.</i>			

(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS

DCF 251.05 STAFFING (continued)	Met	N/A	COMMENTS
(3)(k)1 CONTACT WITH PERSON – ILLNESS, COMMUNICABLE DISEASE No licensee, employee, volunteer, visitor, or other person with symptoms of serious illness that presents a safety or health risk to children or a communicable disease that is reportable under ch. DHS 145 and transmitted through normal contact may be in contact with the children in care.			
(3)(k)4. CONTACT WITH PERSON – DIARRHEAL DISEASE No person with a health history of typhoid, paratyphoid, dysentery, or other diarrheal disease may work in a center until it is determined by appropriate tests that the person is not a carrier of the disease			
251.05(4) Staff Development			
(4)(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 annually. (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.)			
(4)(c)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 annually.			
DCF 251.055 SUPERVISION AND GROUPING			
251.055(1) Supervision			
(1)(a) CLOSE SUPERVISION OF CHILDREN Each child shall be 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 ensure safety.			
(1)(b) SUPERVISION – TEACHER PER GROUP OF CHILDREN At least one child care teacher shall supervise each group of children.			
(1)(f) CHILD TRACKING PROCEDURE The center shall implement and adhere to a procedure to ensure that the number, names, and whereabouts of children in care are known to assigned child care workers at all times.			
251.055(2) Grouping			
(2)(a) GROUP SIZE – MAXIMUM The maximum number of children in a group may not exceed the number specified in Table 251.055.			
(2)(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 251.055.	Age of Children	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	26
	5 years to 6 years	1:17	34
6 years and over	1:18	36	

(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS

DCF 251.06 PHYSICAL PLANT AND EQUIPMENT	Met	N/A	COMMENTS
251.06(1) Building			
(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 building inspection report that specifies that the building meets the WI commercial building codes for use as a group child care center. <i>* 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.</i>			
(1)(b) COMMERCIAL BUILDING CODE – CHILDREN UNDER 30 MONTHS If a group child care center cares for children 30 months of age or less, an applicant or licensee shall obtain a building inspection report that designates areas of the center that are approved for children 30 month of age or less when a center is inspected after September 29, 2019, due to any of the following: 1. Remodeling or modifications at an existing center that requires an inspection under Wisconsin commercial building codes or local ordinances 2. An inspection done under par (a) to obtain an initial license.			
251.06(2) Protective Measures			
(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. <i>* 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</i>			
(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, cleaning supplies, bleaches, and other hazardous, toxic, or poisonous articles shall be appropriately labeled 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)(i) DETERIORATING PAINT There shall be no flaking or deteriorating paint on exterior or interior surfaces in areas accessible to children.			
(2)(im) LEAD-BASED PAINT, TOXIC FINISHING MATERIALS No lead-based paint or other toxic finishing material may be used on indoor or outdoor furnishings and equipment.			
(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.			

(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS

DCF 251.06 PHYSICAL PLANT AND EQUIPMENT (continued)	Met	N/A	COMMENTS
251.06(3) Emergency Plans and Drills			
(3)(a) EMERGENCIES – WRITTEN PLANS Each center shall have a written plan for taking appropriate action in the event of an emergency, including fire, tornado, or flood; extreme heat or cold; loss of building services, including heat, water, electricity, or telephone; human-caused events, such as threats to the building or its occupants; allergic reactions; lost or missing child; vehicle accidents; or other circumstances requiring immediate attention The plan shall include all of the following:			
(3)(b)1. EMERGENCIES - ROUTES AND SHELTER AREAS POSTED Post the fire evacuation route and tornado shelter areas.			
(3)(b)2. EMERGENCIES - PRACTICE WRITTEN PLANS Practice the fire evacuation plan monthly, and tornado drills monthly from April through October.			
(3)(b)3. EMERGENCIES - STAFF RESPONSIBILITIES Make sure that all staff members know what their duties are if there is an emergency			
251.06(4) Fire Protection			
(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. <i>* DCF 251.095(3) Exceptions for programs serving only school-age children in school buildings. Section DCF 251.06(4)(a) on fire extinguishers.</i>			
(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 detection and prevention systems, including smoke detectors, heat or flame detectors, pull stations, and sprinkler systems, shall be maintained in good working order. A signaling device, such as a smoke, heat, or flame detector shall be used to conduct monthly fire evacuation drills. The licensee shall either document that the fire detection and prevention systems are monitored by a fire prevention agency or that the detectors and alarms have been tested monthly. (The department's form Fire Safety and Emergency Response Documentation – Group Child Care Centers may be used to document compliance.)			
<i>* 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.</i>			

(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS

DCF 251.06 PHYSICAL PLANT AND EQUIPMENT (continued)	Met	N/A	COMMENTS
251.06(11) Outdoor Play Space <input type="checkbox"/> Yes <input type="checkbox"/> No The outdoor play space is on the premises of the center			
(11)(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.			
(11)(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:			
(11)(b)6 CCA TREATED LUMBER 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 at least every 2 years.			
(11)(b)6m. CREOSOTE OR PCP TREATED WOOD Wood containing creosote or pentachlorophenol (PCP), including railroad ties, may not be accessible to children.			
(11)(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. The permanent enclosure may not have any open areas that are greater than 4 inches. <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>			
(11)(b)8 OUTDOOR PLAY SPACE – PROHIBITED SURFACES Concrete and asphalt are prohibited under climbing equipment, swings and slides.			
(11)(bm) OUTDOOR PLAY EQUIPMENT – PROVIDED Outdoor equipment shall be safe and durable. The outdoor equipment shall be all of the following: 1. Used in accordance with all manufacturer’s instructions and any manufacturer’s recommendations that may affect the safety of children in care. 2. Scaled to the developmental level, size, and ability of the children 3. Of sturdy construction with no sharp, rough, loose, protruding, pinching, or pointed edges, or areas of entrapment, in good operating condition, and anchored when necessary. 4. Placed to avoid danger of injury or collision and to permit freedom of action			
DCF 251.07 PROGRAM			
251.07(2) Child Guidance			
(2)(c) TIME-OUT – TIME LIMIT If a center uses time-out periods to deal with unacceptable behavior, time-out periods may not exceed 3 minutes, and the procedure shall be included in the center’s child guidance policy For purposes of this paragraph, a “time-out” is an interruption of unacceptable behavior by the removal of the child from the situation, not to isolate the child, but to allow the child an opportunity to pause, and with support from the provider, reflect on behavior and gain self-control			
(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, discomfoting, 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.			

(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS

DCF 251.07 PROGRAM (continued)	Met	N/A	COMMENTS
(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.			
(2)(f) PROHIBITED ACTIONS – TOILET TRAINING A child may not be punished for lapses in toilet training.			
251.07(3) Equipment			
(3)(a) INDOOR EQUIPMENT – SAFETY Indoor and outdoor play equipment shall be safe and durable. The equipment and furnishings shall be:			
251.07(4) Rest Period			
(4)(c) NAPS OR REST PERIODS - SLEEPING SURFACES - CHILDREN UNDER 1 Each child under one year of age who naps or sleeps shall be provided with a safe, washable crib or playpen that meets the applicable safety standards in 16 CFR Part 1219 or 1220 and shall be placed at least 2 feet from the nearest sleeping child. Cribs or playpens may be placed end-to-end if a solid partition separates the crib or playpen and an aisle not less than 2 feet in width is maintained between sleeping surfaces			
(4)(cm) NAPS OR REST PERIODS - SLEEPING SURFACES - CHILDREN 1 AND OLDER Each child over one year of age and older who has a nap or rest period shall be provided with a sleeping surface that is clean, safe, washable, and placed at least 2 feet from the nearest sleeping child. Sleeping surfaces may be placed end-to-end if a solid partition separates children and an aisle not less than 2 feet in width is maintained between sleeping surfaces. The sleeping surface shall be any of the following: 1. A bed. 2. A cot. 3. A padded mat. 4. A sleeping bag. 5. A crib or playpen.			
251.07(5) Meals and Snacks			
(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.			
251.07(6) Health			
(6)(a) 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 The child shall be isolated until the child can be removed from the center.			
(6)(dm)3.c. MEDICAL LOG - MEDICATION ADMINISTRATION Any medication dispensed to a child, on the date the medication is dispensed. The record shall include the name of the child, type of medication given, dosage, time, date, and the initials or signature of the person administering the medication.			

(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS

DCF 251.07 PROGRAM (continued)	Met	N/A	COMMENTS
(6)(e)1. COMMUNICABLE DISEASE – EXCLUSIONS No child or other person with a reportable communicable disease specified in ch. DCF 145 may not be admitted to or be permitted to remain in a center during the period when the disease is communicable.			
(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)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.			
(6)(g)2. CLEANING BODILY SECRETIONS ON SURFACES Surfaces exposed to bodily secretions including walls, floors, toys, equipment, and furnishings shall be washed with soap and water and disinfected. The disinfectant solution shall be registered with the U.S. environmental protection agency as a disinfectant and have instructions for use as a disinfectant on the label. The solution shall be prepared and applied as indicated on the label.			
(6)(g)5. USE OF UNIVERSAL PRECAUTIONS Center staff shall adopt and follow universal precautions when exposed to blood and blood-containing bodily fluids and injury discharges.			
(6)(i)1. WASHING CHILD'S HANDS & FACE A child's hands shall be washed with soap and warm running water before meals and snacks, after handling a pet or animal, and after toileting or diapering. A child's hands and face shall be washed when soiled. For children under one year of age, hands may be washed with soap and a wet fabric or paper washcloth that is used once and discarded.			
(6)(i)2. ADULT HANDWASHING Persons working with children shall wash their hands with soap and warm running water before handling food, before and after assisting with toileting and diapering, after wiping bodily secretions from a child with a disposable tissue, and after exposure to blood or bodily fluids. If gloves are used, hands shall be washed after the removal of gloves.			
(6)(j)4 FIRST AID PROCEDURES First aid procedures shall be followed for serious injuries.			
(6)(j)6 CLEANING & PROTECTING SUPERFICIAL WOUNDS Superficial wounds shall be cleaned with soap and water only and protected with a bandaid or bandage.			

(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS

DCF 251.08 TRANSPORTATION	Met	N/A	COMMENTS
The program <input type="checkbox"/> provides regularly-scheduled transportation, <input type="checkbox"/> provides transportation for field trips, <input type="checkbox"/> does not transport.			
251.08(3) Required Information			
(3) INFORMATION IN VEHICLE – REQUIRED The licensee shall ensure that written documentation of all of the following is maintained at the center and in any vehicle transporting children while the children are being transported:			
251.08(4) Driver			
(4)(c)1. DRIVER RECORD – OBTAIN & REVIEW Prior to the day a driver first transports children in care and annually thereafter, the licensee shall obtain a copy of the driving record for each driver and 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			
(4)(d)1. DRIVER – CELL PHONE USE Except as provided in subd. 2., a driver of a vehicle that is transporting children in care may not use a cellular phone or other wireless telecommunication device while loading, unloading, or transporting children, except when the vehicle is out of traffic, not in operation, and any of the following applies: a. The phone or device is used to call 911. b. The phone or device is used to communicate with emergency responders. c. The phone or device is used to communicate with the center regarding an emergency situation.			
251.08(6) Safety Restraints			
(6)(a) CHILD SAFETY RESTRAINT SYSTEM No person may transport a child under the age of 8 in a motor vehicle, unless the child is restrained in a child safety restraint system that is appropriate to the child's age and size and in accordance with s. 347.48 Stats., and ch. Trans 310.			
(6)(b)1. SEAT BELT USE - CHILD Each child who is not required to be in an individual child car safety seat or booster seat when being transported under par (a) shall be properly restrained by a seat belt in accordance with s. 347 68, Stats., and ch Trans 315.			
(6)(b)2 SEAT BELT USE – ADULT Each adult in the vehicle shall be properly restrained by a seat belt in accordance with s. 347.48, Stats , and ch. Trans 315.			
(6)(b)3. SEAT BELT USE – SHARING Seat belts may not be shared			
(6)(d) VEHICLE - FRONT SEAT USE Children under age 13 years who are in the care of the center may not ride in the front seat of a vehicle.			
251.08(7) Vehicle Capacity and Supervision			
(7)(a) CENTER RESPONSIBILITY FOR CHILD DURING TRANSPORTATION The center shall be responsible for a child from the time the child is placed in a vehicle until the children reaches his or her destination and is released to a person responsible for the child. A parent of a school age child may authorize a child to enter a building unescorted			
251.08(8) Child Care Vehicle Safety Alarm			
(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.			

(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS

DCF 251.08 TRANSPORTATION (continued)	Met	N/A	COMMENTS
(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.			
DCF 251.09 ADDITIONAL REQUIREMENTS FOR INFANT AND TODDLER CARE			
<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)(j) 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 a child one year of age and over shall be kept away from the child’s mouth and nose, and if sleeping in a crib or playpen shall be tucked tightly under the mattress.			
(1)(L) INFANT & TODDLER – SOFT MATERIALS IN CRIBS A child under one year of age may not sleep in a crib or playpen that contains soft or loose materials such as sheepskins, pillows, blankets, flat sheets, bumper pads, bibs, pacifiers with attached soft objects, or stuffed animals. No blankets and other items may be hung on the sides of the crib or playpen.			
251.09(2) Daily Program			
(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			
251.09(4) Diapering and Toileting			
(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. The disinfectant shall be registered with the U.S. environmental protection agency as a disinfectant and have instructions for use as a disinfectant on the label. The solution shall be prepared and applied as indicated on the label.			
DCF 251.095 EXCEPTIONS & ADDITIONAL REQUIREMENTS FOR SCHOOL-AGE CARE			
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).			
251.095(4) Additional Requirements For Group Child Care Centers Serving School-Age Children			
(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(3)(e) or (f), as appropriate, or shall substitute for those requirements department-approved experience, credits or approved courses in education, physical education, child guidance, recreation, coaching, social work, juvenile justice, or other department-approved training. The Wisconsin Afterschool and Youth Credential may be used to meet the requirements for a center director or child care teacher.			
(4)(b)3. SCHOOL-AGE CARE – ASSISTANT CHILD CARE TEACHER Each assistant child care teacher shall meet the requirements in DCF 251.05(3)(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			



Caring for Your Building – Faculty and Staff

Routine Classroom Cleaning

The following are expectations for faculty and staff to keep their classrooms and common areas clean .

Classroom Setup

- ▮ Keep bookcases neatly organized
- ▮ Do not pack bookcases or storage cabinets beyond their capacity
- ▮ Do not double stack bookcases or filing cabinets
- ▮ Materials should not be stored on top of cabinets
- ▮ Electrical cords and ethernet cables are not to trail across the floor or be tucked under carpets
- ▮ Do not hang items on light fixtures or ceilings
- ▮ Tape should not be put on walls, doors, floors, or glass (exception: blue painter's tape)
- ▮ Keep items off heat sources such as univents and radiators
- ▮ Ensure that classroom vents are not blocked

Throughout the Day

- ▮ Keep food and drinks away from carpeted areas
- ▮ Any spills must be cleaned up immediately
- ▮ Food should be stored in proper containers to prevent ant and rodent infestation
- ▮ Children's personal belongings should be placed neatly in assigned locations (not on floor)
- ▮ Pick up trash from the floor

End of Day

- ▮ All paint, glue, or other craft supplies must be cleaned up; do not leave paint brushes and cups in the sink
- ▮ Remove general clutter from floor and properly store
- ▮ Return all toys, materials, books, and equipment to assigned areas/shelves
- ▮ Place chairs on top of desks at the end of the school day



Caring for Your Building – Students

General Expectations

- ▮ Take care of your environment
- ▮ Take care of your belongings
- ▮ Return items to appropriate places

Hallway Behavior

- ▮ Don't litter; put trash in the garbage can
- ▮ Pick up paper from the floor
- ▮ Keep lockers neat and orderly
- ▮ Keep track of personal belongings
- ▮ Keep work area organized

Classroom Expectations

- ▮ Students must arrive on time
- ▮ Take care of classroom materials; use materials gently and appropriately
- ▮ Return items to appropriate places
- ▮ Take care of belongings
- ▮ Keep the area around your desk free of debris
- ▮ The teacher is in charge of the classroom at all times – any adjustments to the physical arrangements such as opening windows, adjusting window shades, changing thermostats, etc., may be made only under the teacher's direction
- ▮ Students must deposit all waste materials in proper containers, school is your home away from home – treat it as such
- ▮ No food, beverages, or gum are allowed at any time other than a school-sponsored event
- ▮ Writing on desks, damaging equipment, etc., is vandalism and is unacceptable
- ▮ Place your chair on top of your desk at the end of the school day

Bathroom Behavior

- ▮ Keep facilities clean
- ▮ Flush toilet after using
- ▮ Toilet paper is put into the toilet only
- ▮ Push soap and pull towel dispenser gently
- ▮ The bathroom is not a play area

Cafeteria Behavior

- ▮ Keep all food in the cafeteria
- ▮ Students must clean their area before they leave the cafeteria
- ▮ Clean up table and floor areas
- ▮ Students must be seated unless purchasing food/beverages, returning trays, discarding garbage, or they are with staff
- ▮ Sitting on cafeteria tables is unacceptable; tables are not designed to withstand the stress
- ▮ Throwing food is not permitted under any circumstances; students caught throwing food will be disciplined

Bus Behavior

- ▮ Put trash in the garbage can
- ▮ Keep track of personal belongings



**Bell Schedule
 2022-2023**

School Name	Start Time	Dismissal
Academy of Accelerated Learning	7:25 a.m.	2:10 p.m.
ALBA	7:25 a.m.	2:25 p.m.
Alcott	7:25 a.m.	2:25 p.m..
Allen-Field	9:15 a.m.	4:00 p.m.
Alliance	8:00 a.m.	3:25 p.m.
Assata	9:00 a.m.	2:41 p.m.
Audubon Middle	8:00 a.m.	3:25 p.m.
Audubon High	8:00 a.m.	3:25 p.m.
Auer Avenue	7:25 a.m.	2:10 p.m.
Banner Prep	7:55 a.m.	3:05 p.m.
Barbee Montessori	9:15 a.m.	4:00 p.m.
Barton	7:25 a.m.	2:10 p.m.
Bay View HS	8:00 a.m.	3:25 p.m.
Bay View Montessori – Dover (1-8)	9:10 a.m.	4:10 p.m.
Bay View Montessori – Howard (K3-K5)	9:00 a.m.	4:00 p.m.
Bethune Academy	7:25 a.m.	2:25 p.m..
Bradley Technical & Trade	8:00 a.m.	3:25 p.m.
Brown Street	7:25 a.m.	2:10 p.m.
Browning	7:25 a.m.	2:10 p.m.
Bruce	7:25 a.m.	2:10 p.m.
Bryant	7:25 a.m.	2:10 p.m.
Burbank	9:15 a.m.	4:00 p.m.
Burdick	7:25 a.m.	2:25 p.m..
Carmen Northwest	8:00 a.m.	3:36 p.m.
Carmen South	8:00 a.m.	3:36 p.m.
Carmen Southeast	8:00 a.m.	3:30 p.m.
Carson Academy	9:15 a.m.	4:00 p.m.
Carver Academy	9:15 a.m.	4:00 p.m.
Cass Street	7:25 a.m.	2:25 p.m..
Clarke Street	7:25 a.m.	2:25 p.m..
Clemens	7:25 a.m.	2:10 p.m.
Clement Avenue	7:25 a.m.	2:25 p.m..
Congress	7:25 a.m.	2:25 p.m..
Cooper	7:25 a.m.	2:25 p.m..
Craig Montessori	9:15 a.m.	4:00 p.m.
Curtin	7:25 a.m.	2:25 p.m..
Doerfler	7:25 a.m.	2:25 p.m..
Douglas (Andrew S.)	9:15 a.m.	4:00 p.m.
Eighty-first Street	7:25 a.m.	2:10 p.m.
Elm Creative Arts	9:15 a.m.	4:00 p.m.
Emerson	7:25 a.m.	2:10 p.m.
Engleburg	7:25 a.m.	2:10 p.m.
Fairview	7:25 a.m.	2:25 p.m..



**Bell Schedule
2022-2023**

Fernwood Montessori	7:25 a.m.	2:25 p.m..
Fifty-Third Street	7:25 a.m.	2:25 p.m..
Forest Home Avenue	7:25 a.m.	2:10 p.m.
Franklin	7:25 a.m.	2:25 p.m..
Fratney Street	9:15 a.m.	4:00 p.m.
Gaenslen	7:25 a.m.	2:25 pm.
Garland	7:25 a.m.	2:25 p.m..
Goodrich	7:25 a.m.	2:10 p.m.
Grandview	8:00 a.m.	3:25 p.m.
Grant	7:25 a.m.	2:25 p.m..
Grantosa	9:15 a.m.	4:00 p.m.
Grant Gordon	7:25 a.m.	2:10 p.m.
Greenfield Bilingual	7:25 a.m.	2:25 p.m..
Green Tree Preparatory	7:25 a.m. (M,T,W,FR) 7:24 a.m. (TH)	2:25 p.m. (M,T,W,FR) 11:20 a.m. (TH)
Groppi	8:00 a.m.	3:25 p.m.
Hamilton	8:00 a.m.	3:25 p.m.
Hampton	7:25 a.m.	2:10 p.m.
HAPA Denver Campus	7:15 a.m.	2:05 p.m.
HAPA Main Campus	7:00 a.m.	2:20 p.m.
Hartford University	9:15 a.m.	4:00 p.m.
Hawley Environmental	9:15 a.m.	4:00 p.m.
Hawthorne	7:25 a.m.	2:10 p.m.
Hayes Bilingual	9:15 a.m.	4:00 p.m.
Highland Community	8:30 a.m. (K3-6) 8:10 a.m. (adolescent)	3:30 p.m. (K3-6) 3:30 p.m. (adolescent)
Hi-Mount Community	7:25 a.m.	2:25 p.m..
Holmes	7:25 a.m.	2:25 p.m..
Honey Creek	7:25a.m.	2:10 p.m.
Hopkins Lloyd	7:25 a.m.	2:10 p.m.
Humboldt Park	9:15 a.m.	4:00 a.m.
I.D.E.A.L.	9:15 a.m.	4:00 p.m.
Jackson EC	7:25 a.m.	2:10 p.m.
Kagel	7:25 a.m.	2:10 p.m.
Keefe Avenue	7:25 a.m.	2:10 p.m.
Kilbourn	7:25 a.m.	2:10 p.m.
King – High School	8:00 a.m.	3:25 p.m.
King – Middle Years	9:05 a.m.	4:15 p.m.
King K-8	7:25 a.m.	2:25 p.m..
Kluge Creative Arts	7:25 a.m.	2:10 p.m.
LaCausa Charter	7:30 a.m.	2:30 p.m..
Lad Lake Synergy	7:45 a.m.	2:50 p.m.
LaFollette	9:15 a.m.	4:00 p.m.



**Bell Schedule
2022-2023**

Lancaster	7:25 a.m.	2:25 p.m..
Lincoln Avenue	7:25 a.m.	2:10 p.m.
Lincoln Center of the Arts	9:05 a.m.	4:15 p.m.
Longfellow	7:25 a.m.	2:25 p.m..
Lowell	7:25 a.m.	2:10 p.m.
MacDowell Montessori (K-6)	8:00 a.m.	3:00 p.m.
MacDowell Montessori High School (7-12)	8:00 a.m.	3:25 p.m.
Madison Academic Campus	8:00 a.m.	3:25 p.m.
Manitoba	9:15 a.m.	4:00 p.m.
Maple Tree	7:25 a.m.	2:10 p.m.
Marshall HS	8:00 a.m.	3:25 p.m.
Maryland Avenue Montessori	7:25 a.m.	2:25 p.m..
Marvin E. Pratt	7:25 a.m.	2:25 p.m..
Meir (Golda) (3-5)	8:00 a.m.	3:10 p.m.
Meir (Golda) (6-12)	8:00 a.m.	3:25 p.m.
Metcalf	7:25 a.m.	2:25 p.m..
Milwaukee Academy of Chinese Language	9:15 a.m.	4:00 p.m.
Milwaukee College Prep - 38 th Street Campus	8:00 a.m.	3:10 p.m.
Milwaukee College Prep – 36 th Street Campus	8:00 a.m.	3:10 p.m.
Milwaukee College Prep – Lola Rowe Campus	8:00 a.m.	3:10 p.m.
Milwaukee College Prep – Lloyd Street Campus	8:00 a.m.	3:10 p.m.
Milwaukee Environmental Sciences	7:30 a.m.	2:30 p.m..
Milwaukee Excellence HS	8:05 a.m.	3:20 p.m.
Milwaukee Excellence MS	8:05 a.m.	3:20 p.m.
Milwaukee French Immersion	9:15 a.m.	4:00 p.m.
Milwaukee German Immersion	9:15 a.m.	4:00 p.m.
Milwaukee High School of the Arts	8:00 a.m.	3:25 p.m.
Milwaukee Parkside School for the Arts	9:15 a.m.	4:00 p.m.
Milwaukee School of Languages	8:00 a.m.	3:25 p.m.
Milwaukee Sign Language	9:10 a.m.	4:10 p.m.
Milwaukee Spanish Immersion Lower - 88 th Street	9:15 a.m.	4:00 p.m.
Milwaukee Spanish Immersion Upper - 55 th Street	9:15 a.m.	4:00 p.m.
Mitchell	7:25 a.m.	2:25 p.m..
Morgandale	9:15 a.m.	4:10 p.m.
Morse Middle School Gifted & Talented	9:05 a.m.	4:15 p.m.
Neeskara	7:25 a.m.	2:10 p.m.
Next Door	8:00 a.m.	3:00 p.m.
Ninety-fifth Street	7:25 a.m.	2:10 p.m.
North Division	8:00 a.m.	3:25 p.m.
NOVA	9:00 a.m.	3:50 p.m.
Obama	8:00 a.m.	3:10 p.m.
Obama School of Career and Technology Education (9-12)	8:00 a.m.	3:25 p.m.
Parkview	7:25 a.m.	2:10 p.m.
Project Stay	8:00 a.m.	3:25 p.m.



**Bell Schedule
2022-2023**

Pulaski	8:00 a.m.	3:25 p.m.
Reagan	8:00 a.m.	3:25 p.m.
Riley	7:25 a.m.	2:10 p.m.
River Trail	9:15 a.m.	4:00 p.m.
Riverside	8:00 a.m.	3:25 p.m.
Riverwest	7:25 a.m.	2:10 p.m.
Rogers Street	7:25 a.m.	2:25 p.m..
Roosevelt	9:05 a.m.	4:15 p.m.
Shalom	9:00 a.m.	4:00 p.m.
Sherman	7:25 a.m.	2:25 p.m..
Siefert	7:25 a.m.	2:10 p.m.
South Division	8:00 a.m.	3:25 p.m.
South Division Accelerated	8:00 a.m.	3:25 p.m.
Southeastern Youth & Family	7:40 a.m.	2:45 p.m.
Starms Discovery Learning	9:15 a.m.	4:00 p.m.
Starms Early Childhood	9:15 a.m.	4:00 p.m.
Story	7:25 a.m.	2:25 p.m..
Stuart	7:25 a.m.	2:10 p.m.
Thoreau	7:25 a.m.	2:25 p.m..
Thurston Woods	7:25 a.m.	2:25 p.m..
Townsend	7:25 a.m.	2:25 p.m..
Transition	8:15 a.m.	3:15 p.m.
Trowbridge	7:25 a.m.	2:25 p.m.
Victory and Italian Immersion	9:15 a.m.	4:00 p.m.
Vieau	9:15 a.m.	4:00 p.m.
Vincent	8:00 a.m.	3:25 p.m.
Vincent Accelerated	8:40 a.m. (AM) 12:10 p.m. (PM)	11:40 a.m. (AM) 3:10 p.m. (PM)
Wedgewood Park	9:05 a.m.	4:15 p.m.
Westside Academy	7:25 a.m.	2:10 p.m.
Whitman	7:25 a.m.	2:25 p.m..
Whittier	7:25 a.m.	2:10 p.m.
Washington HS of Information Technology	8:00 a.m.	3:25 p.m.
Wisc. Conservatory of Lifelong Learning (K-12)	8:00 a.m.	3:25 p.m.
Zablocki	7:25 a.m.	2:10 p.m.

(ATTACHMENT 26) ACTION ON THE AWARD OF PROFESSIONAL SERVICES CONTRACTS

SITE	Start Time	SITE	Start Time	SITE	Start Time
AAL	6:15	Grantosa	7:30	North 76 th	7:30
Alcott	6:15	Green bay	7:30	Northwest (Carmen)	7:00 BA, 7:30 SE
Allen Field	7:30	Greenfield	6:15	Parkside	7:15 BA, 7:30 SE
Alliance	7:00 BA, 7:30 SE	Groppi HS	7:15 BA	Parkview	6:15
Audubon	7:00 BA, 7:30 SE	Hamilton HS	7:00 BA, 7:30 SE	Pierce	6:15
Auer	6:15	Hampton	6:15	Pulaski HS	7:00 BA, 7:30 SE
Barbee	7:30	Happy Hill	6:15	Reagan HS	7:00 BA, 7:30 SE
Barton	6:15	Hartford	7:30	Riley	6:15
Bayview HS	7:00 BA, 7:30 SE	Hawley	7:30	River Trail	7:30
Bethune	6:15	Hawthorne	6:15	Riverside HS	7:00 BA, 7:30 SE
Bradley Tech HS	7:00 BA, 7:30 SE	Hi Mount	6:15	Rogers	6:15
Brown St	6:15	Hayes (Kozy)	7:15 BA, 7:30 SE	Roosevelt	7:00 BA, 7:30 SE
Browning	6:15	Holmes	6:15	MSOL	7:00 BA, 7:30 SE
Bruce	6:15	Hopkins	6:15	Sign Language	7:30
Bryant	6:15	Howard	7:30		
Burbank	7:30	Humboldt	7:30	Sherman	6:15
Burdick	6:15	IDEAL	7:30	Siefert	6:15
Burroughs/Morse	7:00 BA, 7:30 SE	Jackson (21 st)	6:15	Sixty Fifth	6:15
Carson	7:30	Kagel	6:15	South Division HS	7:00 BA, 7:30 SE
Carver	7:30	Keefe Ave	6:15	Spanish Imm. 55 th	7:30
Cass	6:15	Kilbourn	6:15	Spanish Imm. 88 th	7:30
Central Office	6:00 BA	King HS	7:15 BA, 7:30 SE	Special Service	7:00
Clarke	6:15	King Middle	7:15 BA, 7:30 SE	Starms DLC	7:30
Clemens	6:15	Kluge	6:15	Starms EC	7:30
Clement Ave	6:15	Lafollette	7:30	Story	6:15
Congress	6:15	Lancaster	6:15	Stuart	6:15
Cooper	6:15	Lee	6:15	Thirty-Fifth	7:00
Craig	7:30	Lincoln	6:15	Thoreau	6:15
Curtin	6:15	LCA	7:15 BA, 7:30 SE	Thurston Woods	6:15
Custer HS	7:00 BA, 7:30 SE	Longfellow	6:15	Townsend	6:15
Doerfler	6:15	Lowell	6:15	Trowbridge	6:15
Douglas	7:15 BA, 7:30 SE	Madison HS	7:00 BA, 7:30 SE	Victory	7:30
Dover	7:30	Manitoba	7:30	Vieau	7:30
Eight St	7:15	Maple Tree	6:15	Vincent HS	7:00 BA, 7:30 SE
Eighty First St.	6:15	Maryland	6:15	Walker Comp.	6:30 BA – 7:00 SE
Elm	7:30	McNair	7:00	Washington HS	7:00 BA, 7:30 SE
Emerson	6:15	MEC	7:00 BA, 7:30 SE	WCLL	7:00 BA, 7:30 SE
Engleburg	6:15	Meir	7:00 BA, 7:30 SE	Webster	7:30
Fairview	6:15	Metcalf	6:15	Wedgewood	6:15 BA, 7:30 SE
Fernwood	6:15	MHSA	7:00 BA, 7:30 SE	Westside I	7:00
Fifty Third St	6:15	MACL	7:15 BA, 7:30 SE	Westside II	7:00
Forest Home	6:15	Marvin Pratt	6:15	Whitman	6:15
Franklin	6:15	McDowell	7:00 BA, 7:30 SE	Whitter	6:15
Fratney	7:30	MLK Jr.	6:15	Zablocki	6:15
French Immersion	7:15 BA, 7:30 SE	Mitchell	6:15	<p style="text-align: center;">2020 – 2021 Engineer/BA Start Times</p> 7:20 School Start 8:00(05) School Start 9:00(10) School Start	
Gaenslen	6:15 BA	Marshall HS	7:00 BA, 7:30 SE		
Garland	6:15	Morgandale	7:30		
German Imm.	7:30	Neeskara	6:15		
Goodrich	6:15	Ninety-Fifth St	6:15		
Grant	6:15	North Division	7:00 BA, 7:30 SE		