

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, MPS is desirous of 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 “2018-19 Community Learning Center Contract Standards” and “2018-19 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 2018-19 CLC “Program Plan” in the form required by MPS throughout the year for each “Program Cycle”. A sample form, “2018-19 Community Learning Center Program Plan - Cycle 1” is attached hereto and incorporated herein by reference as Appendix C. Funds will not be disbursed until this Program Plan is received and approved by MPS for each Program Cycle. Throughout the term of this Agreement there will be two Program Cycles.
4. The CLC must operate for a minimum of 10 hours per week, 115 days per academic school year, for a period no fewer than 33 weeks, beginning no later than August 20, 2018 for middle/high schools and September 10, 2018 for K5/K8 schools. Middle/high school sites must operate at a minimum, through May 17, 2019. K5/K8 sites must operate, at a minimum, through May 31, 2019. All middle/high school sites will provide programing Monday-Thursday and all K5/K8 sites will provide programming Monday-Friday. The targeted population are students with the greatest academic need as determined by school administration and Provider.

B. Program Standards.

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

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

2. All before and after school academic enrichment programming must take place prior to recreation enrichment programming. Any schedule changes that deviate from this format must be pre-approved by MPS Recreation.
3. All CLC participants are required to participate in academic enrichment activities for a minimum of 45 minutes per day, four days a week, starting on, or prior to, August 20, 2018 for middle/high school sites and September 10, 2018 for K5/K8 sites throughout the duration of the CLC program. CLC staff must assure that the daily CLC schedule supports participation in academic enrichment by each participant.
4. CLC academic enrichment programming must be diversified and intentionally designed to support student academic achievement and support school-specific learning outcomes as identified in the SIP and CLC Needs Assessment. Programming must be organized and follow a scope and sequence of engaging learning activities which promote active learning by participants. All CLC academic enrichment activities must follow a daily or weekly lesson plan, and lesson plans must be kept on file in the CLC.
5. Provider will be required to implement the following academic enrichment programs specified by grade level, unless an alternative curriculum has been approved for use by MPS. MPS shall evaluate proposed alternative curriculum in accordance with the criteria set forth in the 21st Century Community Learning Center Grant program Application Guidelines for 2018-2019 (Appendix L, pg. 4, 13). The 2018-19 CLC Enrichment Curriculum Criteria Checklist form (Appendix M) must be completed and submitted to MPS for review and approval for any proposed academic enrichment curriculum not listed below.
 - i. LitART Literacy Enrichment Curriculum - K5/K8 Sites.
 - a. As part of the regular schedule of academic programming, all K5/K8 sites must facilitate the LitART literacy enrichment curriculum for all participants in grades 1-8 for a minimum of 60 minutes per group. LitART sessions must be offered weekly, beginning September 10, 2018, and ending no earlier than May 17, 2019.
 - b. All new staff members from each K5/K8 site who are teaching LitART must attend the LitART training in Fall 2018 and requested follow-up trainings throughout the academic school year. MPS Recreation may identify and require staff in need of additional training, including Site and Academic Coordinators, to attend refresher trainings as needed.
 - c. Attendance records must be documented in APlus for all individual LitART activities. Participant assessments, (in the form of pre- and post-tests), provided through the LitART curriculum must be completed and submitted as requested by MPS.
 - ii. Lions Quest Enrichment Curriculum - Middle/High School Sites.
 - a. As part of the regular schedule of academic programming, all middle/high school (and selected K-8) sites must facilitate the Lions Quest Out of School Time (OST) enrichment curriculum for a minimum of 20 participants at least once per week for a minimum of 60 minutes. Lions Quest sessions must be offered weekly, beginning September 10, 2018, and ending no earlier than May 6, 2019.
 - b. A minimum of two staff members from each middle/high school site must attend Lions Quest training in Fall, 2018 and requested follow-up trainings throughout the academic school year. MPS Recreation may identify and require

- staff in need of additional training, including 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 6, 2019.
 - 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 10, 2019. A video diary of the CSLP, (minimum of 5 minutes), and a written project narrative must accompany each project.
 - e. Participant assessments, (in the form of pre- and post-tests), provided through the Lions Quest curriculum and other required forms or documents must be completed and submitted as requested by MPS.
- iii. Comic Book Literacy Enrichment Curriculum - Middle/High School Sites.
- a. As part of the regular schedule of academic programming, all middle/high school sites (and selected K5/K8 sites) must facilitate the “Reading is a Super Power” Comic Book Club Literacy Enrichment Curriculum for a minimum of 15 participants at least once per week for a minimum of 60 minutes. Comic Book Club sessions must be offered weekly, beginning September 10, 2018 and ending no earlier than May 6, 2019.
 - b. A minimum of one staff member from each middle/high school site must attend Comic Book Club training in Fall 2018 and requested follow-up trainings throughout the academic school year. MPS Recreation may identify and require staff in need of additional training, including Program and Academic Coordinators, to attend refresher trainings as needed.
 - c. Attendance records must be documented in APlus for all individual Comic Book Club activities. Each site must complete one approved culminating project no later than May 9, 2019. Each site must also participate in the culminating Comic Book Club event which will take place by May 9, 2019.
 - d. A minimum of two staff members and three students from each middle/high school site must attend Comic Book ComicCon Wrap–Up Celebration to present their final project on May 9, 2019.
 - e. Participant assessments, (in the form of pre- and post-tests), provided through the “Reading is a Super Power” Comic Book Club Literacy Enrichment Curriculum must be completed and submitted as requested by MPS.
6. High Quality Homework Help.
- i. High Quality Homework Help is required to begin by August 20, 2018 for middle/high school sites and September 10, 2018 for K5/K8 school sites.
 - ii. The Provider will offer a minimum of 30 minutes of high quality homework help four days per week based upon individual participant needs. Regular communication with the School’s day staff regarding participant needs, and a quiet, appropriate space in which participants can receive assistance with homework assignments must be established.
7. Youth Recreation Programs.
- i. The Provider will develop and operate a Youth Recreation Program which exposes participants to activities in: the arts (dance, drama, pottery, music, etc.); sports and fitness (activities designed to get kids moving and physically active, as well as discussions on health and nutrition); cooperative learning games (non-competitive in nature); games that provide opportunities to practice basic academic skills such as chess, checkers, puzzles and word games; and experiences that build on a wide diversity of cultural and ethnic groups. Youth Recreation Programs are

required to begin by August 20, 2018 for middle/high school sites and September 10, 2018 for K5/K8 school sites and operate for a minimum of 45 minutes per day, four days a week, and end no earlier than May 3, 2019 for middle/high school sites and May 17, 2019 for K5/K8 sites.

8. **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 10, 2018 and ending no earlier than May 17, 2019.
 - ii. One staff member from each K5/K8 site must attend a SPARK training in Fall 2018 and requested follow-up trainings throughout the academic school year. MPS Recreation may require identified staff to attend refresher trainings as needed.
 - iii. Attendance records must be documented in APlus for all individual SPARK activities. Evaluations provided through the curriculum must be completed and submitted as requested by MPS.
9. **F**amily Involvement.
 - i. Family enrichment programming supporting student learning: the School and Provider must offer a minimum of two (2) programs per Program Cycle. A minimum total of four (4) high quality programs designed to engage family members in support of student learning must be offered annually. Sites in an initial grant must reach a minimum of 40 unduplicated families by May 17, 2019. Sites in a continuation grant must reach a minimum of 30 unduplicated families by May 17, 2019. CLCs unable to meet the minimal number of unduplicated families shall submit to MPS an action plan outlining Provider's efforts to reach additional families.
10. **P**arent orientation: Provider must complete at least one parent orientation event with at least one parent or guardian of each CLC participant on the purpose of the CLC program. The orientation must emphasize the academic focus, participant selection process and program commitment, among other policies.
 - i. This may be completed through a mass gathering, individual parent meetings or a combination of the two. Participation/attendance at all mass gathering parent orientation events must be documented in APlus as a parent orientation activity by September 28, 2018. 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 28, 2018. For CLC families enrolling after that date, written orientation materials must be received within one week of the enrollment date.
 - ii. The parent orientation may qualify as a family enrichment program if also accompanied by academically-focused and engaging activities for parents that are in support of student learning.
11. Provider will work with the School to coordinate mandatory, on-site professional development for all staff, including those working with academic enrichment, for a minimum of 10 hours per academic school year. Provider and the School Principal or a designee will work with the CLC and the School's day staff to facilitate professional development that is aligned with the goals and objectives of the SIP and the CLC. All professional development will focus on program improvements to support student/participant academic achievement.

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

The MPS Project team may request that reports and/or additional documents be submitted sooner if necessary. MPS CLC team will report emergency incidents to the Wisconsin Department of Children and Families (DCF) with any necessary information once the emergency incident is reported to MPS.
 17. Any information pertaining to student records obtained for the purpose of this Agreement is restricted to the services provided under this Agreement and will not be used or given to anyone or any other parties outside of the Agreement as governed by any state law or federal regulation.
- C. Provider will employ a sufficient number of qualified and properly trained persons to effectively carry out the CLC program. MPS reserves the right to request the removal of any CLC personnel whom MPS, in its sole discretion, determines is not effectively carrying out his/her job duties. Provider must supply ample staff in accordance with DCF Group Childcare Licensing Standards, as identified in Appendix C.

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

1. Site Coordinator for each individual CLC site that is qualified and trained to oversee the CLC program's operation and services. Site Coordinators must be hired and begin performing duties by August 13, 2018.
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 4, 2018.

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 10, 2018. Monthly cost reimbursements for CLC expenditures will not be released by MPS until 2 CLC staff members are trained and monthly attendance data has been entered into the APlus system. Provider will ensure that all participant reports and personnel information are kept confidential as governed by state law and federal regulations.
 5. Sites will have a maximum of 30 days to fill any vacancies of the above-mentioned required positions from the date of vacancy. Failure to fill the required positions within 30 days may result in termination of this Agreement.
 6. Provider will ensure that all staff in regular contact with children obtain and maintain a current certificate of completion for infant and child CPR and external defibrillator use from an agency approved by DCF within 6 months of hire per Section 251.5(1)(c) of the Monitoring Checklist – License Exempt Programs - DCF 251
- D. Provider will determine the steps required to adequately prepare for the CLC program, as well as those needed at the conclusion of the CLC program. Provider will use its best judgment when determining staffing needs outside of actual CLC program dates.
- E. Provider shall comply with, and ensure its sub-contractors performing work under this Agreement comply with Milwaukee Board of School Directors’ Administrative Policy 3.09(17), which requires that employees be paid a “living wage”. If MPS determines in its sole discretion, Provider has violated this living wage policy, MPS may terminate this Agreement without liability for undelivered services or goods. MPS may also deem Provider ineligible to participate in future contracts with MPS.
- F. Provider will hire an MPS Food Nutrition Services employee at his/her current rate whenever Provider uses the kitchen located at the site, unless otherwise authorized by the MPS Department of School Nutrition Services.
- G. MPS will provide dinner to all eligible CLC participants at selected sites (determined by MPS School Nutrition Services) provided the following requirements are met:
1. Provider has at least one person at each site where dinner is being served that is trained in all applicable Child and Adult Care Food Program (“CACFP”) rules and regulations. Provider must attend annual training for the CACFP program conducted by MPS School Nutrition Services.
 2. Provider must keep documentation sufficient for MPS to claim the meals pursuant to the USDA’s CACFP on MPS’ APlus data tracking system. This includes input of a daily point of sale meal count, and current enrollment information.
 3. Provider must perform their own clean up and food disposal. Clean up means the removal of all food trays and debris on tables to allow for wipe down and sanitation by MPS staff. Food disposal means disposal of food in appropriate, agreed-upon containers. MPS staff is responsible for sanitizing debris free tables and emptying trash containers.
 4. Provider will provide a written notice of cancelation of meal service to MPS School Nutrition site staff two weeks in advance. Failure to notify MPS School Nutrition could result in Provider covering any lost costs.
 5. Provider must follow instructions on how to operate the Point of Service (POS) which includes entering each child into the POS. If unable to operate the POS computer, Provider will document the name and ID number of each child that receives a meal.

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

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

II. FACILITIES

A. Building Usage.

1. MPS will provide space, (on a nonexclusive basis), utilities and routine custodial cleaning and maintenance at the MPS facility _____, (hereinafter referred to as "facility"), located at _____ on pupil attendance days from 6:30 a.m. to the start of the school day and from the end of the school day until the closing of the authorized CLC programming, but no later than 10:00 p.m., for the 2018-19 school year.

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

2. MPS may provide space in the facility on non-pupil attendance days at such times as negotiated between the parties. However, access on non-pupil attendance days is not guaranteed.
3. MPS will provide an appropriate number of classrooms/multi-purpose rooms in which to run the CLC program, as well as adequate office space for the CLC on-site that is equipped with a desk, telephone, locked filing cabinet, accessibility to the internet to enter data into APlus and storage space for supplies/equipment. The school will assure access to classrooms during academic enrichment and Homework Help activities to create a conducive learning environment during the CLC program. Access must be assured prior to the start of the program.
4. MPS will provide CLC staff and students daily/regular access to School technology, including the internet, classroom computers, computer labs, and computer carts, to enable students participating in the afterschool program to use online and computer-based intervention and enrichment tools and resources in support of student academic achievement. MPS will, as needed, provide any required training for CLC staff to ensure appropriate usage of any and all School technology.
5. Provider will use the MPS facility, equipment and supplies provided for under this Agreement only for the purpose of operating the CLC.
 - a. Provider does not have authorization to allow outside groups, not contributing to the operations of the CLC, to use of the facility. This includes lead agency events not related to operating the CLC.
6. Provider will make no alterations or additions to the fixed equipment and building structure.
7. Provider 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.
8. 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.
9. 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.

10. 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.
11. Provider will have a message delivery system indicating to callers they have reached the Community Learning Center installed prior to the start date of the CLC program. The message system will be either: (1) 24-hour voice mail; or (2) 24-hour answering machine. All voice messages must be returned by CLC staff within a 24-hour period.
12. MPS will provide unreserved parking spaces to Provider, its officers, agents, employees and visitors under such restrictions as MPS may determine from time to time, including the requirement that priority in parking space assignment will be given to MPS's use and the requirement that all of Provider's vehicles, and those of its officers, agents, employees and visitors, be removed from the MPS parking lot daily and immediately after the conclusion of the CLC Program. MPS will not be responsible for any damage to vehicles that are parked in the MPS parking lot.

III. COLLABORATION

Provider will cooperate and comply in all respects with MPS obligations as a 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 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; and
 6. Special district meetings.

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

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

Attendance at any other staff trainings on which CLC funds will be expended must be submitted for preapproval to MPS by completing a "Request for Professional Training/Conference Reimbursement." A sample reimbursement form is attached hereto and incorporated by reference as Appendix F. If said form is not submitted and approved prior to attendance, MPS will have the right to withhold reimbursement.

- D. Provider will work closely with the School to ensure that collaborative meetings are held

between stakeholders where CLC data is presented, discussed and acted upon as outlined in Appendix A.

E. All CLC promotional materials, (flyers, articles, media coverage, etc.) must include reference to the 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.

IV. EQUIPMENT AND SUPPLIES

- A. Equipment and supply purchases made with CLC funds must be related to the objectives of the CLC program.
- B. Provider will provide equipment, materials and supplies as needed to efficiently operate the CLC Program, unless MPS agrees otherwise. All equipment, materials and supplies used in the CLC Program, whether purchased by Provider with CLC Program grant funds or directly by MPS, will remain the sole property of MPS upon termination of this Agreement. Provider will keep all equipment, materials and supplies used in the CLC Program in good and safe working condition. Provider will be responsible for repairing and/or replacing damaged, lost or broken equipment, materials, and supplies.
 - 1. All apparel, (e.g., t-shirts, jackets, etc.), and printed items, (e.g., business cards, banners, stationary, flyers, etc.), purchased with CLC funds must include reference to the 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 \$150” form, a sample of which is attached hereto and incorporated by reference as Appendix D, for approval by MPS prior to making any equipment purchases equal to, or over, \$150. If said form is not submitted and approved prior to purchase, MPS will have the right to withhold reimbursement. Provider will place an MPS inventory identification tag on all equipment equal to, or over, \$150 that has been reimbursed with CLC funds. Provider will keep written records of these items, as well as their corresponding inventory number.

V. COMPENSATION

- A. MPS will make payment to Provider in the amount of \$_____ for meeting the CLC program requirements outlined in this Agreement as provided below.
 - 1. No later than August 17, 2018 for middle/high school sites and August 31, 2018 for K5/K8 school sites, Provider will return to MPS a completed “21st Century CLC Project Annual Budget Forecast,” 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 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. Individual names and job position titles must be included for all staff. A Schedule of Paid Costs Monthly Report form is included in Appendix G.
 - b. Copies of all receipts submitted by the Provider must be "legible" and provide the following information:
 1. Name of vendor from which the item was purchased;
 2. Date of the purchase, which must coincide with the period in which the reimbursement is requested;
 3. Identification and quantity of items purchased; and
 4. Amount spent (excluding all taxes, late payment fees, etc.).
 - c. All purchases must include a written description of the purpose of the expenditure on the monthly "Schedule of Paid Costs." A Schedule of Paid Costs Monthly Report form is included in Appendix G. Any purchase that does not include a description may not be approved for reimbursement.
3. Provider will use appropriate cash management procedures so that public funds disbursed under this Agreement are discernible from other funds.
4. Provider will expend and account for funds in a manner consistent with: the provisions of this Agreement; 34 C.F.R. § 75.532, (U.S. Department of Education General Administrative Regulations ("EDGAR")); and for allowable costs as outlined in 2 C.F.R. § 200.400 *et seq.*
5. Provider must submit an amended budget to MPS for approval prior to making any adjustments in the budget category amounts. Budget amendments will not be accepted after January 18, 2019.
6. Any remaining funds allocated to Provider, but not expended, during the term of this Agreement will remain under the jurisdiction of the Board for future programming.
7. Provider understands that a portion of any funds raised by the Board for the CLCs may be used to assist with MPS's CLC operation costs.

D. Revenue-Generated Activities and Wisconsin Shares Child Care Subsidy.

1. Provider will maintain adequate source records relating to program fees and revenue-generating activities, *i.e.*, registration, fees, snack bars/cafes, field trips, and fundraisers, and include documentation of all funds collected under "CLC Program Revenue" on the Monthly Cost Reports. Failure to report revenue associated with CLC operations may result in termination of this Agreement in MPS's sole discretion.
2. Unless prior written approval of MPS has been received, Provider will not exceed the suggested registration and daily fee limits as set by MPS and outlined in Appendix K, which is attached hereto and incorporated by reference. Provider must make accommodations to service all CLC participants regardless of their ability to pay.
3. All funds generated through the collection of Wisconsin Shares Child Care Subsidies will be monitored by MPS. In the event Wisconsin Shares child care subsidies are utilized, Provider must meet the standards for licensed child care centers established by the Wisconsin Department of Children and Families (Appendix N) and participate in the YoungStar Quality Rating and Improvement system.

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

- a. CLC grant funds as set forth in Section V of this Agreement; then
 - b. Wisconsin Shares Child Care Subsidies (Except when approved by MPS); then
 - c. Program revenue.
4. Provider understands that seven and one-half percent (7.5%) of the Wisconsin Shares Child Care Subsidies collected will be placed in a central account to pay for administrative costs.
- E. Fiscal Compensation Procedures.
- 1. Provider will submit by the 28th of each month, to Brenda Saucedo at the MPS Department of Recreation and Community Services, Room 162, 5225 West Vliet Street, Milwaukee, WI 53208, a completed "Monthly Cost Report." Provider will have 30 days from the end of the CLC Program to submit all financial documentation, including, but not limited to Cost Report Schedules of payments, and invoices and receipts for "final" reimbursement of program expenses. Any reimbursement requests submitted after that date may not, in MPS's sole discretion, be approved for reimbursement.
 - 2. Provider will include, with each Monthly Cost Report submitted, the following documentation:
 - a. Legible copies of all paid receipts and invoices submitted for reimbursements which conform to the requirements of § V.C.2. A completed Schedule of Paid Costs should also be submitted with the receipts;
 - b. Copies of Organizational Checks used for payment of authorized expenses; and
 - c. Copies of Payroll ledger forms and other relevant data (identifying payee, check number, hourly rate, gross wages and authorized deductions).
 - 3. Provider will have each Monthly Cost Report signed by the school principal, and lead agency authorized organizational officer and identify the name and telephone number of the person responsible for its preparation.
 - 4. Provider will assure that all Cost Report documentations are legible, clear and organized in their submission, recognizing that any required document that isn't submitted or is in error will reduce or delay the payment requested.
- F. MPS will not be liable to pay Provider for any and all work that Provider is unable to perform due to act of God, riot, war, civil unrest, flood, earthquake, outbreak of contagious disease or other cause beyond MPS's reasonable control (including any mechanical, electronic, or communications failure, but excluding failure caused by a party's financial condition or negligence).

VI. CONTRACT COMPLIANCE SERVICES (CCS) REQUIREMENTS

- A. In educating the children and youth of Milwaukee, MPS is also a primary purchaser of goods and services in the Milwaukee marketplace. MPS believes it is obligated to display in its own operations the values of excellence, diversity, and economic responsibility that it strives to teach its students.
- To that end, MPS requires for this Agreement the use of Historically Underutilized Business (HUB) firms and the engagement of the MPS contract awardee in Student Engagement activities.
- B. The HUB participation requirement for this Agreement is 10% per 12-month contract period of total purchased goods and/or services by a certified HUB vendor, including, but not limited to: general supplies, office supplies, program supplies, equipment rental, contractual services, and transportation.
- C. All information relating to the HUB participation requirement and the Student Engagement Requirement, including all forms required to document compliance with these requirements, can be found at <http://www.milwaukee.k12.wi.us> (click on Vendors, then click on Forms), which is herein expressly incorporated by reference.

- D. Provider must submit a HUB Utilization Plan. No credit for participation will be granted until MPS-recognized HUB Firm certification documentation is received.
- E. Provider is responsible for verifying with any HUB vendor that certification is current and that the North American Industry Classification System (NAICS) description (or qualifications description on certification document) matches the commercially useful function listed in Appendix H to this Agreement.
- F. The forms attached hereto as Appendix H and incorporated by reference are a binding part of this Agreement. Failure to return these forms within the required timeline will result in the termination of this Agreement. Fillable versions of these same forms can also be found at <http://www.milwaukee.k12.wi.us> (click on Vendors, then click on Forms):
 - 1. HUB Utilization Plan (current certification document, with NAICS code, must be submitted);
 - 2. Prime Vendor Information Sheet; and
- G. Student Career Awareness/Education Plan/Commitment.
 - 1. The Student Engagement Requirement is 10 hours of Career Education per 12-month contract.

VII. PROGRAM EVALUATIONS AND AUDITS

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

VIII. ADDITIONAL CONDITIONS

- A. MPS employees are expressly forbidden to accept gifts, gratuities, or favors that might improperly influence MPS's relationships with vendors or create the perception or any impropriety or undue influence in the award of any contracts. Provider agrees it will not offer such gifts, gratuities or favors.
- B. Provider, during the period of this Agreement, will not hire, retain or utilize for compensation any member, officer, or employee of MPS or any person who, to the knowledge of Provider, has a conflict of interest.
- C. Provider will comply with the following state and federal laws and regulations:
 - 1. Title VI of the Civil Rights Act of 1964, (P.L. 88-352), which prohibits discrimination on the basis of race, color or national origin;
 - 2. Title IX of the Education Amendments of 1972, as amended, (20 U.S.C. §§ 1681-1683, §§ 1685-1686), which prohibits discrimination on the basis of sex;
 - 3. Section 504 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps;
 - 4. The Age Discrimination Act of 1975, as amended, (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age;

5. The Drug Abuse Office and Treatment Act of 1972, as amended, (P.L. 92-255), relating to nondiscrimination on the basis of drug abuse;
 6. The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970, as amended, (P.L. 91-616), relating to nondiscrimination on the basis of alcohol abuse or alcoholism;
 7. Sections 523 and 527 of the Public Health Service Act of 1912, as amended, (42 U.S.C. § 290 dd--2), relating to confidentiality of alcohol and drug abuse patient records;
 8. Title VIII of the Civil Rights Act of 1968, as amended, (42 U.S.C. § 3601, *et seq.*), relating to nondiscrimination in the sale, rental or financing of housing;
 9. Any other nondiscrimination provisions in the specific statute(s) under which application for Federal Assistance is being made;
 10. The requirements of any other nondiscrimination statute(s) which may apply to the application;
 11. P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by the award of the CLC Program grant;
 12. All applicable requirements of all other federal laws, executive orders, regulations and policies governing the CLC Program; and
 13. All health and safety laws or rules that apply to public schools.
- D. Provider is an independent Provider and is not an agent, servant, or employee of MPS. Provider's engagement with MPS is limited solely to the operation of the 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. Stat. § 48.685, which identifies the standards required for criminal history and child abuse record searches for licensed child care centers.
1. Provider will conduct, at Provider's expense, a criminal information background check (hereinafter referred to as "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. (Note: No background checks are required for youth mentors/workers who are under the age of 18)
 - a. An out-of-state background check should be completed in the state(s) in which the individual resided for at least six months within the last ten years and was 18 years or older at the time.
 2. Provider will electronically submit completed background checks for all individuals providing services under this Agreement. Employee criminal background checks must be reviewed and approved by MPS before work in any MPS sanctioned program or facility begins. Criminal background checks should be submitted via 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.

3. Provider shall complete the other searches required by Wis. Stat. § 48.685, review the results and determine that there is nothing in the background of Provider's employees, agents or sub-contractors that would render them unfit to provide services under this Agreement where there is contact and access to children. Background factors that would disqualify any individual from providing services to MPS include, but are not limited to: falsification of background information; conviction of a criminal offense that substantially relates to the duties and responsibilities to be assigned to or performed by Provider under this Agreement; or pending criminal charges alleging acts of a similar nature. Provider has a duty to retain all documentation related to background checks and other searches performed pursuant to this Agreement and Wis. Stat. § 48.685 on file for the duration of this Agreement and to provide the same to MPS upon request.
- G. For purposes of this Agreement, a volunteer is any non-paid person who provides services on a regular and ongoing basis for more than five hours a week. Provider shall use good judgment in accepting the services of a volunteer, and shall be familiar with the volunteer before accepting services of that volunteer. In the event Provider hires, or accepts as a volunteer, any individual during the term of this Agreement to provide services under this Agreement, the requirements of Section VII.F. must be fulfilled before said individual is allowed to have contact with children participating in the 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 condition precedent to any payment of compensation. If during the term of this Agreement, Provider, its principals or its subcontractors, are listed on SAM, Provider has a duty to inform MPS of the same, at which time MPS will have the right to immediately terminate this Agreement. In the event of such a termination, MPS will only be liable for services rendered through the effective date of termination. MPS will not be liable for any uncompleted portion of this Agreement or for any goods or services purchased or paid for by Provider for use in completing the Agreement.
- I. Provider agrees to strive to implement the principles of equal employment opportunities through an effective Affirmative Action program. A copy of such program shall be produced by Provider upon request by MPS. The program shall set its objective to increase the utilization of women, minorities and handicapped persons, and other protected groups, at all levels of employment in all divisions of Provider's work force, where these groups may have been previously under-utilized and under-represented. Provider also agrees, in the event of any dispute as to compliance with the aforesaid requirements, it shall be Provider's burden to show it has met all such requirements.
- J. When a violation of the non-discrimination, equal opportunity and/or affirmative action provision of this Agreement has been determined by MPS, Provider shall immediately be informed of the violation and directed to take all action necessary to halt the violation, as well as such action as may be necessary to correct, if possible, any injustice to any person adversely affected by the violation, and immediately take steps to prevent further violations.
- K. If, after notice to Provider of a violation of the non-discrimination, equal opportunity and/or affirmative action provision of this Agreement, further violation of those provisions are committed during the term of the Agreement, MPS may terminate the Agreement without liability for any remaining funds which may be disbursed. MPS, at its sole discretion, may permit Provider to complete the Agreement. In the case of any violations of these provisions, Provider may be ineligible to participate in future contracts with MPS.

IX. INDEMNITY

Provider will be required to defend, indemnify and hold harmless MPS, its agents, board members, officers,

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

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

X. INSURANCE AND BONDS

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

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

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

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

- Employer’s Liability
- Bodily Injury by Accident\$100,000 each accident
- Bodily Injury by Disease\$500,000 policy limit
- Bodily Injury by Disease\$100,000 each employee

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

2. Commercial General Liability

- Commercial General Liability\$1,000,000 per occurrence/\$2,000,000 general aggregate
- Sexual Abuse/Molestation\$1,000,000 per occurrence/\$1,000,000 aggregate
- Personal & Advertising Injury
 - Limit\$1,000,000 per occurrence
- Products-Completed Operations
 - Aggregate\$2,000,000 aggregate
 - Medical Expense.....\$5,000

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

3. Auto Liability

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

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

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

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

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

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

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

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

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

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

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

XI. NONSECTARIAN

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

XII. INFORMATION AND REPORTS

- A. Provider will give information at such times and in such forms as may be requested by MPS, or its designee, concerning any of the operations of the CLC Program. Provider will generate and provide this information in a format and at the time as requested by MPS or its designee.
- B. Provider is required to submit two completed CLC Program Plans to the CLC Project Team in Room 163 of MPS’s Administration Building, according to the following schedule:
 - 1. Program Plan for Cycle 1: Due no later than August 6, 2018 for middle/high school sites and August 31, 2018 for K5/K8 sites; and
 - 2. Program Plan for Cycle 2: Due no later than January 11, 2019 for all school sites.
- C. Provider is required to have two with a maximum of three CLC staff, (one of whom must be the Site Coordinator), trained on the APlus system at all times under this contract to enter CLC attendance data

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

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

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

XIII. TERM AND TERMINATION OF AGREEMENT

- A. The term of the Agreement is for one fiscal year, commencing on July 1, 2018 and ending on June 30, 2019. This Agreement is contingent upon the approval of the Milwaukee Board of School Directors.
- B. This Agreement, and its addenda, are intended by Provider and MPS as a final expression of their agreement and as a complete and exclusive statement of its terms. This Agreement supersedes all prior proposals, negotiations, conversations, discussions and Agreements among the parties concerning the subject matter hereof.
- C. This Agreement may be terminated before expiration of its term for any of the following grounds:
 1. Both parties agree in writing to the termination;
 2. For any reason in MPS's sole discretion, after 30 days written notice by certified mail of such termination, unless, at the discretion of MPS, termination should become effective sooner; and
 3. After 10 days written notice, by registered or certified mail, for any material failure to comply with the terms of this Agreement, including, but not limited to:
 - a. Failure to comply with all the terms regarding perform background checks as outlined in Section VII; and
 - b. Failure to report revenue on monthly cost reports.
 4. Should MPS determine that Provider has violated any requirements set forth in this agreement; MPS may give ten days written notice by certified or registered mail specifying the violations. Provider will have 10 days to cure the alleged violation(s). Should Provider fail to cure the

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

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

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

XIV. NOTICES

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

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

XV. STATUTES

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

XVI. SEVERABILITY

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

XVII. OWNERSHIP OF INFORMATION

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

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

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

XIX. RETURN OF DOCUMENTS

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

APPENDICES

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

- Appendix A 2018-19 Community Learning Center Contract Standards
- Appendix B 2018-19 Community Learning Center Program Guidelines and Standards
- Appendix C 2018-19 Community Learning Center Program Plan - Cycle 1
- Appendix D Request to Purchase Equipment Over \$150 (form)
- Appendix E Roles and Responsibilities
- Appendix F Request for Professional Training/Conference Reimbursement (form)
- Appendix G Budget Categories and Allowable Expenses Information
- Appendix H HUB Utilization Plan
- Appendix H1-A Prime Vendor Information Sheet CLC
- Appendix H1-B Student Career Education Plan Commitment CLC
- Appendix I Sample Certificate of Insurance
- Appendix J Building Permit
- Appendix K 2018-19 Suggested CLC Fee Rates
- Appendix L 2018-2019 CLC Grant Application Guidelines
- Appendix M 2018-19 CLC Enrichment Curriculum Criteria Checklist
- Appendix N DCF Health & Safety Checklist – License Exempt Programs-DCF 251

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

APPROVED:

APPROVED:

Mark A. Sain, President
Milwaukee Board of School Directors

Provider Board President

Date: _____

Date: _____

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

Provider Executive Director

Date: _____

Date: _____

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

\$ _____

Date: _____

FOR OFFICE USE ONLY

Budget Code: _____

Budget Code: _____

R	_____
C	_____
V	_____

Reviewed by Risk Management:

By: _____ Date: _____

2018-19 Community Learning Center Contract Standards Elementary & K-8 School Sites

Standard	Competitive Grant (Max. of \$115,000)	Competitive Grant (Max. of \$130,000)	Competitive Grant (Max. of \$145,000)	Continuation Grant (\$75,000-\$99,000)
<i>Program Participation Standards</i>				
Minimum Hours of Operation per week	12	12	12	10
Minimum Weeks of Operation per year	30	30	30	30
First Day of MPS Student Attendance	September 4, 2018	September 4, 2018	September 4, 2018	September 4, 2018
CLC Programming must begin by:	September 10, 2018	September 10, 2018	September 10, 2018	September 10, 2018
CLC Programming may not end earlier than:	May 3, 2019	May 3, 2019	May 3, 2019	May 3, 2019
Minimum Number of Students Served Daily (<i>Average Daily Attendance</i>)	Range: 56-70	Range: 71-85	Range: 86+	Range: 55-75
	56	71	86	55
Regular Attendees per year (30 times per year)	45	57	69	55
Regular Attendees from the Day School	51%	51%	51%	51%
<i>Homework Help 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:	First day of CLC programming			
<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>)	56	71	86	55
Programming must begin by:	First day of CLC programming			
<i>Recreation 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>)	56	71	86	55
Programming must begin by:	First day of CLC programming			
<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	30	30	30	30
All CLC parents must complete initial Parent Orientation by:	September 28, 2018	September 28, 2018	September 28, 2018	September 28, 2018
CLC parents/families enrolling after initial Parent Orientation:	Must receive written orientation materials within 1 week of student enrollment date			

Curricula Standards:	
<i>LitART Curriculum Standards</i>	
Minimum Time per <u>week</u>	60 minutes
Minimum <u>Weekly</u> Attendance	See above for Minimum Number of Students Served Daily (Average Daily Attendance)
Programming must begin by:	September 10, 2019
Programming may not end earlier than:	May 17, 2019
<i>SPARK Curriculum Standards</i>	
Minimum Time per <u>week</u>	60 minutes
Minimum <u>Weekly</u> Attendance	See above for Minimum Number of Students Served Daily (Average Daily Attendance)
Programming must begin by:	September 10, 2018
Programming may not end earlier than:	May 17, 2019
<i>Lions Quest Curriculum Standards (6th -8th grade only)</i>	
Minimum Time per <u>week</u>	60 minutes
Minimum <u>Weekly</u> Attendance	20 CLC students
Programming must begin by:	September 10, 2018
Programming may not end earlier than:	May 6, 2019
<i>“Reading is a Super Power” Comic Book Club Curriculum Standards (4th-8th grade only)</i>	
Minimum Time per <u>week</u>	60 minutes
Minimum <u>Weekly</u> Attendance	15 CLC students
Programming must begin by:	September 10, 2018
CLC Programming may not end earlier than:	May 6, 2019



2018-19 Community Learning Center Contract Standards Middle & High School Sites

Standard	Competitive Grant (Max. of \$115,000)	Competitive Grant (Max. of \$130,000)	Competitive Grant (Max. of \$145,000)	Continuation Grant (\$75,000-\$99,000)
Program Participation Standards				
Minimum Hours of Operation per week	12	12	12	10
Minimum Weeks of Operation per year	30	30	30	30
First Day of MPS Student Attendance	August 13, 2018	August 13, 2018	August 13, 2018	August 13, 2018
CLC Programming must begin by:	August 20, 2018	August 20, 2018	August 20, 2018	August 20, 2018
CLC Programming may not end earlier than:	May 17, 2019	May 17, 2019	May 17, 2019	May 17, 2019
Minimum Number of Students Served Daily (<i>Average Daily Attendance</i>)	Range: 56-70	Range: 71-85	Range: 86+	Range: 55-75
	56	71	86	55
Regular Attendees per year (30 times per year)	45	57	69	55
Regular Attendees from the Day School	51%	51%	51%	51%
Homework Help Standards				
Minimum Time per day	30 minutes	30 minutes	30 minutes	30 minutes
Minimum Days per week	4	4	4	4
Programming must begin by:	First day of CLC programming			
Academic Enrichment Standards				
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>)	56	71	86	55
Programming must begin by:	First day of CLC programming			
Recreation Enrichment Standards				
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>)	56	71	86	55
Programming must begin by:	First day of CLC programming			
Family Enrichment Standards				
Minimum events per semester/CLC Program Cycle	2	2	2	2
Minimum events per year	4	4	4	4
Min. Unduplicated families per year	30	30	30	30
All CLC parents must complete initial Parent Orientation by:	September 28, 2018	September 28, 2018	September 28, 2018	September 28, 2018
CLC parents/families enrolling after initial Parent Orientation:	Must receive written orientation materials within 1 week of student enrollment date			



Curricula Standards:

Lions Quest Curriculum Standards

Minimum Time per <u>week</u>	60 minutes
Minimum <u>Weekly</u> Attendance	20 CLC students
Programming must begin by:	September 10, 2018
Programming may not end earlier than:	May 6, 2019

“Reading is a Super Power” Comic Book Club Curriculum Standards

Minimum Time per <u>week</u>	60 minutes
Minimum <u>Weekly</u> Attendance	15 CLC students
Programming must begin by:	September 10, 2018
CLC Programming may not end earlier than:	May 6, 2019



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2018-19 MPS Community Learning Centers *Program Guidelines and Standards*

Milwaukee Public Schools requires each 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 CLC Project Team. 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.

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

WHAT IS THE PURPOSE OF THE 21ST CENTURY CLCS?

The purpose of the program is to create community learning centers that provide students with academic enrichment opportunities as well as additional activities designed to complement their regular academic program. Community learning centers must also offer the families of these students, literacy and related educational development. CLCs, which can be located in elementary or secondary schools or other similarly accessible facilities, provide a range of high-quality services to support student/family learning and development, including tutoring and homework help, academic enrichment (such as hands-on science or technology programs), community service opportunities, as well as music, arts, sports, and cultural activities. At the same time, centers will help working parents by providing a safe environment for students when school is not in session.

Authorized under Title IV, Part B, per ESSA SEC. 4201(a), the purpose of the 21st CCLC grant is to:

1. Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low performing schools, to meet the challenging state academic standards;
2. Offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academic program of participating students.
3. Offer families of students served by Community Learning Centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

What do Community Learning Centers do?

A community learning center offers academic, artistic, and cultural enrichment opportunities to students and their families when school is not in session. According to section 4201(b)(1) of the law, a community learning center assists students in meeting state and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment. Centers also provide students with a broad array of other activities – such as drug and violence prevention programs- during periods when school is not in session (such as before and after school or during summer recess). Community learning centers must also serve the families of participating students, e.g., through family literacy programs.

For what activities may a grantee use CLC funds?

CLC programs should offer a broad array of activities that address the purposes of the 21st CCLC grant. Each CLC must offer:

1. At least one type of academic enrichment programming that aligns with state academic standards, any local academic standards, and local curricula designed to improve student academic achievement. *(Note: All CLC participants should have access to academic enrichment programming that goes beyond remedial education activities or tutoring services.);*
2. At least two additional types of services, programs, and/or activities that contribute to overall student success (i.e., youth development activities, social and emotional learning activities, or recreational activities); and
3. Programming for the adult family members of CLC students.

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Per WI DPI, below is a list of authorized activities for 21st CCLC programs:

- Mentoring programs
- Remedial education activities
- Tutoring services
- Service learning
- Activities that enable students to be eligible for credit recovery
- Literacy education programs
- Mathematics education programs
- Arts and music programs
- Counseling programs
- Financial literacy
- Environmental literacy
- Nutritional education
- Regular, structured physical activity programs
- Services for individuals with disabilities
- Programs for English Language Learners
- Cultural programs
- Telecommunications and technology education
- Expanded library service hours
- Parenting skills programs that promote parental involvement and family literacy
- Programs that provide assistance to students who have been truant, suspended, or expelled
- Drug and violence prevention programs and counseling programs
- Programs that build skills in science, technology, engineering, and mathematics (STEM)
- Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2008 and the Workforce Innovation and Opportunity Act

Community Learning Centers are reminded of their obligation under section 504 of the Rehabilitation Act to ensure that their community learning center program is accessible to persons with disabilities.

Community Learning Centers are strongly encouraged to link with other school and community-based programs to provide a range of quality services for students and their families. These activities should be available for a significant number of hours each week, during non-school hours.

Must services be provided to adult family members of program participants?

Yes. CLC programs must offer adult family members of CLC participants opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

MILWAUKEE PUBLIC SCHOOL'S 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.

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2018-19 MPS Community Learning Centers *Selection, Recruitment, and Retention of CLC Participants*

Selection of CLC Participants:

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

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

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

Examples of selection criteria:

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

Recruitment of CLC Participants:

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

Retention of CLC Participants:

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

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2018-19 MPS Community Learning Centers K5/K8 *High Quality Homework Help*

Required Start Date: No later than September 10, 2018

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

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

Program Requirements:

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

Collaboration Requirements:

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

Design:

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

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

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

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

Recommended Resources from You for Youth:

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

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2018-19 MPS Community Learning Centers MS/HS High Quality Homework Help

Required Start Date: No later than August 20, 2018

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

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

Program Requirements:

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

Collaboration Requirements:

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

Design:

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

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

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

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

Recommended Resources from You for Youth:

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

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2018-19 MPS Community Learning Centers K5/K8 *Academic Enrichment*

Required Start Date: No later than September 10, 2018

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

Program Requirements:

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

Collaboration Requirements:

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

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

High quality academic enrichment activities are:

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

High quality academic enrichment activities are NOT:

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

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

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

Mandated Academic Enrichment Curricula

All elementary/K-8 sites will be required to implement the following mandated academic enrichment program specified by grade level, unless an alternative curriculum has been approved for use by MPS. MPS shall evaluate proposed alternative curriculum in accordance with the criteria set forth in the 21st Century Community Learning Center Grant program Application Guidelines for 2018-2019. Please complete the 2018-19 CLC Enrichment Curriculum Criteria Checklist form and submit to MPS for review and final approval of any proposed academic enrichment curriculum not listed below.

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

As part of the regular schedule of academic programming, all elementary and K-8 sites must facilitate the LitART literacy enrichment curriculum for all participants in grades 1-8 for a minimum of 60 minutes per group. LitART sessions must be offered weekly, beginning September 10, 2018, and ending no earlier than May 17, 2019.

All new staff members from each elementary and K-8 site who are teaching LitART must attend the LitART training in Fall 2018 and requested follow-up trainings throughout the academic school year. MPS Recreation may identify and require staff in need of additional training, including Site and Academic Coordinators, to attend refresher trainings as needed.

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

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

Lions Quest Enrichment Curriculum – K-8 Sites (Social Emotion Learning and Service Learning)

K-8 school sites have an option to choose to facilitate the Lions Quest Out of School Time (OST) enrichment curriculum for a minimum of 20 - 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 10, 2018, and ending no earlier than May 6, 2019.



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A minimum of two staff members from each K-8 school site must attend Lions Quest training in Fall, 2017 and requested follow-up trainings throughout the academic school year. MPS Recreation may identify and require staff in need of additional training, including Site and Academic Coordinators, to attend refresher trainings as needed.

Attendance records must be documented in APlus for all individual Lions Quest activities. Each site must participate in at least one "approved" Community Service Learning Project ("CSLP") to be completed no later than May 6, 2019.

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 10, 2019. A video diary of the CSLP, (minimum of 5 minutes), and a written project narrative must accompany each project.

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

"Reading is a Super Power" Comic Book Club Literacy Enrichment Curriculum - Middle and High School Sites

As part of the regular schedule of academic programming, all middle and high school sites (and selected K5/K8 sites) must facilitate the "Reading is a Super Power" Comic Book Club Literacy Enrichment Curriculum for a minimum of 15 participants at least once per week for a minimum of 60 minutes. Comic Book Club sessions must be offered weekly, beginning September 10, 2018, and ending no earlier than May 6, 2019.

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

Attendance records must be documented in APlus for all individual Comic Book Club activities. Each site must complete one approved culminating project no later than May 9, 2019. Each site must also participate in the culminating Comic Book Club event which will take place by May 9, 2019.

A minimum of two staff members and three students from each middle and high school site must attend Comic Book ComicCon Wrap –Up Celebration to present their final project on May 9, 2019.

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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2018-19 MPS Community Learning Centers MS/HS Academic Enrichment

Required Start Date: No later than August 20, 2018

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

Program Requirements:

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

Collaboration Requirements:

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

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

High quality academic enrichment activities are:

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

High quality academic enrichment activities are NOT:

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

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

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

Mandated Academic Enrichment Curricula

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

As part of the regular schedule of academic programming, all middle and high school sites must facilitate the Lions Quest Out of School Time (OST) enrichment curriculum for a minimum of 20 participants at least once per week for a minimum of 60 minutes. Lions Quest sessions must be offered weekly, beginning September 10, 2018, and ending no earlier than May 6, 2019.

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

Attendance records must be documented in APlus for all individual Lions Quest activities. Each site must participate in at least one “approved” Community Service Learning Project (“CSLP”) to be completed no later than May 6, 2019.

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 10, 2019. A video diary of the CSLP, (minimum of 5 minutes), and a written project narrative must accompany each project.

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

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

As part of the regular schedule of academic programming, all middle and high school sites must facilitate the “Reading is a Super Power” Comic Book Club Literacy Enrichment Curriculum for a minimum of 15 participants at least once per week for a minimum of 60 minutes. Comic Book Club sessions must be offered weekly, beginning September 10, 2018, and ending no earlier than May 6, 2019.

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

Attendance records must be documented in APlus for all individual Comic Book Club activities. Each site must complete one approved culminating project no later than May 9, 2019. Each site must also participate in the culminating Comic Book Club event which will take place by May 9, 2019.

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A minimum of two staff members and three students from each middle and high school site must attend Comic Book ComicCon Wrap –Up Celebration to present their final project on May 9, 2019.

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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2018-19 MPS Community Learning Centers K5/K8 *Youth Recreation*

Required Start Date: No later than September 10, 2018

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 10, 2018, and operate for a minimum of 30 minutes per day, four days a week, and end no earlier than May 17, 2019.

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

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

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

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

As part of the regular schedule of recreation programming, all elementary and K-8 sites must facilitate the SPARK curriculum for all participants ages 5-14 for a minimum of 45 minutes per group. SPARK sessions must be offered weekly, beginning September 10, 2018, and ending no earlier than May 17, 2019.

One staff member from each elementary and K-8 site must attend a SPARK training in Fall 2018 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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2018-19 MPS Community Learning Centers MS/HS *Youth Recreation*

Required Start Date: No later than August 20, 2018

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 20, 2018, and operate for a minimum of 45 minutes per day, four days a week, and end no earlier than May 3, 2019.

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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2018-19 MPS Community Learning Centers PARENT ORIENTATION & FAMILY ENRICHMENT ACTIVITIES

Parent Orientation

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

This may be completed through a mass gathering, individual parent meetings or a combination of the two. Participation/attendance at all mass gathering parent orientation events must be documented in APlus as a parent orientation activity. School-led open house events are not sufficient, unless an audience of CLC parents is separately addressed. All CLC families must receive written orientation materials by September 28, 2018. For CLC families enrolling after that date, written orientation materials must be received within one week of the enrolment date.

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

Family Enrichment Activities

Program Content:

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



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



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2018-19 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 2018-19 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. Site and Academic Coordinators will coordinate training sessions on a quarterly basis based on the following options.

PD Options for Frontline Staff

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



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- On-Site Training Developed using MPS Provided Training Topics
 - Site Coordinators may develop training topics using the following resource to address site-specific needs to enhance programming:
 - ✓ You for Youth Website
 - ✓ SEDL Toolkit (Online)
 - ✓ Afterschool Style in Practice: 25 Skill Building Meetings for Staff
 - ✓ Beyond the Bell Toolkit Staff Handbook
 - ✓ Academic Content: Afterschool Style
 - Suggested Structure: On-site presentation = 1 hour minimum; Group Discussion, Modeling or Practice = 30 minutes; Action/Program Improvement Plan = 30 minutes

Required Documentation

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

Completed PD Materials

The Site Coordinator must submit the completed *PD Session Summary Report* and the agenda for the training on a quarterly basis. These items must be emailed to Lisa Mitchell. **Note:** Paper materials (fax or mailed) will not be accepted.

Quarterly Due Dates for PD Documentation:

- November 2, 2018
- January 11, 2019
- March 8, 2019
- May 10, 2019

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2018-19 MPS Community Learning Centers
CLC Policy/Procedures for Addressing Program Discrepancies
(Intervention of Site Observation Follow-Up)

Note: 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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2018-19 MPS CLC Corrective Action Plan (CAP) *Policy and Procedures*

Policy

All Community Learning Centers (CLC) and Lead Agency Partners must comply with the items set forth in the school year and summer CLC contracts between MPS and the Lead Agency. In situations in which a CLC site is consistently non-compliant in meeting one or multiple contract standards the creation and execution of a formal Corrective Action Plan (CAP) is required.

Purpose

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

Procedures

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

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

- 1) Address an email to the CLC Site Coordinator, Academic Coordinator, Lead Agency, School Principal, and MPS Recreation Manager.
 - a. In a 4-5 sentence paragraph, outline the non-compliance issue at hand as well as the steps taken to attempt to resolve the issue prior to this point.
 - b. Explain the need for a CAP to abide by grant and contract standards for the betterment of the CLC student population.
 - c. Request a meeting time to develop the CAP with the involved parties. Mandatory attendees: CLC Project Team member, Site Coordinator and Lead Agency. Voluntary attendees: Principal, Academic Coordinator, other Lead Agency staff.

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



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2018-19 MPS CLC Corrective Action Plan (CAP)

██████ CLC

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

Lead Agency Responsible: [Click here](#)

Description of the non-compliance to be addressed:

The determined root cause of the non-compliance:

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

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

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

Meeting Documentation:

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

CAP Closing Summary

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

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

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

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

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

MPS CLC Project Team Recommendation:

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

Explanation of Recommendation:



2018-2019 Community Learning Center Program Plan - Cycle 1

Site Name:

K5/K8 Due Date: Friday, August 31, 2018, by 4:30 p.m.

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

Proposed CLC Days and Hours of Operation

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

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

Cycle 1 - Per CLC contract, CLC programs must begin on or before September 10, 2018 and end on or before January 18, 2019.

Cycle 2 - Per CLC contract, CLC programs must begin on January 21, 2019. Cycle 2 may not end earlier than May 31, 2018. **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 21 and February 28, 2019.**

CLC Year-End Review: To discuss CLC performance with Principal, Lead Agency Representative, Site Coordinator, Academic Coordinator and MPS Project Team. Year-End dates are tentative based on MPS Project Team availability. **Note: Must be completed if required by MPS Recreation Project Team. Must be completed by June 7, 2019.**

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

Principal's Name

Lead Agency Director's Name

Principal's Signature

Date

Director's Signature

Date



2018-19 CLC Site Information

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

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

Authors of the CLC Cycle One Program Plan

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

This section to be completed by the MPS Recreation Division

CLC Cycle One Program Plan Approval

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

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

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

Approved by: _____ Date: _____
(Signature)



Strategies for Recruitment and Retention of Participants

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

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

Academic Enrichment

Describe your Recruitment Strategies in detail:

Describe your Retention Strategies in detail:

Youth Recreation

Describe your Recruitment Strategies in detail:

Describe your Retention Strategies in detail:

Family Enrichment

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

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



2018-19 CLC Program Safety Plan

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

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

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

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

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

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

September: _____ **November:** _____ **March:** _____

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

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

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

Name:	Expiration Date:	Name:	Expiration Date:
Name:	Expiration Date:	Name:	Expiration Date:
Name:	Expiration Date:	Name:	Expiration Date:
Name:	Expiration Date:	Name:	Expiration Date:
Name:	Expiration Date:	Name:	Expiration Date:
Name:	Expiration Date:	Name:	Expiration Date:
Name:	Expiration Date:	Name:	Expiration Date:
Name:	Expiration Date:	Name:	Expiration Date:
Name:	Expiration Date:	Name:	Expiration Date:
Name:	Expiration Date:	Name:	Expiration Date:

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

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

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

Name:	Expiration Date:	Name:	Expiration Date:
--------------	-------------------------	--------------	-------------------------

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

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

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



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

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

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

CLC Staff Roster

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

Youth ages 3-4 years

1:10

Group Max.: 20 with two staff

Youth ages 4-5 years

1:13

Group Max.: 24 with two staff

Youth ages 5-6

1:17

Group Max.: 34 with two staff

Youth ages 6+

1:18

Group Max.: 36 with two staff

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

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





2018-2019 Community Learning Center Program Plan - Cycle 1

Site Name:

MS/HS Due Date: Friday, August 17, 2018, by 4:30 p.m.

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

Proposed CLC Days and Hours of Operation

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

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

Cycle 1 - Per CLC contract, CLC programs must begin on or before August 20, 2017 and end on or before January 18, 2019.

Cycle 2 - Per CLC contract, CLC programs must begin on January 21, 2019. Cycle 2 may not end earlier than May 17, 2019. **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 22 and February 28, 2019.**

CLC Year-End Review: To discuss CLC performance with Principal, Lead Agency Representative, Site Coordinator, Academic Coordinator and MPS Project Team. Year-End dates are tentative based on MPS Project Team availability. **Note: Must be completed if required by MPS Recreation Project Team. Must be completed by June 7, 2019.**

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

Principal's Name

Lead Agency Director's Name

Principal's Signature

Date

Director's Signature

Date



2018-19 CLC Site Information

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

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

Authors of the CLC Cycle One Program Plan

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

This section to be completed by the MPS Recreation Division

CLC Cycle One Program Plan Approval

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

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

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

Approved by: _____ Date: _____
(Signature)



Strategies for Recruitment and Retention of Participants

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

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

Academic Enrichment

Describe your Recruitment Strategies in detail:

Describe your Retention Strategies in detail:

Youth Recreation

Describe your Recruitment Strategies in detail:

Describe your Retention Strategies in detail:

Family Enrichment

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

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



2018-19 CLC Program Safety Plan

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

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

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

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

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

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

September: _____ **November:** _____ **March:** _____

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

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

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

Name:	Expiration Date:	Name:	Expiration Date:
Name:	Expiration Date:	Name:	Expiration Date:
Name:	Expiration Date:	Name:	Expiration Date:
Name:	Expiration Date:	Name:	Expiration Date:
Name:	Expiration Date:	Name:	Expiration Date:
Name:	Expiration Date:	Name:	Expiration Date:
Name:	Expiration Date:	Name:	Expiration Date:
Name:	Expiration Date:	Name:	Expiration Date:
Name:	Expiration Date:	Name:	Expiration Date:
Name:	Expiration Date:	Name:	Expiration Date:

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

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

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

Name:	Expiration Date:	Name:	Expiration Date:
--------------	-------------------------	--------------	-------------------------

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

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

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



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

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

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

CLC Staff Roster

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

Youth ages 3-4 years

1:10

Group Max.: 20 with two staff

Youth ages 4-5 years

1:13

Group Max.: 24 with two staff

Youth ages 5-6

1:17

Group Max.: 34 with two staff

Youth ages 6+

1:18

Group Max.: 36 with two staff

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

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





2018-19 MPS Community Learning Centers Request to Purchase Equipment Over \$150

CLC Site: _____ Date: _____

Name and type of equipment to be purchased: _____

Link to equipment to be purchased or vendor name: _____

Total cost of equipment to be purchased: _____

Purpose of equipment to be purchase: _____

CLC Site Coordinator Electronic Signature _____ Date _____

CLC Lead Agency Representative Electronic Signature _____ Date _____

CLC Project Staff Signature _____ Date _____

For completion by MPS Recreation

Approved

MPS Inventory ID # Assigned to Equipment: _____

Denied

Reason for Denial: _____

MPS Recreation Coordinator Signature Date

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



MPS COMMUNITY LEARNING CENTER ROLES & RESPONSIBILITIES SITE COORDINATOR

- ▲ Develop and submit in conjunction with the Principal, Academic Coordinator, Lead Agency, and Core Group of Teachers, a high quality, ready-for-DPI-review CLC Program Plan that identifies the learning curricula and other activities to be implemented in the CLC program, including recreational, social, and academic activities.
- ▲ Assist Academic Coordinator, Principal, Lead agency, 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.
- ▲ 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 written paperwork related to CLC programming such as attendance, accident/incident reports, surveys, etc. in accordance with required deadlines. All submitted paperwork must be complete, accurate, and legible.
- ▲ Complete assignments and duties as directed by the Lead Agency and per CLC contractual requirements.
- ▲ Attend School Learning Team meetings, School Governance Council meetings, bi-monthly CLC Site Coordinator mandatory meetings, required trainings and professional development to ensure ongoing communication with day school, and CLC Project Team Staff.
- ▲ Become trained in the APlus attendance tracking system. Ensure that data entered into the APlus System (i.e., program activities, participant registrations, rosters, and attendance) is up to date and accurate, including:
 - APR data
 - Site Information data
 - Program activities
 - Participant registrations
 - Rosters
 - Daily attendance
- ▲ Keep all signed registration forms and attendance records in a secure, locked place. All CLC records, including registration, attendance, and financial documents, must be retained/archived in a secure location for a period of at least seven years. Records may be kept on file digitally.
- ▲ Complete annual mid-year reviews to discuss CLC performance with Principals, Lead Agency Representative, Academic Coordinators, and CLC Project Team. Complete end-of-year reviews as required.
- ▲ Identify and work with non-profit organizations, governmental bodies, and philanthropic organizations in developing "sustainability" resources for CLC program operations.
- ▲ Work with CLC Lead Agency, Principal, and CLC team to submit a high-quality annual CLC Yearly Performance Report (annual grant renewal) as required by DPI in accordance with required deadlines.



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.

- ▲ 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 Site Coordinator, Principal, 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 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.
- ▲ Assist the day school in recruiting and retaining students **with the greatest academic need** to participate in CLC academic activities such as math, literacy, or science enrichment, tutoring, and homework support programs. Targeted students will be selected based on specific criteria developed by the CLC team, but not limited to:
 - Reading and/or Math scores are Below Target, Well Below Target, or Significantly Below Target in reading and/or math STAR assessments,
 - Failing/poor grades as reported on District report cards or progress reports, and/or
 - Teacher, principal, or parent referrals.
- ▲ Facilitate training for the CLC staff and volunteers in a variety of areas: academic support; Common Core State Standards; School and District Improvement Plan Objectives; and You 4 Youth (y4y) afterschool professional development resources, etc.
- ▲ Communicate regularly (i.e., daily, weekly, as needed) with classroom teachers regarding student progress and individual student needs that can be supported through the CLC extended day academic program.
- ▲ Collect, monitor, evaluate, and share student data on an ongoing basis to determine the effectiveness of the strategies and curricula implemented.
- ▲ 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 – 6/23/2017

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 designate a representative to complete tasks.
- ▲ Develop and submit in conjunction with the Principal, Academic Coordinator, Site Coordinator, and Core Group of Teachers, a high quality, ready-for-DPI-review CLC Program Plan that identifies the learning curricula and other activities to be implemented in the CLC program, including recreational, social, and academic activities.
- ▲ Assist the Principal, Site Coordinator, Academic Coordinator, and day school in recruiting and retaining students for all CLC program activities.
- ▲ Provide and/or facilitate professional development training opportunities for the CLC staff in the areas of program development; first aid and CPR; behavior management strategies; program planning; lesson plan design and implementation; etc.
- ▲ Hire and evaluate all CLC Staff. Conduct criminal background checks on all individuals planning to work and/or volunteer in the CLC. Submit to MPS results of all criminal background checks.
- ▲ By the 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.
- ▲ Regularly 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 Grant Renewal Applications as required by DPI in accordance with required deadlines.
- ▲ Attend CLC APlus training as required by MPS Recreation.
- ▲ 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. The Site Coordinator will be responsible for the overall development and implementation of the CLC Needs Assessment.



UPDATED – 6/23/2017

MPS COMMUNITY LEARNING CENTER ROLES & RESPONSIBILITIES PRINCIPAL

- ▲ Conduct the interview process for the identification, selection, and contracting of the Community Based Organization (CBO) that will serve as the CLC Lead Agency.
- ▲ Identify in conjunction with the Lead Agency a Site Coordinator to oversee CLC operations on site, and an Academic Coordinator who is a certified teacher to oversee the academic component of the CLC.
- ▲ Identify in conjunction with the Academic Coordinator, a core group of teachers from the day school who will actively support the implementation of a quality academic program for the CLC.
- ▲ Monitor the CLC program on a quarterly basis (**October, January, March, and May**). Provide resources and ongoing training, in alignment with day school professional development opportunities, for CLC staff as needed based on quarterly monitoring observations to ensure continuous program improvement, quality and safety and alignment with day school students' academic needs.
- ▲ Identify and implement appropriate strategies to assess student progress in the CLC academic program as aligned with the School Improvement Plan needs.
- ▲ Develop and submit in conjunction with the Academic Coordinator, Site Coordinator, Core Group of Teachers and Lead Agency, a CLC Program Plan that identifies the learning curricula and other activities to be implemented in the CLC program; including recreational, social, and academic activities.
- ▲ Support the CLC Lead Agency in ensuring that all CLC Staff positions (Site Coordinator, Academic Coordinator, Safety, Data, etc.) are filled at all times. In cases where staffing vacancies exist, Principal will provide support as needed to complete tasks.
- ▲ 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 direct success of CLC.
- ▲ Provide adequate office space in the school (desk, locked filing cabinet, phone line, voice mail set up or answering machine, MPS-networked computer, secured storage space) for CLC Site Coordinator
- ▲ Provide access to an appropriate number of classrooms, labs, gyms, cafeteria, libraries, and computers/computer labs to support CLC program needs and assure an appropriate learning environment.
- ▲ Work with CLC Lead Agency, Site Coordinator, and CLC team to submit annual CLC Grant Renewal Application 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 – 6/23/2017

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.
- ▲ Work with CLC Lead Agencies, Principals, Site Coordinators, and CLC team to submit CLC Yearly Performance Reports 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.



2018-19 COMMUNITY LEARNING CENTERS

Request for Professional Training/Conference Reimbursement

Name of Training/Conference: _____

Date(s) of Training/Conference: _____ Training Location: _____

Name of Organization Offering Training: _____

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

Purpose for Attending Training: _____

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

Monthly Cost Report

For Use by MPS Finance

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

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

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

CLC Program Year: 2018 - 2019

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

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

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

Agency Director: _____ Date: _____

CLC Principal: _____ Date: _____

CLC Schedule of Paid Costs Monthly Report

Project Name: 21st Century CLC	Account No.:	Budget Cost Category:	Cost Report Number				
	<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 Amount	Reimbursed
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	0	0	0	0	0	0	0	0	0	0	0	0	0
Cumulative	0	0	0	0	0	0	0	0	0	0	0	0	0

Lead Agency: _____
 Accepted By MPS: _____

Date: _____
 Date: _____

COMMUNITY LEARNING CENTER PROGRAM BUDGET

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

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)		

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

COMMUNITY LEARNING CENTER PROGRAM BUDGET

Equipment Purchases - Direct	<u>Give Detailed description</u>	Totals
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.		

CLC COST CATEGORIES

APPENDIX G

CATEGORY	DESCRIPTION
Personnel (Direct)	<ul style="list-style-type: none"> ▶ Direct Program Employee's Salary / Wages Expense
Fringe Benefits (Direct)	<ul style="list-style-type: none"> ▶ Insurance (Disability, Health & Dental, Life) ▶ Medicare ▶ Retirement ▶ Social Security ▶ Unemployment Compensation ▶ Workers Compensation
General Services (Direct)	<ul style="list-style-type: none"> ▶ 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)	<ul style="list-style-type: none"> ▶ 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)	<ul style="list-style-type: none"> ▶ General Office Products & Consumable Supplies ▶ Equipment Supplies (i.e., paper, ink, etc.) ▶ Program Publications & Periodicals ▶ Program Subscriptions/Books ▶ Mailings / Postage ▶ Duplicating
Equipment Purchase (Direct)	<ul style="list-style-type: none"> ▶ Computer / Printer ▶ Copy/Fax Machine ▶ Photographic ▶ Furniture ▶ Audio ▶ Telephone/Answering Machine
Equipment Rental (Direct)	<ul style="list-style-type: none"> ▶ Audio /Visual ▶ Furniture ▶ DJ Equipment
Contractual	<ul style="list-style-type: none"> ▶ Subcontracted Services
Transportation (Direct)	<ul style="list-style-type: none"> ▶ Contracted Busses and Leases/Bus Tickets
Administrative/In direct Cost	<ul style="list-style-type: none"> ▶ A percentage of Provider's indirect Administrative Staff Cost ▶ Bookkeeper / Accountant fees for preparing and maintaining Program records, budget, cost ▶ Consumable Agency Supplies used for CLC functions ▶ Program Audit and insurance fees ▶ Criminal Background Checks for Program Staff ▶ Employee Drug Screening & Health Screening

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 H.

The maximum amount for administrative costs is limited to \$10,000 CLC sites whoses grant awards are \$99,000 - \$137,500. CLC s whoses grant awards are \$ 75,000 are limited to a maximum of \$5,000 for administrative costs. The maximum amount for administrative costs for Wisconsin Shares funds is 10% of the submitted costs report.

CONTRACTUAL SERVICES:

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

EQUIPMENT PURCHASE:

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

EQUIPMENT RENTAL:

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

FRINGE BENEFITS:

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

GENERAL SERVICES:

Identified and documented costs paid for services provided to and/or for 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.

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

PROGRAM SUPPLIES:

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

TRANSPORTATION:

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

UNALLOWABLE COST ITEMS:

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

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

HUB AND STUDENT ENGAGEMENT INFORMATION AND FORMS

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

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

Program Specifications: Historically Utilized Businesses (HUB)

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

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

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

Respondents are free to meet HUB participation requirements with any certified HUB vendor as long as proof of HUB certification is provided. Respondents may also contact MPS’s Office of Contract Compliance Services for a list of MPS-registered HUB firms. **NO CREDIT FOR PARTICIPATION WILL BE GRANTED UNTIL MPS-RECOGNIZED HUB FIRM CERTIFICATION DOCUMENTATION IS RECEIVED.**

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

Organizations with questions about the HUB Program before contract award should email those questions to 505@milwaukee.k12.wi.us.

Program Specifications: Student Engagement Program

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

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

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

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

HUB and Student Engagement Sanctions

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

APPENDIX H

HUB Utilization Plan

Page 1 of 2

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

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

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

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

COMPANY NAME: _____

ADDRESS: _____

PHONE #: _____ EMAIL: _____

CONTACT PERSON: _____

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

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

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

DOLLAR AMOUNT OF HUB PARTICIPATION: \$ _____

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

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

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

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

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

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

At Milwaukee, Wisconsin, this _____ day of _____ 20____

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

AFFIX YOUR CORPORATE SEAL HERE: 

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

Print or type the name of the authorized signer:

Proposer's Signature and Title:

Signature Title

APPENDIX H1 - A

Prime Vendor Information Sheet

Page 1 of 1

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

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

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

Are you a certified MBE firm? Yes No Certifying Agency _____

Are you a certified WBE firm? Yes No Certifying Agency _____

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

Total number of all employees within your company: _____

Number of minority employees within your company: _____

Number of women employees within your company: _____

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

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



SCHEDULE H1-B

Student Career Awareness/Education Plan/Commitment

Project/Contractor Information

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

Name of Education Liaison Contact

_____	_____	_____	_____
CONTACT PERSON	PHONE	FAX	E-MAIL

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

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

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

I hereby declare and affirm that I, _____

am a duly authorized representative of _____

located in _____

STATE COUNTY CITY

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

_____	_____	_____
SIGNATURE OF AUTHORIZED COMPANY OFFICER	TITLE	DATE

For Office Use Only

_____	_____	_____
SIGNATURE OF CCS REPRESENTATIVE	TITLE	DATE

ACORD.	CERTIFICATE OF LIABILITY INSURANCE	OPID JI 9MPS--1	DATE (MM/DD/YYYY) 7/28/17
PRODUCER <div style="text-align: center; font-size: 1.2em;"> Insurance Co. Name (Agency) </div>	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.		
INSURED <div style="text-align: center; font-size: 1.2em;"> Name of Organization </div>	INSURERS AFFORDING COVERAGE INSURER A: INSURER B: Name(s) of Insurance Carriers INSURER C: INSURER D: INSURER E:	NAIC #	

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 LTR	ADD'L 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 <input type="checkbox"/> OCCUR <input checked="" type="checkbox"/> Sex Abuse Molestation GENERAL AGGREGATE LIMIT APPLIES PER <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC				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"/> HIRED 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 <input type="checkbox"/> ANY AUTO				AUTO ONLY - EA ACCIDENT \$ OTHER THAN EA ACC AGG \$
		EXCESSUMBRELLA LIABILITY <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> 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 STATU-TORY LIMITS <input type="checkbox"/> OTH-ER \$ 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

Donald Bennett

Recreation Manager

Contact Person:
 Phone Number:
 Fax Number:



**MILWAUKEE
PUBLIC SCHOOLS**



2018-2019 Suggested CLC Fee Rates

Early Elementary/K8 Schools

<u>Session</u>	<u>Time</u>	<u>Daily Rate</u>	<u>Weekly Rate</u>
AM Only – 1	7:00-7:45 AM	\$4.00	\$20.00
AM & PM – 2	7:00-7:45 AM & 2:30-4:30 PM	\$9.80	\$49.00
AM & Late PM – 3	7:00-7:45 AM & 2:30-6:00 PM	\$16.60	\$83.00
PM Only – 4	2:30-4:30 PM	\$8.00	\$40.00
Late PM Pick-up – 5	2:30-6:00 PM	\$14.00	\$70.00

Late Elementary/K8 Schools

<u>Session</u>	<u>Time</u>	<u>Daily Rate</u>	<u>Weekly Rate</u>
AM Only – 1	7:00-9:00 AM	\$8.00	\$40.00
AM & PM – 2	7:00-9:00 AM & 3:45-4:30 PM	\$9.80	\$49.00
AM & Late PM – 3	7:00-9:00 AM & 3:45-6:00 PM	\$16.60	\$83.00
PM Only – 4	3:45-4:30 PM	\$4.00	\$20.00
Late PM Pick-up – 5	3:45-6:00 PM	\$8.60	\$43.00

Minimum/Maximum Annual Registration Fee*

\$5.00 minimum - \$10.00 maximum-per student

*Fees may be waived for Wisconsin Share Recipients

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

**21st Century
Community Learning Center
Grant Program
Application Guidelines
For 2018-2019**

Division for Learning Support



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

November 2017

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GENERAL PROGRAM INFORMATION

Requirements at a Glance

Who is eligible to apply?	Any public or private entity proposing to serve a qualifying school.
What is a qualifying school?	<p>Schools that either:</p> <ul style="list-style-type: none"> • Are in program improvement status per Title I designation, <p>Or</p> <ul style="list-style-type: none"> • Have been determined by a LEA 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. <p>Note: Programs must target students who primarily attend schools eligible for schoolwide Title I programs.</p>
How much is the award?	<p>Applicants are eligible to apply for funding based on the projected average daily attendance (ADA)¹ of the program. Funding tiers are as follows:</p> <p>ADA 25-40 = \$80,000 ADA 41-55 = \$100,000 ADA 56-70 = \$115,000 ADA 71-85 = \$130,000 ADA 86 & up = \$145,000 (MAX)</p>
What is the duration of the award?	Applicants are eligible for five years of funding, dependent on adequate annual performance.
What services must the program provide to participants?	Programs must provide academic enrichment activities that align with state academic standards, any local academic standards, and local curricula designed to improve student academic achievement. In addition, programs must offer at least two additional types of services, programs, and/or activities that contribute to overall student success.
Must services be provided to adult family members of program participants?	Yes. Programs must offer adult family members of CLC participants opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.
How many hours and days of service are required?	Programs must operate for a minimum of 10 hours a week for 115 days during the school year.

¹ ADA is calculated as the average number of students present each program day over the total number of days the Community Learning Center (CLC) is open for services to students during the school year.

When can programming for students occur?	Programming may take place before or after school, during school breaks (i.e. spring break or summer recess), and on weekends. Grant-funded programming for students is not allowed during school hours.
Can the program offer services in the summer?	Yes, but it is not required. Programs must offer services during the school year.

Introduction and Background

The Wisconsin Department of Public Instruction (WI DPI) has administered the 21st Century Community Learning Center (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 clearly align academic services to the identified needs of students and to state academic standards. ESSA also broadened the allowable activities to include such things as environmental literacy and apprenticeships.

Authorized under Title IV, Part B of ESEA, and targeting schools and communities in need of services, the purpose of the 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 emotional learning, civic engagement, and nutritional and physical health; and
3. Offer adult family members of program participants opportunities for educational development and engagement in their children's education.

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

An additional priority to be considered includes geographic distribution to ensure, to the extent possible, a distribution throughout the state to urban, suburban, and rural centers that qualify.

PROGRAM GUIDELINES AND REQUIREMENTS

Funding and Eligible Applicants

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

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

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

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

Additional schools may be served under one award, but a minimum of 51% of program participants must come from the primary school identified in the application, and participants from all schools must be served at the primary 21st CCLC site. There is no increase in grant funds for programs serving more than one school.

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

Length of Grant Award

The DPI intends to make grant awards for **five years** to successful applicants. Annual grant awards will be made dependent upon availability of funds and demonstrated satisfactory progress.

Priorities

Priority will be given to applications that:

1. Propose to target services to -
 - a. students that attend schools that -
 - i. have been identified by DPI as *Priority* or *Focus* schools (see <http://dpi.wi.gov/priority-schools> and <http://dpi.wi.gov/focus-schools>);
 - OR**
 - ii. have been determined by the local education agency 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 eligible schools determined as in need of services by the LEA, nor does the DPI dictate what specific elements a LEA must reference when making this determination. The LEA should consider the degree of academic need and other risk factors when identifying the schools in need of services.

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

Program Services:

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

Programs **must provide** academic enrichment programs. This must include services that assist students in meeting challenging state and local academic standards. In addition, programs **must provide** services in two or more program areas that promote youth development. Allowable grant-funded activities include:

- Mentoring programs
- Remedial education activities
- Tutoring services

- Service learning programs
- Activities that enable students to be eligible for credit recovery
- Literacy education programs
- Mathematics education programs
- Arts and music programs
- Counseling programs
- Financial literacy programs
- Environmental literacy programs
- Nutritional education programs
- Regular, structured physical activity programs
- Services for individuals with disabilities
- Programs for English Language Learners
- Cultural programs
- Telecommunications and technology education programs
- Expanded library service hours
- Parenting skills programs that promote parental involvement and family literacy
- Programs that provide assistance to students who have been truant, suspended, or expelled
- Drug and violence prevention programs and counseling programs
- Programs that build skills in science, technology, engineering, and mathematics (STEM)
- Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2008 and the Workforce Innovation and Opportunity Act

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

Program Accessibility

Applicants are reminded of their obligation under section 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. Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance" For more information on this obligation, visit <https://www2.ed.gov/about/offices/list/ocr/504faq.html>.

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

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, assure grant requirements are met, etc. If the coordinator is responsible for one center, they must dedicate a minimum of 20 hours per week towards program management. If the coordinator is responsible for two or more centers, they must dedicate 40 hours per week towards program management. Applicants should maintain records of staff time in order to document that this requirement is met.

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

Collaboration

Proposals should demonstrate a commitment from a variety of community partners and/or external organizations. These organizations can include other public and nonprofit agencies and organizations, businesses, educational entities (e.g., vocational and adult education programs, school-to-work programs, faith-based organizations, community colleges or universities, etc.), recreational, cultural, and other community service entities. Bringing together community organizations and public and private schools ensures that children and families can take advantage of multiple resources in the community and that children and families benefit from the collective resources and expertise available in the community.

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

Evaluation

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. At the outset of the grant, applicants are required to develop local goals and related outcomes and a plan for how such outcomes will be measured, tracked, and shared with stakeholders. For more information about creating program specific goals and outcomes, please see Appendix E of this Application Guidelines document.

Additionally, grantees are required to participate in a self-assessment process during the five year grant cycle. Details on the allowable assessments and schedule for the self-assessment process can be found in Appendix F.

Grantees are also required to submit program data to the federal government using the federal data collection system, known as the Annual Performance Report (APR) system, on a yearly basis. The APR system collects data related to program activities, staffing, participation, and outcomes.

More details regarding specific local, state, and federal evaluation requirements for 21st CCLC programs can be found in Appendix F.

Fiscal Responsibilities

Applicants electing to accept 21st CCLC discretionary funding must comply with all the applicable requirements set forth 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.

In each section of this document, policies and guidance are provided and, if applicable, the section (§) in the Uniform Administrative Requirements or EDGAR is also provided. Below are links to the Uniform Administrative Requirements and the EDGAR Title 34 CFR, Part 76 which governs the administration of 21st CCLC Part B discretionary funds.

<https://www.gpo.gov/fdsys/pkg/FR-2013-12-26/pdf/2013-30465.pdf> establishes uniform grant guidance for Federal awards to non-Federal entities.

<http://www.ecfr.gov/cgi-bin/text-idx?node=34:1.1.1.1.23&rgn=div5> establishes the regulations for State-administered programs of the Department of Education.

Roles and Responsibilities of Fiscal Agent

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 will administer grant funds in accordance to the applicable federal grant financial management and administrative requirements of DPI’s policies and guidance. This includes:

- Working with grant staff to submit application materials, including assurances, project work plan and budgets.
- Hiring or contracting for grant project staff in collaboration with DPI grant staff.
- Issuing grant-funded subcontracts.
- Managing all purchasing.
- Submitting quarterly financial claims.
- Submitting required reports by due date.
- Submitting adjustments, changes, or alterations to the grant project to DPI grant staff throughout the grant year. Significant changes to the grant project will require preapproval by DPI grant staff.

APPLICATION SECTIONS AND INSTRUCTIONS

General Instructions

Applications must be received by the DPI no later than the date identified on the application. Applicants must send one paper copy of the application and required attachments to the address listed on the first page of the application. Applicants must also submit an electronic copy of the application and required attachments to the email address listed on the application. **Applicants must submit the application as one .pdf document and all required attachments as a *separate* single .pdf file in the order required by the application.** Note that the application must be submitted in the original format. Any alteration to the form may result in disqualification.

Section By Section Instructions

Applicants must describe the following in their application for each proposed 21st CCLC site.

- I. **General Information** – include the following:
 - A. name of the applicant agency;
 - B. Data Universal Numbering System (DUNS) number (for more information visit <https://dpi.wi.gov/sites/default/files/imce/school-nutrition/pdf/duns-instructions.pdf>);
 - C. two-digit CESA number;
 - D. two-digit county code number (see Appendix A);
 - E. district administrator or agency lead contact information;
 - F. school principal contact information;
 - G. program contact information (normally the primary contact for the grant);
 - H. total amount of funds requested;
 - I. the name of the primary school to be served;
 - J. the four-digit school code; and
 - K. the four-digit LEA Code.

DPI will not provide the DUNS number, so it is important that applicants verify this before submitting the application.

- II. **Abstract** – Summarize the key elements and features of the proposed program described in the grant application.
- III. **General Assurances**
- IV. **Program Specific Assurances**
- V. **Certification/Signatures** – This must be signed by the District Administrator or the Agency Lead listed on the application, as well as a School Board Clerk or representative of the board of the applicant agency (if a community-based organization or other public or private organization). The signed individuals agree to the grant assurances, verify that the described plan in the application is accurate, and agree to comply with all applicable laws and regulations.

- VI. Certification of Debarment** – Should be signed as an assurance that neither the applicant nor its contractors are prohibited from receiving federal funds or subcontracts.
- VII. Consortium Verification** – Only needed if funding is designated to a consortium of school districts.
- VIII. Program Overview** – This section provides a snapshot of the program’s target audience. Applicants should include the name of the school to be served, grades served by the school, number of students currently enrolled, projected ADA for the proposed 21st CCLC program (calculated as the average number of students present over the total number of days the program operates in a school year), eligibility category (*Priority* or *Focus* school status, or school identified by LEA as needing services), schoolwide Title I eligibility status, or whether the school has received 21st CCLC funds in past years, the tier of funding being applied for, and a narrative description justifying the projected ADA. Previously funded applicants must explain any difference between the projected ADA and the ADA from the program’s final year of funding.
- IX. Statement of Need** – Applicants should conduct a needs assessment to measure the degree of need for services provided by the 21st Century Community Learning Center program. Information provided in the Statement of Need section should reflect the results of the needs assessment. Complete and attach a separate Statement of Need for the top two feeder schools that will be served by the proposed program.
- A. Applicants should reference data reported in the DPI WISEDash portal (<http://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp>) where necessary. Data referenced should: be from the most recent year available; be cited; and reflect the primary school to be served. Data required for this section includes free and reduced lunch eligibility for the targeted school, attendance rates for the school, and state mandated test results. See Appendix H for further information related to using the WISEDash portal.
- Private schools should get their data directly from their school administrator, as it is not available on WISEDash. If certain data is not available (e.g. state assessments), use other data sources to make your case about academic need, in question C.
- B. Applicants should provide a detailed description of their needs assessment process. The names and roles of stakeholders involved in the process should be provided, as well as how the needs assessment was conducted and its timeline.
- C. A description of the results of the needs assessment should be provided. Applicants should cite the sources used to collect data (i.e. surveys, WI Department of Workforce Development, DPI WISEDash, etc). The information should be comprehensive and provide the reviewer with a justification for the need of the program.
- D. Applicants should provide a description of the programs currently available to students attending the targeted school and detail why they are not sufficient in meeting the needs of the target population.

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

Program Goals: Please note, the WI DPI has established four statewide goals for 21st CCLC programs that align with the purposes of the 21st CCLC grant (described above). The state goals are as follows:

1. Programs will provide a stable, safe, and supportive environment to meet the needs of the target population.
2. Programs will challenge youth to develop as learners. (This goal is primarily related to academic enrichment activities.)
3. Programs will support the development of other skills necessary for student success. (This goal is primarily related to non-academic, or additional, activities.)
4. Programs will engage families in support of student learning.

- A. Applicants should complete the table with local goals, expected outcomes, and data sources for each of the four state goals outlined above. Applicants must include at least one local goal for each state goal. Applicants can provide more than one local goal for each state goal, if desired. In that case, applicants should also provide the related expected outcome(s) and data source(s) for the additional goals. **A sample completed table is included below. Please see Appendix E of this document for further guidelines on writing goals and outcomes.**

- a. **Local goals** should be based on local identified needs and be consistent with the purposes of the 21st CCLC grant and the statewide 21st CCLC goals established by the WI DPI. Local goals should reflect the program's specific areas of focus for each of the four state goals (i.e., safe and supportive environment, challenging youth as learners, developing other skills necessary for student success, and engaging families in support of student learning).
- b. **Expected outcomes** should be measurable and should reflect that impact the program hopes to have on participants as a result of working towards its local goals. Outcomes should be ones that can be repeatedly assessed over time to track progress.
- c. **Data sources** are the specific types of evidence that the program will collect to measure progress toward the expected outcomes it has established. Some examples of data sources include, but are not limited to, standardized test scores, responses to locally-developed surveys, and student activity logs.
- d. ****Note that the WI DPI is in the process of developing a statewide evaluation plan for CLC programs in the state. When that plan is implemented, 21st CCLC programs will be required to use the assessment tools and data sources mandated by the state. At that time, 21st CCLC programs may opt to use state tools and data sources only or to continue to use local assessment tools and data sources IN ADDITION to state assessment tools and data sources.****

Sample Completed Table:

State Goals*	Local Goal(s)	Expected Measurable Outcome(s)	Data Source(s)**
Provide a safe, stable, and supportive environment to meet the needs of learners	<ol style="list-style-type: none"> 1. To encourage positive interaction between staff and students 2. To create a welcoming learning environment 	<ol style="list-style-type: none"> 1. At least 60% of students and parents surveyed believe that staff care about them/their child 2. At least 40% of participants will be regular attendees 	<ol style="list-style-type: none"> 1. Responses to pre- and post-surveys given to students and family members by program staff 2. Attendance records
Challenge youth to develop as learners	<ol style="list-style-type: none"> 1. To improve student achievement in math 2. To improve student achievement in reading 	<ol style="list-style-type: none"> 1. 50% of regular 21st CCLC attendees will improve at least one half a letter grade in math on their report card from 1st quarter to 4th quarter 2. 50% of regular 21st CCLC attendees will improve at least one half a letter grade in reading on their report card from 1st quarter to 4th quarter 	<ol style="list-style-type: none"> 1. Student math grades on school report card 2. Student reading grades on school report card
Support the development of other skills necessary for student success	<ol style="list-style-type: none"> 1. To encourage the adoption of healthy lifestyle choices 2. To improve student understanding of how emotion affects behavior 	<ol style="list-style-type: none"> 1. 75% of regular 21st CCLC attendees will report an increase in the number of times they exercise per week by the end of the school year 2. 60% of regular 21st CCLC attendees will report using at least one new calming technique by the end of the school year 	<ol style="list-style-type: none"> 1. Student physical activity logs 2. Responses to student Social and Emotional Learning (SEL) surveys

Engage families in support of student learning	1. To improve family members' feelings of school connectedness	1. 80% of family members who participate in two or more 21 st CCLC family events will report feeling welcome in their student's school by the end of the school year	1. Responses to pre- and post-surveys given to family members by program staff
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Program Evaluation:

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

XI. Program Plan that includes:

Target Population:

- A. Applicants should:
- Provide the average number of students expected to be served daily by the 21st CCLC program during the school year.
 - Provide the projected number of "regular attendees" the 21st CCLC program will serve. A regular attendee is defined as a student who attends 30 or more sessions during the school year.
 - Indicate the grade levels of the students to be served by the 21st CCLC program.

- B. Applicants should describe the students whom the 21st CCLC program will target for recruitment and provide a rationale for targeting those students. Additionally, applicants should describe the recruitment strategies the program will use to ensure targeted students enroll in the program, including a description of the role that day school staff will play in the program's recruitment efforts. **Note** that the 21st CCLC program should target students for recruitment who would benefit most from participation in an after school program. The needs of those students should align with the goals of the grant and with the results of the needs assessment described above. The program should be accessible to all students who would benefit from participation. Students should not be excluded from participation based on disability status.
- C. Applicants should describe the strategies the program will employ to encourage consistent attendance and ensure participants become regular attendees. (A regular attendee is defined as a student who attends 30 or more days per school year.) Programs should consider student interests when encouraging attendance. **Note** that 21st CCLC funds **CANNOT** be used to purchase incentives.

Program Operating Schedule/Days and Hours of Operation:

- D. Applicants should indicate the number of days per week the program will operate, the number of weeks per year it will operate, and the total number of days per school year it will operate. **Note** that 21st CCLC programs are required to offer programming to students for a minimum of 115 days per school year. Days set aside for staff training or planning do not count toward this total.
- E. Applicants should indicate the number of hours each day the program will operate before school and after school, as well as the total number of hours per week it will operate. **Note** that 21st CCLC programs are required to operate for a minimum of 10 hours per week. Programs are allowed to offer programming on weekends, but weekend hours cannot be counted towards the 10 hour per week minimum. Applicants planning to offer before school programming should consult the Before School Programming Guidelines in Appendix D to ensure they are meeting the basic requirements for before school programs.

Program Activities:

- F. Applicants should select the types of activities the program proposes to offer from the list of authorized activities. When choosing activities, applicants should ensure that program offerings comply with the following requirements:
1. **At least one** type of academic enrichment programming that aligns with state academic standards, any local academic standards, and local curricula designed to improve student academic achievement. All 21st CCLC participants should have access to academic enrichment programming that goes beyond remedial education activities or tutoring services.
 2. **At least two** additional types of services, programs, and/or activities that contribute to overall student success (i.e. youth development activities, social and emotional learning activities, or recreational activities).
 3. Programming for the adult family members of 21st CCLC students.

Services for Students:

- G. Applicants should describe **two** student-related activities that the program will implement to address the statewide goal of challenging youth to develop as learners. These activities should exemplify the types of academic enrichment experiences that will be offered to students in the program and should align with the program activities selected in section F of the Program Plan. The description should make it clear to reviewers how each of the activities aligns with the interests and needs of targeted students and provide specific examples of how they will contribute to students' academic growth. Additionally, applicants should provide a description of the research or evidence-based practices the program will incorporate into these activities, particularly ones that will help students meet local or state standards. Research or evidence-based practices are ones that have been shown to complement and enhance participants' academic performance, achievement, postsecondary and workforce preparation, and positive youth development. **Please note that after school activities should provide students with opportunities to practice and develop academic skills in ways that complement, but do not replicate, day school instruction.** Although the program may use research or evidence-based practices that are also employed during the school day, applicants are strongly encouraged to consider best practices specific to after school programs. **Examples of evidence or research-based practices for after school programs are included in Appendix C of this Guidelines document.**
- H. Applicants should provide a description of **two** of the student-related activities or strategies the program will implement to address the statewide goal of supporting the development of other skills necessary for student success and should align with the program activities selected in section F of the Program Plan. These activities or strategies may address a broad array of focus areas, including—but not limited to—youth development, social and emotional learning, recreation, and health/physical fitness. The description should make it clear to reviewers how each of the activities aligns with the interests and needs of targeted students and provide specific examples of how they will contribute to the development of skills that contribute to overall student success. Additionally, applicants should provide a description of the research or evidence-based practices the program will employ related to the selected activities or strategies. Research or evidence-based practices are ones that have been shown to complement and enhance participants' academic performance, achievement, postsecondary and workforce preparation, and positive youth development. Although the program may use research or evidence-based practices that are also employed during the school day, applicants are strongly encouraged to consider best practices specific to after school programs. **Examples of evidence or research-based practices for after school programs are included in Appendix C of this Guidelines document.**
- I. Weekly Schedule: Applicants should **attach a copy of a draft weekly schedule** for the proposed program. If the program will offer **before school programming**, applicants should **attach a separate weekly schedule** of those activities. Applicants planning to offer before school programming should consult the Before School Programming Guidelines in Appendix D.

- J. **Summer Programming:** Applicants should only complete this section if the proposed program will operate during the summer. Applicants should provide an overview of the summer programming that will be offered, including: the number of weeks and numbers of hours per day it will operate; the students who will be served; and a brief description of the types of activities that will be offered. **Please note** that 21st CCLC funds may be used to supplement, but not supplant, other funding sources that are currently being used to fund summer programming. If the school district is currently offering summer programming using local funds, 21st CCLC funds cannot be used to replace that money. However, 21st CCLC funds may be used to provide additional summer programming that complements current offerings.

Services for Adult Family Members:

- K. Applicants should provide a description of the types of activities that will be offered to the adult family members of 21st CCLC participants in order to address the statewide goal of engaging families in support of students' learning. The description should include the frequency with which the activities will be offered, an explanation of how the activities align with the needs and interests of family members and students, and specific examples of how the activities will provide family members with opportunities to be actively and meaningfully engaged in their children's education. If applicable, the description may include a description of how activities will provide adult family members with opportunities to further develop their own literacy skills and/or levels of education. All family events should include an educational component—either related to the family members' own educational needs or to those of their students. **Note** that the WI DPI has not set a minimum number of required family activities per school year. However, the **WI DPI strongly recommends that 21st CCLC programs hold at least four family events per school year, and more if possible.** Applicants may choose to partner with other school programs or initiatives (i.e. Title I) when designing and implementing family programming. However, 21st CCLC funds should only be spent to support the participation of the family members of 21st CCLC participants in the events offered.

Attachments:

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

XII. Staffing Plan that includes:

- A. **All applicants must attach a copy of a position description for the 21st CCLC Program Coordinator**, which should include the number of hours per week the coordinator will work, the job responsibilities and the required qualifications. **Note** that all 21st CCLC programs are required to employ a dedicated program coordinator for a minimum of 20 hours per week, if overseeing one program, and for 40 hours per week, if overseeing multiple programs.
- B. Applicants should describe the model that will be used to staff the proposed program. The description should include the projected staff-to-student ratio, a list of all staff positions **beyond the program coordinator**, and the responsibilities and qualifications associated with each of those staff positions. The staffing model described should clearly

support the implementation of program activities as proposed in the Program Plan section. **Note** that although the WI DPI does not require 21st CCLC programs to maintain a specific staff-to-student ratio, it is recommended that the ratio not exceed 1:15.

- C. If applicable, applicants should describe how the program will recruit and use appropriately qualified people to serve as volunteers. Applicants should only complete this section if they plan to use volunteers. **Note** that all volunteers should be properly vetted before being allowed to work with students and program administration should have a clear plan for effectively using volunteers to support program activities.
- D. All applicants should provide examples of the types of after school-specific professional development opportunities that will be offered to program staff. Although after school staff may attend professional development sessions primarily intended for day school staff when appropriate, applicants should include *at least one example* of training related specifically to after school issues. Any training provided to after school staff should clearly align with the program goals and program plan and should be designed to help staff implement the program as proposed.

Attachments:

All applicants must attach: *A copy of a position description for the 21st CCLC Program Coordinator.*

XIII. Accessibility – Address how the program, site, and information about the program will be accessible to all students and their families, including:

- A. Applicants should describe how safe travel will be assured for all students interested in participating in the program between the center and schools (if applicable), and between the center and home. Transportation cannot be a barrier to participation. The proposed plan should indicate the options the program will provide students to ensure access and transportation. Some options include school buses, car pools, tokens for city buses, taxis, and parent pick-up agreements. **Requiring parents to provide transportation as a condition of student participation is not acceptable.**
- B. If the program takes place in a facility other than the primary school to be served, applicants must describe how they will ensure that the program is at least as available and accessible to students as if the program were to occur in the primary school targeted for services. This includes meeting the American Disability Act accessibility requirements, safely accommodating the number of students and families served, ensuring the program facility is conducive to effective learning, and transporting students to the center in a timely manner.
- C. The community must be made aware of the services provided by the 21st CCLC program. Applicants should describe how information about the center will be disseminated to the community. Applicants are encouraged to consider a variety of methods to demonstrate that they have taken every effort to make the information easily accessible and understandable, including translating materials, if applicable.

- D. **All non-private LEA applicants (i.e. public school districts) must attach a signed Private School Affirmation form (see Appendix I).** If no private schools operate in the service area, a signed affirmation is not necessary. It is the responsibility of the LEA to determine what eligible private schools require consultation. All other applicants (i.e., private schools, community-based organizations, religious organizations, etc.) do not have to submit this form. However, they are required to consult with private schools in the service area of the primary school and to maintain documentation of this consultation.
- XIV. Stakeholder and Community Collaboration** – Provide a description of the collaboration that will take place between schools, parents/guardians, youth, community-based organizations, and other public and private entities in the development, design, implementation and evaluation of the 21st CCLC program to make maximum use of public resources. Applicants are encouraged to consider a wide range of school and community-based programs, people, and resources, which can be effectively incorporated into the 21st CCLC, to help enhance student achievement and youth development.
- A. Applicants should describe how the program will collaborate with the day school(s) attended by participants. The description should make it clear to reviewers how the 21st CCLC program will communicate with day school and how the day school will be involved in supporting the program, including the sharing of space, materials, and resources. **Applicants should also attach a detailed letter from the principal of the primary school to be served demonstrating support of the program.**
- B. Applicants must provide a list of program partners, including the local education agency (LEA), and *at least one, but not more than five*, potential community-based partners. Applicants should explain how the partners, *including* the LEA, will assist in the facilitation of the program’s goals and activities, as described in the Program Plan, above (Section XI). **Applicants should attach a letter of support from *at least one, but not more than five*, of the community-based program partners listed.**
- C. Applicants should describe the efforts the program will undertake to solicit input from families and students in order to shape programming. The description should include the tools the program will use to solicit feedback (i.e. surveys, advisory boards, etc.), the types of input it will seek (i.e. input related to program schedule, program activities, etc.), the frequency with which feedback will be solicited, and examples of how the input will be used to inform programmatic decisions.
- D. **If applicable, applicants should attach a signed Memorandum of Understanding (MOU).** This requirement only applies to applicants that are non-school entities. For example, if an applicant is a community-based organization (i.e., community center, etc.) and is applying to serve students at a nearby school, the organization must have a signed MOU with the school it is proposing to serve. See description below for specific information related to the MOU.

Attachments:**All applicants must attach:**

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

Non-public or private school applicants must also attach:

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

XV. Funding and Sustainability – Document how the 21st CCLC would make good use of funds and would continue without 21st CCLC funds.

- A. Applicants should describe how the program will coordinate with other local, state, and federal funding sources in order to ensure efficient use of grant funds. Applicants should identify and detail supplemental funding resources that will be used to support the grant and should indicate whether or not the resource is in-kind or financial. Some examples of additional funding sources include, but are not limited to, Title I funds, the National Afterschool Snack program, and Fund 80. In no case, however, may 21st CCLC funds be used to supplant other federal activities.
- B. Applicants should outline the efforts that will be taken to provide for the sustainability of the program and to ensure that the program will continue once grant funds expire. Consider goals and timelines related to identifying and pursuing potential sources of support for the program.
- C. 21st CCLC grant funds can be used to supplement, but not supplant, any existing funding sources that support before/after school and/or summer programming. Applicants should describe any current funding sources being used to operate before/after school and/or summer programs at the school(s) to be served. If other funding sources are being used to support programming similar to that offered by 21st CCLC programs, applicants must explain how 21st CCLC funds will be used to expand the scope of the existing program offerings.

XVI. Budget – The budget is a planning document that provides a roadmap to navigate the anticipated expenses for the life of the proposed project. The more accurate the estimate of revenues and costs, the less likely it is that you will need to revise the budget. **Items referenced in the budget should be reflected in the applicant’s proposal narrative.** Applicants should budget around a plan, rather than plan around a budget.

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

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

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

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

No more than 95% of the award may be given to a subcontractor. If subcontracting with a single agency for 25% or more of the award, applicants must provide a detailed budget of expenses. Applicants may choose to submit a detailed budget for subcontracted services using the supplemental budget form posted on the WI DPI’s 21st CCLC web page (<https://dpi.wi.gov/sspw/clc/grant-information>) as a part of their application package. However, this is not a required part of the application process.

If claiming indirect costs, you must use the pre-approved restricted rate negotiated with the DPI. If the applicant does not have a DPI approved rate (<https://dpi.wi.gov/sfs/aid/federal/indirect-costs>), the applicant may use their federally-negotiated rate (if applicable). If the applicant does not have a DPI-approved rate or a federally-negotiated rate, they may claim up to 10% in indirect costs. See the question regarding indirect and direct costs in the FAQ section of this guidelines document for further information.

Complete the **required budgetary forms** under Section XVI:

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

Please remember that **all costs must be reasonable and necessary** to carry out the objectives and plan as described in the application.

Attachment – If the 21st CCLC budget includes purchase of technology equipment, please attach a completed copy of the technology assurances form to your application. The form can be found in Appendix G of this document or on the WI DPI CLC webpage:

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

XVII. Application Checklist – All applicants must submit (in paper and electronic format):

- A. Completed application and budget
- B. Initialed assurances in each section

- C. Consortium verification (if applicable)
- D. Certification signatures
- E. Signed Certification of Debarment
- F. Required attachments:
 - 1. Sample weekly schedule
 - 2. Sample a.m. schedule (if applicable)
 - 3. Program Coordinator position description
 - 4. Letter of support from principal of primary school to be served
 - 5. Letters of support from at least one community based organization, and no more than five
 - 6. Memorandum of Understanding (if applying as a community based organization or other private or public organization serving a school)
 - 7. Private School Affirmation (if applicable)
 - 8. Technology assurances form (if budget includes purchase of technology equipment)

*** Incomplete applications or failure to use the application template may result in the application not being reviewed.***

FREQUENTLY ASKED QUESTIONS

May 21st CCLC program funds support communities that are already implementing before and after school activities?

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

What is the relationship between the 21st CCLC and other federal programs?

The 21st CCLC serves as a supplementary program that can enhance efforts to improve student academic achievement and help students perform well on local and state assessments. In particular, 21st CCLC funds will create and expand after school programs that offer extended learning opportunities for children and their families. Once these programs have been established with 21st CCLC funds, other federal, state, or local funds can also be used to provide activities and services in these centers.

Must 21st CCLC programs provide services free of charge?

No, but programs must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs that charge fees may not prohibit any family from participating due to their financial situation. Programs must offer a sliding scale of fees and scholarships for those who cannot afford the program and, under no circumstances, can a program apply conditions to awarding a sliding fee or scholarship (i.e. demonstration of eligibility). Income collected from fees must be used to fund program activities specified in the grant application.

Must the 21st CCLC provide transportation for students?

All applicants must have a student transportation plan in place that ensures that all students eligible and/or interested in the 21st CCLC program are able to attend and participate. Transportation and access to the building site cannot be a barrier to participation in the 21st CCLC program. Your plan should indicate the options you will provide students to ensure access and transportation. Some options include school buses (e.g., working with the sports programs' late buses), car pools, tokens for city buses, taxis, and parent pick-up agreements. The transportation plan should consider how students will travel safely to and from the program. Student's age and maturity should be considered when developing the plan (i.e. unaccompanied public bus transportation may not be appropriate for early grades). **Requiring parents to provide transportation as a condition of student participation is not acceptable.**

Are private school students eligible to participate in 21st CCLC grant funded programs even if their school is not identified in the application?

Yes. Title IV, Part B (21st Century Community Learning Centers) of the Elementary and Secondary Education Act (ESEA) requires that timely and meaningful consultation occur between the LEA or

educational service agency, or consortium of these agencies and appropriate private school officials regarding how to provide equitable and effective programs for eligible private school students. 20 U.S.C. § 7881(c).

Any private elementary schools or private secondary schools with eligible children enrolled in areas served by the local education agency, educational service agency, or consortium applying for the 21st CCLC grant must be consulted prior to submitting an application for funds.

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

Applicants must submit a completed Private School Affirmation when submitting a 21st CCLC grant proposal. See Appendix I of this document for form.

What professional development is available for grantees?

Training is an essential component for high quality afterschool programs. DPI works with national and state organizations to provide training and support for 21st CCLC grantees. Grantees should plan to participate in **two required DPI training sessions each year**. DPI may request that staff participate in additional activities. Additional training and technical assistance may be made available and is optional.

High quality programs provide regular, relevant, and ongoing professional development opportunities for program staff through in-services and state and national trainings. Programs should regularly meet to review performance indicators and provide opportunities for peer support.

Are 21st CCLC grantees allowed to subcontract with other organizations for services?

Yes, however if 25% or more of the grant will be subcontracted to a single agency, a detailed budget must be provided indicating how the funds will be used by the subcontractor. No more than 95% of the award may be subcontracted. DPI reserves the right to request copies of contracts established between the grantee and subcontracted agency.

Are there match and in-kind requirements?

There are no requirements for match or in-kind contributions for this grant program. However applicants are encouraged to seek in-kind and matching funds. In subsequent years, matching funds or in-kind contributions may be required.

Are there provisions for “carry-over” of unspent funds from one grant year to the next?

The department has received permission to allow grantees to carry over unused funds, not exceeding 25% of their base award, from year to year. If your district or organization is receiving non-competitive renewal funds in years 1 through 4 of the grant cycle, DPI will send notification of any remaining funds that may be carried over. These funds may then be captured by completing a Budget Change Request Form (available at <http://dpi.wi.gov/sites/default/files/imce/forms/doc/f9550-iv-b-renbudget.doc>) as described above. There is no guarantee that unexpended funds may be “rolled over” and be made available in the next fiscal year, therefore, grantees are encouraged to expend all remaining funds by the end of the current grant year. There is no carry-over of funds allowed following the final year of the award (year 5).

What indirect and direct costs are allowable?

Indirect costs are those that have been incurred for common or joint purposes. These costs benefit more than one cost objective and cannot be readily identified with a single cost objective or project. If the fiscal agent intends to claim indirect costs;

- The total amount budgeted for indirect costs are limited to and cannot exceed the negotiated, restricted indirect rate established with DPI.
- Indirect costs cannot be charged against capital objects.
- An agency must use a negotiated indirect rate with DPI, federally-negotiated rate, or maximum of 10% in order to budget and claim indirect costs.

Allowable Costs [2 CFR Subpart E - Cost Principles] - Costs incurred shall be allowable under the principles established in 2 CFR Subpart E. **All costs must be reasonable and necessary to carry out the objectives and plan as described in the application.**

All grantees must maintain an inventory of non-consumable equipment or materials purchased with grant funds and follow appropriate close-out procedures once the grant expires. Please see the WI DPI 21st CCLC web page to see document detailing disposition procedures (<https://dpi.wi.gov/sspw/clc>).

What evidence is required to determine whether 21st CCLC programs are research-based and effective?

In order to ensure they are research-based and effective, 21st CCLC programs must indicate how they meet the measures of effectiveness, as described in Title IV, Part B of ESEA. The 21st CCLC grant application includes a number of questions that are intended to determine how applicants will meet the measures of effectiveness. Please see Appendix B of this Application Guidelines document for a list of the measures of effectiveness, along with the corresponding questions from the grant application.

Additionally, 21st CCLC programs are required to demonstrate they will use best practices, including research or evidence-based practices, in order to provide activities that will contribute to the academic achievement, postsecondary and workforce preparation, and positive youth development of participating students. Examples of evidence or research-based practices for after school programs are included in Appendix C of this Application Guidelines document.

May funds be used for Expanded Learning Program Activities?

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

Does the DPI allow for Renewability of Awards as defined in ESEA, Section 4204(j)?

No. The DPI does not currently allow for automatic renewability of a sub grant ending a five year cycle. All current grantees ending a five year cycle must reapply to compete for a new cycle of funding.

RESOURCES

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

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

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

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

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

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

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

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

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

Council of Chief State School Officers: The Council of Chief State School Officers' Expanded Learning Project provides information on policies, practices, and strategies. http://www.ccsso.org/Resources/Publications/Supporting_Student_Success_The_Promise_of_Expanded_Learning_Opportunities.html

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

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

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

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

ExpandedSchools by TASC: A non-profit organization that provides examples of models, technical assistance, and research for afterschool programs. <http://www.tascorp.org/>

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

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

APPENDIX A

CODES OF WISCONSIN COUNTIES

<u>Code</u>	<u>County Name</u>	<u>Code</u>	<u>County Name</u>
01	Adams	20	Fond du Lac
02	Ashland	21	Forest
03	Barron	22	Grant
04	Bayfield	23	Green
05	Brown	24	Green Lake
06	Buffalo	25	Iowa
07	Burnett	26	Iron
08	Calumet	27	Jackson
09	Chippewa	28	Jefferson
10	Clark	29	Juneau
11	Columbia	30	Kenosha
12	Crawford	31	Kewaunee
13	Dane	32	La Crosse
14	Dodge	33	Lafayette
15	Door	34	Langlade
16	Douglas	35	Lincoln
17	Dunn	36	Manitowoc
18	Eau Claire	37	Marathon
19	Florence	38	Marinette

39	Marquette	56	Sauk
40	Milwaukee	57	Sawyer
41	Monroe	58	Shawano
42	Oconto	59	Sheboygan
43	Oneida	60	Taylor
44	Outagamie	61	Trempealeau
45	Ozaukee	62	Vernon
46	Pepin	63	Vilas
47	Pierce	64	Walworth
48	Polk	65	Washburn
49	Portage	66	Washington
50	Price	67	Waukesha
51	Racine	68	Waupaca
52	Richland	69	Waushara
53	Rock	70	Winnebago
54	Rusk	71	Wood
55	St. Croix	72	Menominee

APPENDIX B

Measures of Effectiveness

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

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

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

APPENDIX C

Evidence-Based Practices and Frameworks For After School Programs

After school programs funded by the 21st CCLC grant are required to employ evidence or research-based practices. These are practices that have been shown to be effective ways to complement and enhance students' academic performance, achievement, postsecondary and workforce preparation, and positive youth development. Although there are evidence or research-based practices used during the school day that are also appropriate for use in after school settings, it is recommended that 21st CCLC programs also employ practices that have been shown to be particularly effective in afterschool settings.

The general consensus in the after school field is that high quality afterschool programs offer students opportunities to participate in activities that complement, but don't replicate, the school day - including activities that are student-centered, hands-on, and experiential. It is also recommended that programs provide youth with opportunities to have a voice in programming and opportunities for genuine choice and leadership.

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

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

For more information:

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

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

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

Service Learning – Service-learning is a hands-on teaching and learning methodology which fosters civic responsibility to a perceived community need and applies classroom learning through meaningful service to the community; in turn, the service itself provides the opportunity to apply new learning to students' academic and personal development. The strongest service-learning experiences occur when the service is

meaningfully immersed in *ongoing* learning and is a natural part of the educational content that extends into the community.

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

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

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

For more information:

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

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

<http://youthactivismproject.org/>

<http://communityworksinstitute.org/>

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

In addition to the approaches and practices described above, **the expanded learning field has also developed some frameworks which can be used to develop program structures and activities that are appropriate to an after/before school or summer school setting.** While not instructional practices per se, these frameworks can be used to design effective out-of-school time programs that help students. Two of these frameworks are described below.

SAFE Programs – SAFE is an acronym that stands for the four features of programs that effect positive change in youth were found to have (Durlak et al. 2010). Programs that implement *all* four practices are most successful. The four elements are:

S: Sequenced. *S* emphasizes that program activities should be sequential and provide students with opportunities to practice new skills.

A: Active. *A* stresses the importance of programs employing active learning strategies.

F: Focused. *F* highlights that programs that have a specific focus on the development of social and emotional skills in at least one program area are most effective.

E: Explicit. *E* stresses that effective programs are explicit in defining the personal and social skills they are attempting to promote.

For more information:

http://www.expandinglearning.org/docs/Durlak&Weissberg_Final.pdf

Durlak, J. A., Weissberg, R. P., & Pachan, M. 2010. "A Meta-Analysis of Afterschool Programs That Seek To Promote Personal and Social Skills in Children and Adolescents." *American Journal of Community Psychology*, 45, 294–309

Learning in Afterschool & Summer (LIAS) Principles: The Learning in Afterschool & Summer (LIAS) principles are meant to provide after school practitioners with broad guidelines for designing meaningful learning experiences for students after school settings. These principles are based on brain research and reflect what is known about how students learn. They aren't intended to provide specific examples of what to teach, but rather to give practitioners a sense of the kinds of learning experiences that benefit students and encourage learning in out-of-school time settings. According to the five LIAS principles, students should be involved in:

1. Learning that is active
2. Learning that is collaborative
3. Learning that is meaningful
4. Learning that supports mastery
5. Learning that expands horizons

For more information about the LIAS principles, visit the LIAS website:

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

APPENDIX D

Before School Programming Guidelines

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

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

Please note, If the before school portion of the 21st CCLC program represents a significant percentage of programming hours, DPI monitors may choose to observe the morning program during DPI site monitoring visits.

APPENDIX E

Guidelines for Writing Goals and Outcomes

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

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

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

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

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

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

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

For each outcome, applicants must indicate at least one **data source** that will be collected in order to measure progress. These data sources should be used by program staff to assess program impact and

inform program improvement efforts. Data sources may include, but are not limited to, standardized test scores, class grades, or student or parent responses to locally-developed surveys.

APPENDIX F

Evaluation Requirements

Local Evaluation: All grantees are required to participate in data collection, review, and dissemination in order to ensure high quality programs with tangible outcomes. At the outset of the grant, applicants are required to develop local goals and related outcomes and a plan for how such outcomes will be measured, tracked, and shared with stakeholders. Applicants are asked to develop outcomes and a plan for collecting and evaluating data in the Program Plan and Program Improvement sections of the grant application.

Statewide Evaluation: While the use of local goals and outcomes can help drive local improvement, those efforts cannot answer questions about how well Wisconsin's 21st CCLCs are performing overall. To that end, and in line with federal requirements, the DPI is developing an integrated statewide evaluation system that will be implemented during this grant cycle. Once it is operational, all sites will be required to regularly submit program and student data (e.g., surveys, demographics, attendance) through an online system and will be provided with training and technical assistance in the use of that system.

When the statewide evaluation system is implemented, sites will be required to set aside a portion of their grant funds to support the use of the DPI data system and local evaluation support. The DPI will facilitate local evaluation support so that sites can meaningfully use their findings to drive quality improvement, reassure partners and stakeholders, and ultimately become as successful and sustainable as possible.

Local objectives may be significantly revised or supplanted by the state evaluation system, but the exercise of determining local evaluation priorities should help applicants specify and prioritize the goals of their specific 21st CCLC. Sites will **not** be able to prioritize their local data collection above participation in the state system. For instance, a site that initially uses its own local questionnaire to track student satisfaction with the 21st CCLC may be required to switch to a DPI student satisfaction questionnaire partway through the grant. However, doing so will also allow the site to see how its students' satisfaction compares with other 21st CCLCs across the state. If sites want to track specific questions that are not covered by the DPI tool, they may collect such data in addition to—but not instead of—the DPI data.

Federal Reporting Requirement: Grantees are also required to submit program data to the federal government using the federal data collection system, known as the Annual Performance Report (APR) system, on a yearly basis. The APR system collects data related to program activities, staffing, participation, and outcomes.

Self-Assessment: In addition to the evaluation efforts described above, 21st CCLC sites are required to carry out a self-assessment process, using one of the self-assessment tools listed below. The results of the self-assessment process can help sites prioritize areas of greatest need for continuous quality improvement. Grantees will be required to report on such strategies—and their outcomes—to DPI as part of the 21st CCLC Yearly Progress Report.

Grant Year	Self-Assessment Requirement	Due
Year One	Identify self-assessment tool	With submission of 21 st CCLC Yearly Progress Report
Year Two	Conduct self-assessment and develop improvement plan	Summary reported with the 21 st CCLC Yearly Progress Report
Year Three	Implement improvement plan	Summary and results reported with the 21 st CCLC Yearly Progress Report
Year Four	Continue to implement improvement plan	Summarize plans for continuous improvement in the 21 st CCLC Yearly Progress Report
Year Five	Continue to revise and implement improvement plan	N/A

Approved self-assessment instruments:

- Wisconsin After-School Continuous Improvement Process (WASCIP)
- Youth Program Quality Assessment (YPQA)
- New York State Afterschool Network (NYSAN) Quality Self-Assessment Tool (QSA)
- Foundations Inc. Quality Assurance System (QAS)

A link to details on the various self-assessment instruments can be found on the DPI webpage at <http://dpi.wi.gov/sspw/clc/assessment>.

DPI may request additional evaluation materials and results as needed.

APPENDIX G

**Assurances for Technology Purchased with
21st Century Community Learning Center (CLC) Grant Funds**

Instructions:

- Step 1—Complete the General Information section
- Step 2—Read each assurance that follows in the Assurances section
- Step 3—Initial each assurance that follows
- Step 4—Complete the narrative prompts in the Rationale section
- Step 5—Sign and date the form
- Step 6—Send the form electronically to your CLC liaison

I. GENERAL INFORMATION	
Applicant Agency	Site Location

II. ASSURANCES

The CLC site understands and agrees that in order to purchase technology with CLC funds, the site is responsible for compliance with the following assurances.

Initials	Assurances
	Purchase of technology is not being made in the final year of a grant cycle.
	At least a 1:15 teacher to student ratio exists during use of the technology with students. We have [Enter #] total daily staff members available to serve [Enter #] total daily students.

	The CLC program has an inventory system, which exclusively allows use of purchased technology to the CLC program.
	All staff members utilizing the technology are trained to do so.

III. RATIONALE

1. What technology is being purchased? Provide the item name, quantity, and cost per item.

- Item description(s) (e.g., computers, laptops, tablets, digital cameras, etc.):
- Quantity:
- Cost per item:

2. How will this technology assist the CLC in reaching *at least one* objective/goal approved in the most recent application?

- Objective 1, required (*cite the objective/goal from most recent grant*):
 - How will the technology assist the CLC in reaching this objective?
- Objective 2, optional (*cite the objective/goal from most recent grant*):
 - How will the technology assist the CLC in reaching this objective?
- Objective 3, optional (*cite the objective/goal from most recent grant*):
 - How will the technology assist the CLC in reaching this objective?

IV. SIGNATURE & DATE

Assurer's electronic signature:

Date:

APPENDIX H

Using WiseDash To Get Data for Your 21st CCLC Application

Each year, schools report certain types of data to DPI. DPI then makes much of this information available in a summary form on its WiseDash Public Portal.

The 21st CCLC Grant Application asks grantees to submit data on Free and Reduced Lunch status, Attendance, and Test Scores as a part of their needs assessment (see below).

A. Using DPI's WISEDash public portal, complete the following table with data from the 2016-17 school year for the primary school to be served that justifies the designation of the targeted population as in need of intervention and support.

Factor	Data
Percent of students eligible for Free and Reduced Lunch Program	<input type="text"/>
Attendance Rate	<input type="text"/>
Test Scores • Percentage of students performing below proficiency in English Language Arts (ELA) (grades 3-8) or English (grades 9-11) • Percentage of students testing below proficiency in Math	<input type="checkbox"/> Forward (grades 3-8) ELA: <input type="text"/> Math: <input type="text"/> <input type="checkbox"/> ACT Aspire (grades 9-10) English: <input type="text"/> Math: <input type="text"/> <input type="checkbox"/> ACT (grade 11) English: <input type="text"/> Math: <input type="text"/>

One way to get that information is directly from WiseDash. Alternately, grantees can ask school administrators to provide the information. In some cases, the school's information may be more current than what is available on WiseDash, since it takes a while for DPI to clean, process and upload all data from across the state.

DO use WiseDash if...

- The main school you intend to serve is *public*
 - *The main school is called "Primary school you intend to serve" on the application. It could be any K-12 school ("primary" doesn't refer to elementary grades only).*
- You are comfortable following the directions below

Do NOT use WiseDash if...

- The main school you intend to serve is *private*
- You struggle with the directions below
- You have reason to believe that your school's data has changed a lot from the most recent information on WiseDash, and you have access to more recent information.
- *NOTE: If you do not use WiseDash, then you need to contact the school administrator directly for the types of data requested in the application.*

INSTRUCTIONS

FREE AND REDUCED LUNCH (“Economic Status/Economic Disadvantage”):

1. Starting from the homepage,

Home | **WSAS** ▼ | **Other Assessments** ▼ | **Attendance-Dropouts** ▼ | **Enrollment** ▼ | **Grad**

Welcome to WISEdash — where you can compare and explore sta

Data in the news

- Get started !
- 3-minute how-to video
- WISEdash updates 10/03/2016
- Where is WINSS?
- Data sources

High School Completion Results

Wisconsin had 57,698 students graduate from high school with a regular diploma in 2015, a graduation rate of 88.4 percent. Both state and federal law provide additional time for students to complete their high school education. For the Class of 2014, an additional 1,480 students earned a regular diploma, taking an extra year to do so. For the Class of 2013 cohort, 2,133 students earned a diploma in six years. The 2014-15 six-year graduation rate is 92.1 percent.

Learn more in the [news release on graduation rates](#).

View [previous news](#) items.

CLICK THE GRAPH to see High School Completion Rates. >

HS C
Comp

Percent of Cohort

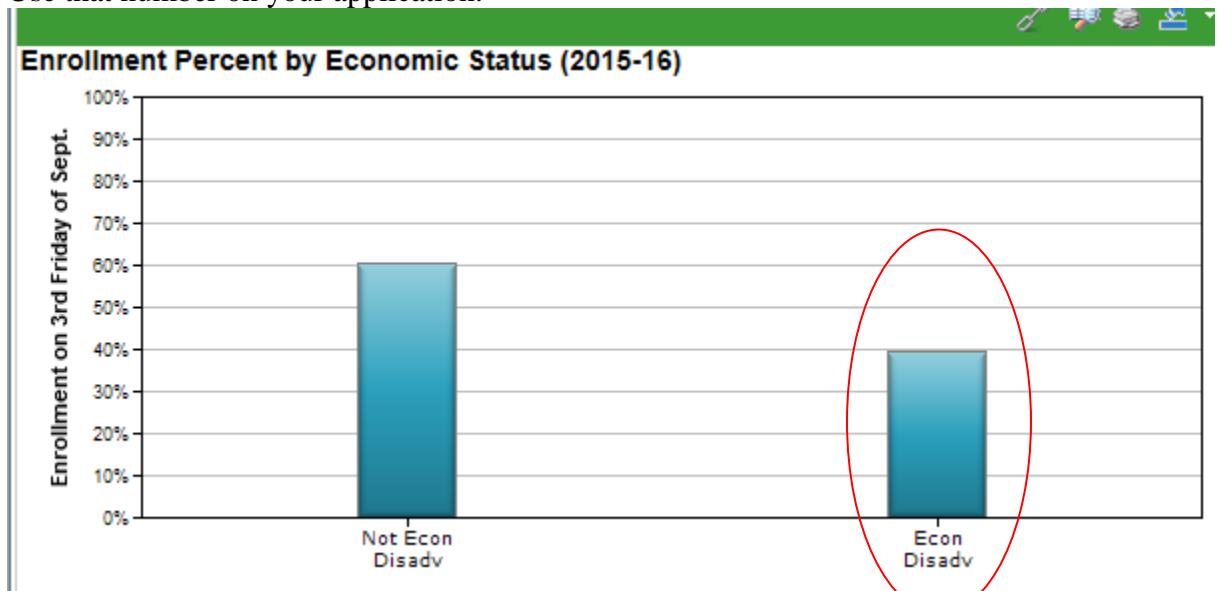
10
9
8
7
6
5
4
3
2
1

2. Go to “Enrollment”, “Single Year”
3. Use drop-down menus to identify your district and school. Make sure that:
4. District=your district
5. School=your school
6. Group by=Economic Status

Enrollment (Single Year)

District [Statewide] ▼	Grade Group [All Types] ▼	School [All Schools] ▼	Data View Certified Current
Group by Economic Status ▼	School Year 2015-16 ▼	Grade Level [All Grades] ▼	

7. Hover over “Econ Disadvantage” to see the exact percentage of students in this category. Use that number on your application.



In this SAMPLE case, you would put 41.5% on the application, because that's the number that appears when you hover over the “Econ Disadv” bar.

- A. Using DPI's WISEDash public portal, complete the following table with data from the 2016-17 school year for the primary school to be served that justifies the designation of the targeted population as in need of intervention and support.

Factor	Data
Percent of students eligible for Free and Reduced Lunch Program	41.5

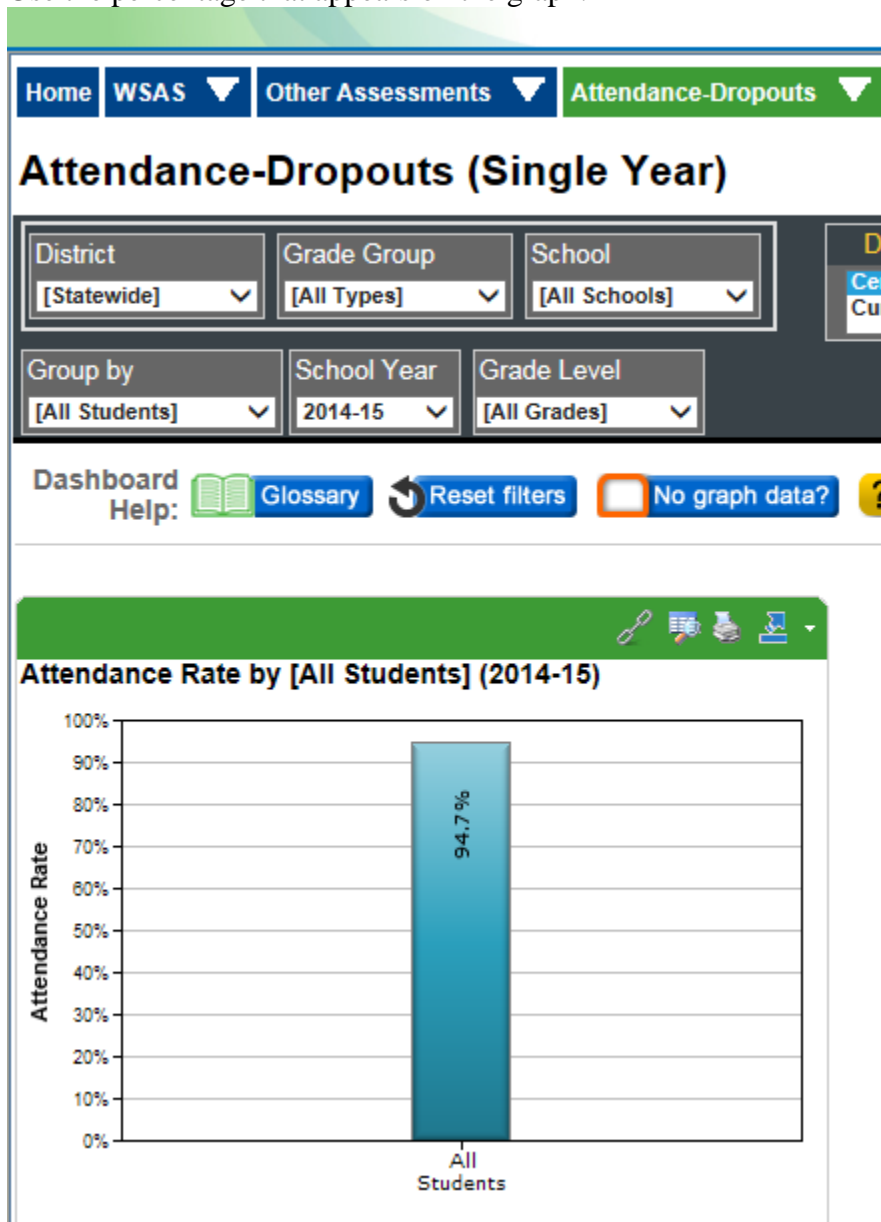
ATTENDANCE

(District-level attendance is also available on the school district performance reports.)

Use the “Attendance” tab to generate an attendance number. Make sure that:

- District=your district
- School=your school
- Group By= “All Students”
- *The most recent school year is 2014-15. That is fine.*

Use the percentage that appears on the graph.



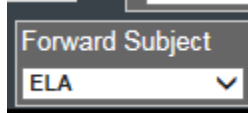
Here's how you would fill it in on the application, based on these SAMPLE numbers:

- A. Using DPI's WISEDash public portal, complete the following table with data from the 2016-17 school year for the primary school to be served that justifies the designation of the targeted population as in need of intervention and support.

Factor	Data
Percent of students eligible for Free and Reduced Lunch Program	41.5
Attendance Rate	94.7

TEST SCORES

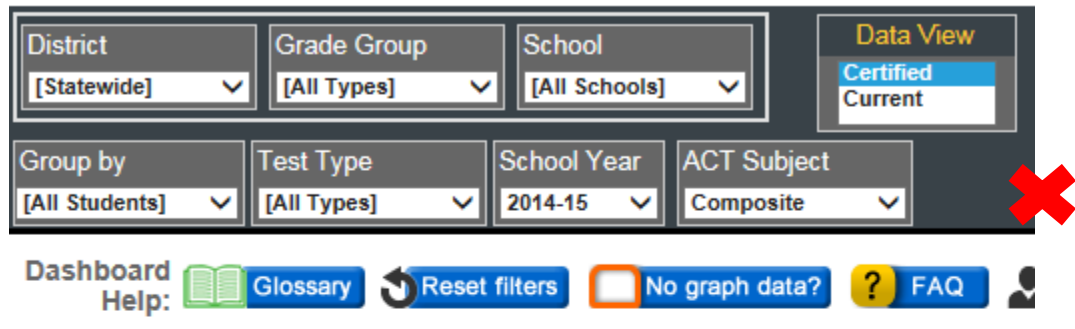
1. Go to the WSAS tab
2. Select the relevant exam for your school/grade levels (single year is fine)
 - a. Select the subject area (ELA vs. Mathematics; ELA is displayed below)



Forward Subject
ELA

- o *If you fail to select the subject area in ACT, it defaults to “Composite” and you will get an ERROR MESSAGE (see below)*

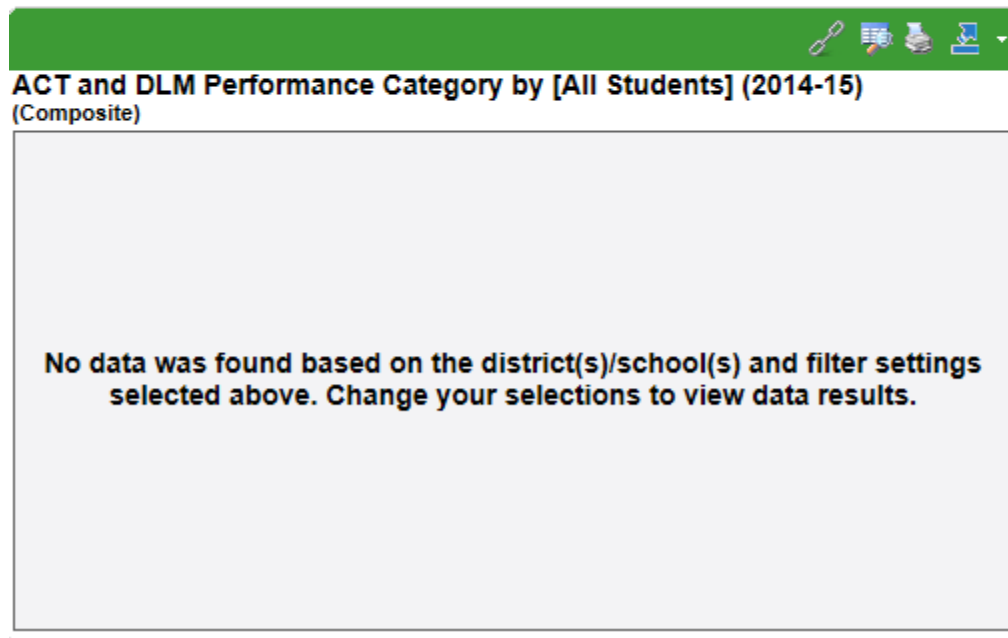
ACT Statewide (Single Year)



District [Statewide] Grade Group [All Types] School [All Schools] Data View [Certified Current]

Group by [All Students] Test Type [All Types] School Year [2014-15] ACT Subject [Composite]

Dashboard Help: Glossary Reset filters No graph data? FAQ



ACT and DLM Performance Category by [All Students] (2014-15)
(Composite)

No data was found based on the district(s)/school(s) and filter settings selected above. Change your selections to view data results.

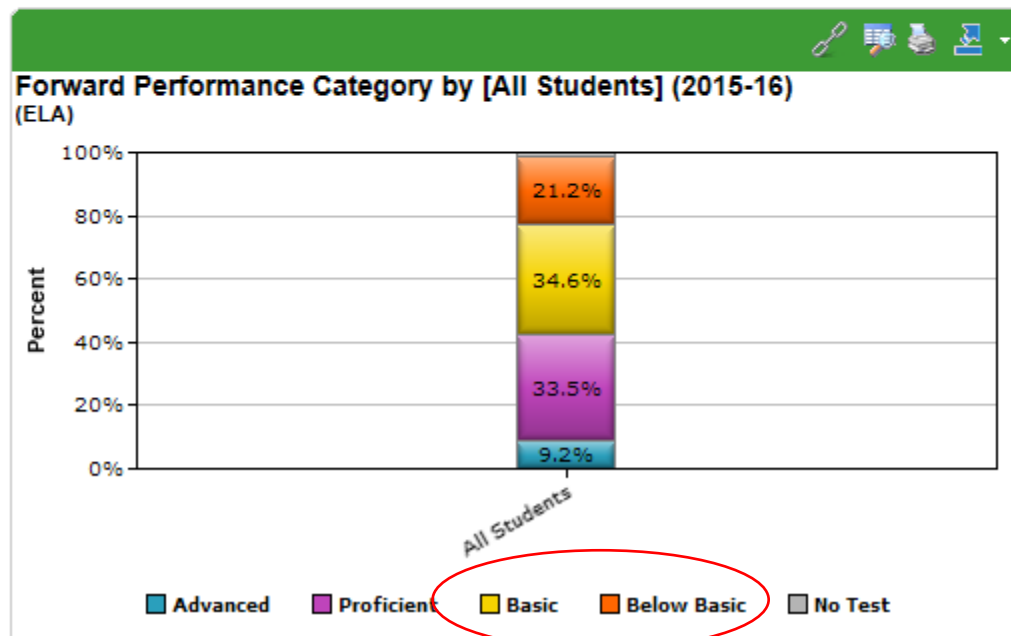
3. Make sure that:
 - a. District=your district

- b. School=your school
- c. Group by=All students

Forward (Single Year)

District [Statewide] ▼	Grade Group [All Types] ▼	School [All Schools] ▼	Data View Certified Current	
Group by [All Students] ▼	Test Type Forward ▼	School Year 2015-16 ▼	Forward Subject ELA ▼	Tested [All Gr

Dashboard Help: [Glossary](#) [Reset filters](#) [No graph data?](#) [FAQ](#)



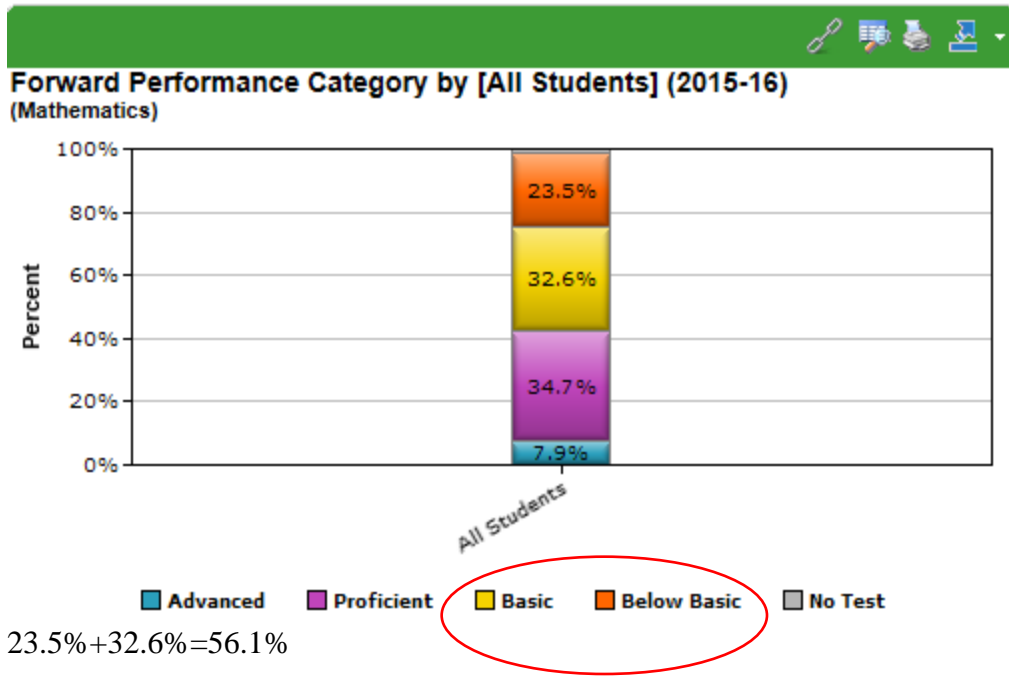
4. Add the “Basic” and “Below Basic” categories together to calculate the percentage of students who tested below proficient.
 - a. Ex: $34.6+21.2=55.8\%$ for ELA
5. Now do the same thing for Math:

Forward (Single Year)

District: [Statewide] Grade Group: [All Types] School: [All Schools]
 Data View: Certified, Current

Group by: [All Students] Test Type: Forward School Year: 2015-16 Forward Subject: Mathematics
 Tested: [All Gr...]

Dashboard Help: [Glossary](#) [Reset filters](#) [No graph data?](#) [FAQ](#)



Here's a SAMPLE of what that would look like on your application, if you were using results from the Forward exam:

<p>Test Scores</p> <ul style="list-style-type: none"> Percentage of students performing below proficiency in English Language Arts (ELA) (grades 3-8) or English (grades 9-11) Percentage of students testing below proficiency in Math 	<p><input checked="" type="checkbox"/> Forward (grades 3-8) ELA: <u>55.8</u> Math: <u>56.1</u></p> <p><input type="checkbox"/> ACT Aspire (grades 9-10) English: <u> </u> Math: <u> </u></p> <p><input type="checkbox"/> ACT (grade 11) English: <u> </u> Math: <u> </u></p>
---	--

A note on ACT Aspire data: ACT aspire is an assessment given to students in grades 9-10. Data from ACT Aspire is not currently available on WiseDash Public

Portal, but it is available to school districts through WiseDash for Districts. If you propose to serve high school students, you can simply use the ACT scores to demonstrate academic need. You are also welcome to use ACT Aspire if you wish to get them from the district, but not required.

Other Ideas for Using WISEDash and Other DPI Data Sources in Your Application

The application is an attempt to get the same type of information from all applicants. However, your application may be enriched by incorporating other information from WiseDash into the rest of your “Statement of Need” and other parts of the application. Here are some things you might look at if you have time:

- Use the School Report Card files to see how your school compares with others statewide
- Pull in other types of data available in WiseDash, such as discipline or graduation rates.
- Do you see large differences between different types of students at your school? (Use the “Group by” function to look at differences by economic disadvantage, disability, ELL, etc.) If so, that might point to a potential subgroup of students as a focus for your 21st CCLC outreach.
- Have things changed a lot for your district in recent years? How might those changes affect your case for a 21st CCLC? (Look at previous years to see whether there has been an increase in economic disadvantage or a decline in attendance. Do not look at test scores, as changes to the tests make it difficult to assess trends.)
- Does the school you intend to serve look much different from neighboring schools?
- Does the school you intend to serve look much different from other schools in the district? (e.g., if the elementary and middle schools look pretty good, but there’s a sudden drop-off in attendance at high school, that might be a reason to look at having a 21st CCLC in the high school.)
 - Make sure to compare this case to the statewide average. Some things are consistently different between elementary, middle and high schools across the state. You want to see whether your HS attendance drops off more than the average drop off.
- If the most recent year of data seems very different from previous years, you might look at an average across a few years instead. That might do a better job of explaining what the district looks like on average.

APPENDIX I
PRIVATE SCHOOL AFFIRMATION



2018-19 CLC Enrichment Curriculum Criteria Checklist

Directions: To assure quality, all CLC enrichment curricula/programs must be reviewed and approved by MPS Recreation before implementation in the CLC program. Complete the form below. Refer to your CLC Grant Application Guidelines and/or CLC Yearly Progress Report (CLC grant renewal application) for guidance.

Section A – Site Information

CLC Site:	
-----------	--

Section B – Identification of Curriculum

Name of curriculum:	
---------------------	--

Section C – Content or Core Subject Area

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

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

Section D – Targeted Student Grade Levels

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

- K4 K5 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>	
--	--

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

CLC Grant Objective	CLC Grant Goals	CLC Grant Expected Outcomes	As Measured By
Objective 1:			
Objective 2:			
Objective 3:			
Objective 4:			
Objective 5:			
Objective 6:			



**MILWAUKEE
PUBLIC SCHOOLS**

Office of Operations
Department of Recreation & Community Services
5225 W. Vliet Street, Milwaukee, WI 53208
(414) 475-8180 • mps.milwaukee.k12.wi.us

MPS Afterschool Project Team Member		Date	
-------------------------------------	--	------	--

FOR MPS RECREATION USE ONLY

Reviewed by:

Today's Date:

Approved

Not Approved

If not approved, provide explanation here:

Health and Safety Checklist – License Exempt 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 license exempt programs as a condition of receiving federal child care subsidy funds. While every administrative rule in Chapter DCF 251 is important to the quality of the program, the department has identified a subset of rules which, if violated, are likely to pose the most serious threat to the health, safety and welfare of children in care. This checklist contains that subset of health and safety rules, and will be used by DCF staff to notify license exempt child care programs of the rules within DCF 251 that will be monitored annually for compliance and to document program compliance and / or areas of deficiency observed during the initial assessment visit.

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

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

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

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

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	1	251.08 Transportation (if applicable)	8
251.05 Staffing	2	251.09 Infant and toddler care (if applicable)	10
251.06 Physical plant and equipment	4	251.095 Care of school-age children (if applicable)	10
251.07 Program	6		

DCF 251.04 OPERATIONAL REQUIREMENTS	Met	N/A	COMMENTS
<p>(2) Administration. A group child care center licensee shall do all of the following:</p>			
<p>(2)(a) COMPLIANCE WITH LAWS Comply with all laws governing the facility and its operation.</p>			
<p>(2)(n) BACKGROUND INFORMATION DISCLOSURE FORM – CHANGE TO BOARD / HOUSEHOLD Submit to the department by the department's next business day a completed Background Information Disclosure form and appropriate caregiver background check fees when there is a change in the board chairperson or a person aged 12 and above becomes a household member.</p>			
<p>(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:</p>			
<p>(3)(a) REPORT – INCIDENT OR ACCIDENT Any death of a child in the care of the center or any incident or accident that occurs while the child is in the care of the center that results in an injury that requires professional medical treatment within 48 hours of the licensee becoming aware of the medical treatment.</p>			
<p>(3)(g) REPORT – CONVICTIONS, PENDING CHARGES, OTHER OFFENSES Any known convictions, pending charges or other offenses of the licensee, child care center employees or other person subject to a caregiver background check which could potentially relate to the care of children at the center or activities of the center by the department's next business day.</p>			
<p>(3)(j) REPORT – ABUSE, NEGLECT, INAPPROPRIATE DISCIPLINE Any suspected abuse or neglect of a child by an employee or volunteer that was reported under s. DCF 251.04(8)(a) or any inappropriate discipline of a child by an employee or volunteer including any incident that results in a child being forcefully shaken or thrown against a surface, hard or soft, during the child's hours of attendance within 24 hours after the occurrence.</p>			
<p>(3)(k)1. REPORT – LAW ENFORCEMENT CONTACT – HARM Any incident involving law enforcement within 24 hours after the occurrence that involves a licensee, a household resident or an employee of the center in an incident that causes, or threatens to cause physical or serious emotional harm to an individual, including a child in the care of the center.</p>			
<p>(5) Staff Records</p>			
<p>(5)(a) STAFF FILE – MAINTENANCE & AVAILABILITY The licensee shall maintain a file on each employee which is available for examination by the licensing representative at the center. An employee's file shall include all of the following: (The form Staff Record Checklist – Group Child Care Centers may be used to check staff records for compliance.)</p>			
<p>(5)(a)2. STAFF FILE – BACKGROUND INFORMATION DISCLOSURE FORM A background information disclosure form, completed prior to the employee's first day of employment and every year thereafter, that does not reveal any information which may preclude the person's employment under s.48.685, Stats., or ch. DHS 12. (Use form Background Information Disclosure.)</p>			
<p>(5)(a)3. STAFF FILE – CAREGIVER BACKGROUND CHECK RESULTS A complete caregiver background check as specified in s.48.685, Stats., and ch. DHS 12 including the results of any subsequent investigation related to information obtained as part of the background check within 60 days of employment and every year thereafter.</p>			
<p>(5)(a)6. STAFF FILE – ORIENTATION & CONTINUING EDUCATION Documentation of orientation and continuing education received under s. DCF 251.05(2). (The forms Staff Orientation Checklist – Group Child Care Ctrs and Staff Continuing Education Record – Child Care Ctrs may be used.)</p>			
<p>(5)(a)7. STAFF FILE – SHAKEN BABY SYNDROME PREVENTION TRAINING Documentation of training in shaken baby syndrome prevention taken before beginning work if the person will provide care and supervision to children under age 5.</p>			
<p>(6) Children's Records</p>			
<p>(6)(a) CHILD RECORD – MAINTENANCE & AVAILABILITY The licensee shall maintain a current written record obtained prior to the child's first day of attendance or subsequent re-enrollment at the center on each child enrolled and shall make the record available to the licensing representative on request. Each record shall include all of the following: (The form Child Record Checklist – Child Care Centers may be used to check multiple children's records for compliance.)</p>			
<p>(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.)</p>			

DCF 251.04 OPERATIONAL REQUIREMENTS (continued)	Met	N/A	COMMENTS
(6)(a)6m. CHILD RECORD – IMMUNIZATION HISTORY Documentation of each child's immunization history. (Department of Health Services' Child Care Immunization Record form may be used.)			
(6)(a)8. CHILD RECORD – HEALTH EXAMINATION The health examination report required under s. DCF 251.07(6)(k)3.			
(8) Reporting Child Abuse			
(8)(a) MANDATED REPORTING – CHILD ABUSE & NEGLECT 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.			
DCF 251.05 STAFFING			
(1) Responsibilities and Qualifications Of Staff			
(1)(b) SHAKEN BABY SYNDROME PREVENTION TRAINING Except for a volunteer who is not counted in staff-to-child ratios, each child care worker including the administrator, center director, teachers, assistant teachers, and substitutes who provide care and supervision to children under 5 years of age shall receive department-approved training in shaken baby syndrome and impacted babies and appropriate ways to manage crying, fussing or distraught children. The training shall be completed by one of the methods outlined in 251.05(1)(b)1. or 251.05(1)(b)2. (Note: The SBS prevention training component is included in the courses "Introduction to the Child Care Profession" and "Fundamentals of Infant and Toddler Care" if the course was taken after 7/1/05.)			
(1)(c) CARDIOPULMONARY RESUSCITATION TRAINING. All employees in regular contact with children shall obtain and maintain a current certificate of completion for infant and child cardiopulmonary resuscitation and automated external defibrillator use from an agency approved by the department within 6 months after beginning to work with children. Volunteers included in determining staff-to-child ratios shall obtain a certificate of completion in infant and child cardiopulmonary resuscitation after volunteering for 240 hours. The time spent obtaining or renewing cardiopulmonary resuscitation training may be counted towards the required continuing education hours.			
(1)(d)3. ADMINISTRATOR – ENTRY-LEVEL TRAINING / EXPERIENCE REQUIREMENTS Before a person assumes the position of administrator, the person shall have both of the following:			
(1)(d)3.a. ADMINISTRATOR – ENTRY-LEVEL TRAINING / EXPERIENCE – BUSINESS One year of experience as a manager or satisfactory completion of one credit or noncredit department-approved course in business or program administration.			
(1)(d)3.b. ADMINISTRATOR – ENTRY-LEVEL TRAINING / EXPERIENCE – EARLY CHILDHOOD One year of experience as a center director or child care teacher in a licensed child care center or kindergarten or satisfactory completion of one non-credit department-approved course or one course for credit in early childhood education or its equivalent.			
(1)(e)4. A center director for a program licensed to serve 50 or fewer children shall:			
(1)(e)4.c. CENTER DIRECTOR / SMALL CENTER – ENTRY-LEVEL EXPERIENCE Have at least 80 full days or 120 half days of experience as a teacher or assistant teacher in a licensed child care center or other approved setting.			
(1)(e)4.d. CENTER DIRECTOR / SMALL CENTER – ENTRY-LEVEL TRAINING Prior to beginning to work as a center director have completed at least one of the following training requirements: i. Two non-credit department-approved courses in early childhood education (ECE) and within 1 year of assuming the position, one course in the WJ Child Care Administrator Credential or its equivalent. ii. Two courses for credit in ECE and within 1 year of assuming the position, one course in the WJ Child Care Administrator Credential or its equivalent. iii. Forty eight credits from an institution of higher education with at least 3 credits in ECE and within 1 year of assuming the position, one course in the WJ Child Care Administrator Credential or its equivalent. iv. A certificate from The Registry indicating the person is on Registry Level 12 or above. v. A o1-year child care diploma from an institution of higher education. vi. An associate degree in ECE or child care from an institution of higher education. vii. Child development associate (CDA) credential issued by the council for early childhood professional recognition and within 1 year of assuming the position, one course in the WJ Child Care Administrator Credential or its equivalent. viii. A bachelor degree from an institution of higher education in ECE or child development or a license from the WI dept of public instruction to act as a kindergarten, prekindergarten or early childhood (regular or special education) teacher.			

DCF 251.05 STAFFING (continued)	Met	N/A	COMMENTS
<p>(1)(e)4.e. CENTER DIRECTOR / SMALL CENTER – SUPERVISION / MANAGEMENT TRAINING Complete at least 10 hours of training in supervision or personnel management within one year of assuming the position of center director, if the director has not previously received that training. The training may be counted as part of the annual continuing education requirement.</p>		N/A	
<p>(1)(e)5. A center director for a program licensed to serve 51 or more children shall:</p>			
<p>(1)(e)5.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 licensed child care center or other approved setting.</p>			
<p>(1)(e)5.d. CENTER DIRECTOR / LARGE CENTER – ENTRY-LEVEL TRAINING Prior to beginning to work as a center director have completed one of the following training requirements: i. Four non-credit department-approved courses in early childhood education (ECE) or its equivalent and within 3 years of assuming the position the WI Child Care Administrator Credential. Up to two courses in the WI Child Care Administrator may be used to meet the ECE requirement, if taken prior to beginning to work as a center director. ii. Four courses for credit in ECE from an institution of higher education and within 3 years of assuming the position, the WI Child Care Administrator Credential. Up to two courses in the WI Child Care Administrator Credential may be used to meet the ECE requirement, if taken prior to beginning to work as a center director. iii. An associate degree in ECE or child care from an institution of higher education. iv. A bachelor degree in ECE from an institution of higher education or a license from WI department of public instruction to act as a kindergarten, prekindergarten or early childhood (regular or special education) teacher. v. A certificate from The Registry indicating the person is on Registry Level 14 or above.</p>			
<p>(1)(f)3. CHILD CARE TEACHER – ENTRY-LEVEL EXPERIENCE A person who is a child care teacher shall document at least 80 full days or 120 half days of experience as an assistant child care teacher in a licensed child care center or other approved early childhood setting.</p>			
<p>(1)(f)4. CHILD CARE TEACHER – ENTRY-LEVEL TRAINING Prior to assuming the position, a person hired to be a child care teacher shall be qualified by having completed one of the following: a. Two non-credit department-approved courses in early childhood education (ECE). b. Two courses for credit in ECE or its equivalent from an institution of higher education. c. Certificate from The Registry indicating that the person is qualified as a child care teacher. d. Forty-eight credits from an institution of higher education with at least 3 credits in ECE or its equivalent. e. A one-year child care diploma from an institution of higher education. f. An associate degree in ECE or child care from an institution of higher education. g. Child development associate credential issued by the council for early childhood professional recognition. h. Certificate from American Montessori Society, Association Montessori International, or Montessori Accreditation Council for Teacher Education. i. A bachelor degree in education from an institution of higher education or a license from the WI department of public instruction to act as a teacher. j. Certificate from the bureau of apprenticeship standards as a child development specialist.</p>			
<p>(1)(g)2. ASSISTANT CHILD CARE TEACHER – QUALIFICATIONS A person hired to be assistant child care teacher shall be qualified in one of the following ways: a. The person shall be at least 18 years old and have satisfactorily completed one noncredit department-approved course in early childhood education (ECE) or completes that training within 6 months after assuming the position. b. The person shall be at least 18 years old and have satisfactorily completed one course for credit in ECE or its equivalent at an institution of higher education, or is enrolled in that course within 6 months after assuming the position. c. The person shall have satisfactorily completed an assistant child care teacher training program approved by the WI department of public instruction. * Exception for programs serving only school-age children - 251.095(2)(d) Section DCF 251.05(1)(g)2., relating to training for assistant child care teachers. * Exception for programs serving only school-age children in a school building – 251.095(3)(a) Section DCF 251.05(1)(g)2., relating to training for assistant child care teachers.</p>			
<p>(1)(L)3. CONTACT WITH PERSON – ILLNESS, COMMUNICABLE DISEASE No licensee, employee, volunteer, visitor or parent with symptoms of serious illness or a communicable disease transmitted through normal contact reportable under ch. DHS 145 which presents a safety or health risk to children may be in contact with the children in care.</p>			

DCF 251.05 STAFFING (continued)	Met	N/A	COMMENTS
(2) Staff Development			
(2)(a) STAFF ORIENTATION – DEVELOP, IMPLEMENT, DOCUMENT Except as provided under subd. 12., each center shall develop and implement a written orientation program which all new employees, substitutes and regularly scheduled volunteers shall complete and document within their first week at the center. The orientation program shall cover all of the following: (The department's form Staff Orientation Checklist – Group Child Care Centers may be used to document completion.)		N/A	
(2)(a)1. STAFF ORIENTATION – RULES Review of this chapter.			
(2)(a)2. STAFF ORIENTATION – POLICIES Review of center policies required under s. DCF 251.04(2)(h) and (i).			
(2)(a)3. STAFF ORIENTATION – CONTINGENCY PLANS Review of the center contingency plans required under s. DCF 251.04(2)(i) including fire and tornado evacuation plans and the operation of fire extinguishers.			
(2)(a)4. STAFF ORIENTATION – FIRST AID PROCEDURES First aid procedures.			
(2)(a)5. STAFF ORIENTATION – JOB RESPONSIBILITIES Job responsibilities in relation to the job description.			
(2)(a)6. STAFF ORIENTATION – ILLNESS RECOGNITION, INFECTIOUS DISEASE CONTROL Training in the recognition of childhood illnesses and infectious disease control, including hand washing procedures and universal precautions for handling body fluids.			
(2)(a)7. STAFF ORIENTATION – SCHEDULE OF ACTIVITIES Schedule of activities of the center.			
(2)(a)8. STAFF ORIENTATION – CHILD ABUSE & NEGLECT LAWS, REPORTING Review of child abuse and neglect laws and center reporting procedures.			
(2)(a)9. STAFF ORIENTATION – PROCEDURE FOR TRACKING CHILDREN The procedure for ensuring that all child care workers know the children assigned to their care and their whereabouts at all times including during center-provided transportation.			
(2)(a)10. STAFF ORIENTATION – CHILD GUIDANCE TECHNIQUES Child management techniques.			
(2)(a)11. STAFF ORIENTATION – SPECIAL HEALTH CARE NEEDS Procedure for sharing information related to a child's special health care needs including any physical, emotional, social or cognitive disabilities with any child care worker who may be assigned to care for that child throughout the day.			
(2)(a)12. STAFF ORIENTATION – SIDS RISK REDUCTION Review of procedures to reduce the risk of sudden infant death syndrome prior to an employee's or volunteer's first day of work, if the center is licensed to care for children under one year of age.			
(2)(a)13. STAFF ORIENTATION – CHILD ABSENCE WITHOUT PRIOR NOTIFICATION The procedure to contact a parent if a child is absent from the center without prior notification from the parent.			
(2)(a)14. STAFF ORIENTATION – MEETING SPECIAL NEEDS Information on any special needs a child enrolled in the center may have and the plan for how those needs will be met.			
(2)(c)1. CONTINUING EDUCATION REQUIREMENT – FULL TIME STAFF Each administrator, center director and child care worker who works more than 20 hours a week shall participate in at least 25 hours of continuing education each year. (The form Staff Record Checklist – Group Child Care Centers may be used to check staff records for compliance. The form Staff Continuing Education Record – Child Care Centers may be used to record continuing education.)			
(2)(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 each year.			
(3) Supervision			
(3)(a) SUPERVISION – TEACHER PER GROUP OF CHILDREN At least one child care teacher shall supervise each group of children.			
(3)(c) CLOSE SUPERVISION OF CHILDREN Each child shall be closely supervised by a child care worker who is within the sight and sound of the children to guide the children's behavior and activities, prevent harm and assure safety.			
(3)(f) CHILD TRACKING PROCEDURE The center shall implement a procedure to ensure that the number, names and whereabouts of children in care are known to assigned child care workers at all times.			

DCF 251.05 STAFFING (continued)	Met	N/A	COMMENTS
(4) Staffing and Grouping			
(4)(a) GROUP SIZE – MAXIMUM The maximum number of children in a group may not exceed the number specified in Table 251.05-D.			
(4)(b) STAFF-TO-CHILD RATIOS – MINIMUM The ratio of child care workers to children may not be less than the minimum number of child care workers to children specified in Table 251.05-D.			
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	24	
5 years to 6 years	1:17	34	
6 years and over	1:18	36	
DCF 251.06 PHYSICAL PLANT AND EQUIPMENT			
(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 report of inspection of the building, which specifies that the building meets the VI commercial building codes for use as a group child care center. * DCF 251.095(3) Exceptions for programs serving only school-age children in school buildings. Section DCF 251.06(1)(a) on maintaining a building inspection report.			
(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. * Exception for programs serving only school-age children - 251.095(2)(a) Section DCF 251.06(2)(b) but only in regard to protection of electrical outlets			
(2)(c) POTENTIALLY DANGEROUS ITEMS ON PREMISES Firearms, ammunition and other potentially dangerous items may not be kept on the premises.			
(2)(d) ACCESS TO MATERIALS POTENTIALLY HARMFUL TO CHILDREN Materials harmful to children, including power tools, flammable or combustible materials, insecticides, matches, drugs and other articles hazardous or poisonous to children shall be in properly marked containers and stored in areas inaccessible to children.			
(2)(g) STAIRS, WALKS, RAMPS, PORCHES – SAFETY Stairs, walks, ramps and porches shall be maintained in a safe condition and free from the accumulation of water, ice or snow.			
(2)(i) 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.			
(3) Emergencies			
(3) EMERGENCIES – WRITTEN PLANS Each center shall have a written plan for responding to a fire, a tornado, a tornado warning, a missing child or other emergency. A center shall do all of the following:			

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

DCF 251.06 PHYSICAL PLANT AND EQUIPMENT (continued)	Met	N/A	COMMENTS
<p>(1)(b)5. OUTDOOR PLAY SPACE – ENERGY-ABSORBING SURFACES An energy-absorbing surface, such as loose sand, pea gravel or pine or bark mulch, in a depth of at least nine inches is required under climbing equipment, swings and slides and in a fall zone of four feet beyond and whenever play equipment is four feet or more in height. Shredded rubber and poured surfacing shall be installed to the manufacturer’s specifications based on the height of the equipment. <i>* Per commentary, school age programs located in school buildings, including 4-year-old kindergarten programs, do not need 9 inches of energy absorbing material under and around the playground equipment.</i></p>		N/A	
<p>(1)(b)6. OUTDOOR PLAY SPACE – POTENTIAL SOURCE OF HARM The outdoor play space shall be well drained and shall be free of hazards such as uncovered wells, cisterns and unused appliances. Structures such as playground equipment, railings, decks and porches accessible to children that have been constructed with CCA treated lumber shall be sealed with an exterior oil-based sealant or stain. Wood containing creosote, including railroad ties, may not be accessible to children.</p>			
<p>(1)(b)7. OUTDOOR PLAY SPACE – ENCLOSURE The boundaries of the outdoor play space shall be defined by a permanent enclosure not less than 4 feet high to protect the children. Fencing, plants or landscaping may be used to create a permanent enclosure. <i>* Exception for programs serving only school-age children - 251.095(2)(c) Section DCF 251.11(b)7. Concerning a permanent enclosure of outdoor space, if hazards exist, such as traffic or bodies of water, the boundaries of outdoor play space shall be made known to the children.</i></p>			
<p>(1)(b)8. OUTDOOR PLAY SPACE – PROHIBITED SURFACES Concrete and asphalt are prohibited under climbing equipment, swings and slides.</p>			
<p>(12) Swimming Areas</p>			
<p><input type="checkbox"/> Yes <input type="checkbox"/> No There is a swimming pool or beach on the premises.</p>			
<p>(12)(a) ON PREMISES SWIMMING POOL OR BEACH – USE & ENCLOSURE Above-ground and in-ground swimming pools, and beaches on the premises may not be used by children in care. Swimming pools shall be enclosed by a 6-foot fence with a self-closing, self-latching door. Spaces between the vertical posts of the fence shall be 4 inches or less. Access to a beach shall be restricted by a 6-foot fence.</p>			
<p><input type="checkbox"/> Yes <input type="checkbox"/> No Use of an on-premises wading pool is part of the center’s programming. (12)(b) WADING POOL A wading pool on the premises may be used if the water is changed and the pool is disinfected daily. Supervision and staff-to-child ratio requirements under 251.05(3) and (4) shall be met.</p>			
<p>DCF 251.07 PROGRAM</p>			
<p>(2) Child Guidance</p>			
<p>(2)(b) POLICY – CHILD GUIDANCE Each child care center shall have a written policy which provides for positive guidance, redirection and the setting of clear-cut limits for the children. The policy shall be designed to help a child develop self-control, self-esteem and respect for the rights of others.</p>			
<p>(2)(c) TIME-OUT – TIME LIMIT If a center uses time-out periods to deal with unacceptable behavior, time-out periods may not exceed five minutes and the procedure shall be included in the center’s child guidance policy.</p>			
<p>(2)(d) TIME-OUT – USE WITH CHILDREN UNDER AGE 3 Use of time-out periods is prohibited for children under three years of age.</p>			
<p>(2)(e) CHILD GUIDANCE – PROHIBITED ACTIONS Actions that may be psychologically, emotionally or physically painful, discomforting, dangerous or potentially injurious are prohibited. Examples of prohibited actions include all of the following:</p>			
<p>(2)(e)1. PROHIBITED ACTIONS – CORPORAL PUNISHMENT Spanking, hitting, pinching, shaking, slapping, twisting, throwing or inflicting any other form of corporal punishment.</p>			
<p>(2)(e)5. PROHIBITED ACTIONS – CRUEL, AVERSIVE, FRIGHTENING, HUMILIATING ACTIONS Actions that are cruel, aversive, frightening or humiliating to the child.</p>			
<p>(3) Equipment</p>			
<p>(3)(a) INDOOR & OUTDOOR EQUIPMENT – SAFETY Indoor and outdoor play equipment shall be safe. The equipment shall be:</p>			

DCF 251.07 PROGRAM (continued)	Met	N/A	COMMENTS
(5) Meals and Snacks			
(5)(a)9. SPECIAL DIETS – MEDICAL CONDITION A special diet, based on a medical condition, excluding food allergies, but including nutrient concentrates and supplements, may be served only upon written instruction of a child's physician and upon request of the parent.			
(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.			
(6) Health			
(6)(a)1. OBSERVATION – SYMPTOMS OF ILLNESS Each child upon arrival at a center shall be observed by a staff person for symptoms of illness and injury. For an apparently ill child, the procedure under par. (c) shall be followed.			
(6)(b) ISOLATION AREA A center shall have an isolation area for the care of children who appear to be ill. If the area is not a separate room, it shall be separated from spaces used by other children by a partition, screen or other means.			
(6)(c) Ill child procedure. The following procedures shall apply when a child with an illness or condition, such as vomiting or diarrhea, having the potential to affect the health of other persons is observed in the child care center:			
(6)(c)1. ILL CHILD – ISOLATION The child shall be isolated.			
(6)(e)1. COMMUNICABLE DISEASE – EXCLUSIONS A child with a reportable communicable disease specified in ch. DCF 145 may not be admitted to or be permitted to remain in a child care center during the period when the disease is communicable.			
(6)(e)2. COMMUNICABLE DISEASE – REPORTING When it is determined that a person in contact with children or a child enrolled in a child care center has a reportable communicable disease under ch. DCF 145, such as German measles, infectious hepatitis, measles, mumps, or meningitis, the local public health officer, the department and the parents of exposed children shall be notified.			
(6)(e)3. COMMUNICABLE DISEASE – READMISSION An employee, volunteer or a child may be readmitted to the group child care center if there is a statement from a physician that the condition is no longer contagious or if the person has been absent for a period of time equal to the longest usual incubation period for the disease as specified by the department.			
(6)(f) Medications. 1. Center staff may give prescription or non-prescription medication, such as pain relievers, teething gels or cough syrup, to a child only under the following conditions:			
(6)(f)1.a. MEDICATION ADMINISTRATION – PARENT AUTHORIZATION A written authorization that includes the child's name and birthdate, name of medication, administration instructions, medication intervals and length of the authorization dated and signed by the parent is on file. Blanket authorizations that exceed the length of time specified on the label are prohibited.			
(6)(f)1.b. MEDICATION ADMINISTRATION – CONTAINERS & LABELING Medication is in the original container and labeled with child's name and the label includes the dosage and directions for administration.			
(6)(f)1.c. MEDICATION ADMINISTRATION – DOCUMENTING IN LOG BOOK A written record, including type of medication given, dosage, time, date and the name or initials of the person administering the medication, shall be made in the center medical log book on the same day that the medication is administered.			
(6)(f)3. MEDICATION – STORAGE Medication shall be stored so that it is not accessible to the children.			
(6)(f)4. MEDICATION – REFRIGERATION Medication requiring refrigeration shall be kept in the refrigerator in a separate, covered container clearly labeled "medication".			
(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)(f)6. CURRENT AUTHORIZATIONS FOR MEDICATIONS ON PREMISES No medication intended for use by a child in the care of the center may be kept at the center without a current medication administration authorization from the parent.			

DCF 251.07 PROGRAM (continued)	Met	N/A	COMMENTS
(6)(g)1. WIPING BODILY SECRETIONS Bodily secretions such as runny noses, eye drainage and coughed up matter shall be wiped with a disposable tissue used once and placed in a plastic-lined container. Whoever does the wiping shall wash his or her hands immediately.		N/A	
(6)(g)2. CLEANING BODILY SECRETIONS ON SURFACES Bodily secretions on surfaces shall be washed with soap and water and disinfected with a bleach solution of one tablespoon bleach to one quart of water, made fresh daily. Hands shall be washed immediately.			
(6)(h)1. USE OF UNIVERSAL PRECAUTIONS Center staff shall adopt universal precautions when exposed to blood and blood-containing body fluids and injury discharges of all children.			
(6)(h)2. HANDWASHING AFTER EXPOSURE TO BLOOD All persons exposed to blood or blood-containing body fluids and tissue discharges shall wash their hands immediately with soap and warm running water.			
(6)(h)3. USE OF DISPOSABLE GLOVES Single use disposable gloves shall be worn if there is contact with blood-containing body fluids or tissue discharges. Hands shall be washed with soap and water after removal of gloves. Gloves shall be discarded in plastic bags.			
(6)(h)4. DISINFECTING SURFACES AFTER CONTACT WITH VOMIT, URINE, FECES For spills of vomitus, urine, feces, blood or other body fluids, center staff shall clean and disinfect the floors, walls, bathrooms, tabletops, toys, kitchen countertops and diaper changing tables.			
(6)(i)1. WASHING CHILD'S HANDS & FACE A child's hands shall be washed with soap and warm running water before meals and snacks and after toileting or diapering. A child's hands and face shall be washed after meals.			
(6)(j)2. ADULT HANDWASHING Persons working with children shall wash their hands with soap and warm running water before handling food, and after assisting with toileting and after wiping bodily secretions from a child with a disposable tissue.			
(6)(j)6. HAND WASHING OUTDOORS & ON FIELD TRIPS If running water is not immediately available when outdoors or on field trips, soap and water-based wet wipes may be used. When running water becomes available, hands must be washed immediately with soap and running water.			
(6)(j)7. USE OF HAND SANITIZERS Disinfecting hand sanitizers may not replace the use of soap and water when washing hands.			
(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.			
(6)(j)8. DAILY RECORD OF INJURIES A daily record of injuries shall be kept in the medical log book.			
(6)(k)1. HEALTH EXAMINATION – CHILDREN UNDER AGE 2 Each child under two years of age shall have an initial health examination not more than six months prior to nor later than three months after being admitted to a center, and a follow-up health examination at least once every six months thereafter.			
(6)(k)2. HEALTH EXAMINATION – CHILDREN OVER AGE 2 Each child 2 years of age and older shall have an initial health examination not more than one year prior to nor later than 3 months after being admitted to the center, and a follow-up health examination at least once every 2 years thereafter. School-age children are not required to have a health exam.			
(6)(k)3. HEALTH EXAMINATION – DOCUMENTATION The health examination report shall be on a form provided by the department and shall be signed and dated by a physician, physician assistant or HealthCheck provider.			
(6)(k)5. HEALTH HISTORY INFORMATION A child's health history on a form prescribed by the department completed by the child's parent shall be on file at the center by the first day of attendance. Information contained on the health history form shall be shared with any child care worker assigned to care for the child.			
(6)(L) IMMUNIZATION DOCUMENTATION The center shall maintain a record of immunizations for each child to document compliance with s. 252.04 Stats., and ch. DCF 144.			

DCF 251.08 TRANSPORTATION	Met	N/A	COMMENTS
<p>The program <input type="checkbox"/> provides regularly-scheduled transportation, <input type="checkbox"/> provides transportation for field trips, <input type="checkbox"/> does not transport.</p>			
<p>(2) General</p>			
<p>(2)(a) CENTER RESPONSIBILITY FOR CHILD DURING TRANSPORTATION The center shall be responsible for a child between the time the child is placed in a vehicle until the child reaches his or her destination and is released to a person responsible for the child.</p>			
<p>(2)(b) EMERGENCY INFORMATION IN VEHICLE The following emergency information shall be carried in the vehicle for each child transported:</p>			
<p>(2)(b)1. EMERGENCY INFORMATION IN VEHICLE – PARENT CONTACT An address and telephone number where a parent or other adult can be reached in an emergency.</p>			
<p>(2)(b)2. EMERGENCY INFORMATION IN VEHICLE – PHYSICIAN CONTACT The name, address, and telephone number of the child's physician or medical facility.</p>			
<p>(2)(b)3. EMERGENCY INFORMATION IN VEHICLE – EMERGENCY MEDICAL CONSENT Written consent from the child's parent for emergency medical treatment.</p>			
<p>(2)(c) SMOKING IN VEHICLE Smoking is prohibited in the vehicle while children are being transported.</p>			
<p>(2)(d) REPORTING VEHICLE ACCIDENTS The center administrator shall submit a copy of any accident report to the department within five days after the occurrence of an accident involving a vehicle transporting children.</p>			
<p>(3) Driver</p>			
<p>(3)(a) DRIVER – QUALIFICATIONS The driver of a center-provided vehicle shall be or have all of the following:</p>			
<p>(3)(a)1. DRIVER QUALIFICATIONS – MINIMUM AGE At least 18 years of age.</p>			
<p>(3)(a)2. DRIVER QUALIFICATIONS – LICENSE A valid WI operator's license for the type of vehicle driven.</p>			
<p>(3)(a)3. DRIVER QUALIFICATIONS – EXPERIENCE At least one year of experience as a licensed driver.</p>			
<p>(3)(b) DRIVER RECORD – OBTAIN & REVIEW The licensee shall obtain a copy annually of the driving record for each driver of a center-provided vehicle and shall place the record in the staff file. The licensee shall review each driving record to ensure that the driver has no accidents or traffic violations that would indicate that having children ride with the driver could pose a threat to the children.</p>			
<p>(3)(c) DRIVER RECORD – PROHIBITIONS A driver whose driving record poses a threat to the children may not transport children.</p>			
<p>(4) Vehicle. (a) A vehicle used to transport children shall be:</p>			
<p>(4)(a)1. VEHICLE REQUIREMENTS – REGISTRATION Registered in Wisconsin.</p>			
<p>(4)(a)2. VEHICLE REQUIREMENTS – INTERIOR CONDITION Clean, uncluttered and free of obstructions on the floors, aisles and seats.</p>			
<p>(4)(b)1. CAR SAFETY SEAT– CHILD UNDER AGE 1 OR UNDER 20 POUNDS Each child who is under 1 year of age or who weighs less than 20 pounds shall be properly restrained in a rear-facing individual child car safety seat when being transported in a vehicle as specified in s. 347.48 Stats.</p>			
<p>(4)(b)2. CAR SAFETY SEAT – CHILD AGE 1 TO 4 OR 20 TO 40 LBS Each child who is at least 1 year of age but less than 4 years of age or who weighs at least 20 pounds but less than 40 pounds shall be properly restrained in a forward-facing individual child car safety seat when being transported in a vehicle as specified in s. 347.48 Stats.</p>			
<p>(4)(b)3. BOOSTER SEAT RESTRAINT – CHILD AGE 4 TO 8 OR UNDER 80 LBS OR 4'9" Each child who is at least 4 years of age but less than 8 years, weighing not more than 80 pounds or taller than 4 feet 9 inches shall be properly restrained in a shoulder-positioning child booster seat when being transported in a vehicle as specified in s. 347.48 Stats.</p>			
<p>(4)(b)4. SEAT BELT USE Each child who is not required to be transported in an individual child car safety seat or booster seat when being transported in a vehicle shall be properly restrained by a seat belt. Each adult shall be properly restrained by a seat belt. Seat belts may not be shared.</p>			
<p>(4)(d) VEHICLE – FRONT SEAT USE Children under age 13 may not ride in the front seat.</p>			

DCF 251.08 TRANSPORTATION (continued)	Met	N/A	COMMENTS
(5) Vehicle Capacity and Supervision			
(5)(a) VEHICLE – UNATTENDED CHILDREN Children may not be left unattended in a vehicle.			
(5)(b) VEHICLE – ADDITIONAL ADULT SUPERVISION When children are transported in a vehicle, there shall be at least one adult supervisor in addition to the driver in either of the following circumstances:			
(5)(b)1. VEHICLE SUPERVISION – 3 OR MORE CHILDREN UNDER 2 OR WITH DISABILITY There are more than 3 children who are either under 2 years of age or have a disability which limits their ability to respond in an emergency.			
(5)(b)2. VEHICLE SUPERVISION – MORE THAN 10 CHILDREN UNDER 5 There are more than ten children under five years of age in the vehicle.			
(5)(c) RELEASING A CHILD AFTER TRANSPORTATION After transporting a child to his or her destination, an adult shall wait until the child enters the building or is in the custody of an adult designated by the parent, unless otherwise authorized by the parent of a school-age child.			
(5)(d) VEHICLE CAPACITY A seat in the vehicle shall be provided for each child. In a vehicle not required to have seat belts, the manufacturer shall determine the capacity of the vehicle.			
(5)(e) TRANSPORTATION – PROCEDURE TO ENSURE CHILDREN EXIT VEHICLE The center shall develop and implement a procedure to ensure that all children exit the vehicle after being transported to a destination.			
(6) Regularly Scheduled Transportation. (a) When regularly scheduled transportation is provided by a center, the center shall maintain the following information in writing at the center and in each vehicle:			
(6)(a)1. TRANSPORTATION – LIST OF CHILDREN TRANSPORTED ON FILE A list of children transported.			
(6)(a)2. TRANSPORTATION – ROUTE & STOPS ON FILE The transportation route and scheduled stops.			
(6)(a)3. TRANSPORTATION – AUTHORIZED PERSON TO RECEIVE CHILD ON FILE The name and address of the person authorized to receive a child if the child is dropped off at a place other than the child's residence.			
(6)(a)4. TRANSPORTATION – PROCEDURE IF NO ONE HOME TO RECEIVE CHILD ON FILE Procedures to be followed when parent or designated authorized adult is not home to receive child.			
(6)(b) TRANSPORTATION – PROCEDURE FOR CHILDREN WITH DISABILITIES The center shall maintain written safety precautions to be followed and implemented when transporting children with disabilities or children who have a limited ability to respond in an emergency.			
(6)(c) TRANSPORTATION – CONTRACTED / CHARTERED VEHICLE CONTACT When transportation services are contracted or chartered, the name, address and telephone number of the contracting firm and the name of a representative of the firm who may be contacted after hours shall be on file at the center.			
(7) Center Vehicles			
(7)(a) VEHICLE – CONDITION, INSPECTION REPORT A center-provided vehicle shall be in safe operating condition. Except for licensed contract motor carrier vehicles, the licensee shall provide the department with evidence of the vehicle's safe operating condition at 12-month intervals on a form the department provides. Licensed contract motor carrier vehicles shall comply with all applicable standards for those vehicles.			
(7)(b) VEHICLE – FIRST AID KIT A center-provided vehicle, other than a licensed contract motor carrier, shall be equipped with a first aid kit.			
(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.			

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)(i) INFANT & TODDLER – CRIB MATTRESSES & COVERINGS Cribs and playpens shall contain a tight fitting mattress and any mattress covering shall fit snugly over the mattress. Water beds may not be used by children under age two.			
(1)(k) INFANT & TODDLER – BEDDING Sheets or blankets used to cover the child shall be tucked tightly under the mattress and shall be kept away from the child's mouth and nose.			
(1)(L) INFANT & TODDLER – SOFT MATERIALS IN CRIBS Children under one year of age may not sleep in a crib or playpen that contains soft materials such as sheepskins, pillows, fluffy blankets, bumper pads or stuffed animals.			
(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.			
(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 with a chlorine bleach solution of one tablespoon bleach to one quart of water, made fresh daily, or a quaternary ammonia product prepared in accordance with label directions.			
(4)(a)9. INFANT & TODDLER – HANDWASHING WHEN DIAPERING Wash hands with soap and running water before and after each diapering or assistance with toileting routines. For children under one year, hands may be washed with soap and a fabric or paper washcloth.			
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).			
(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(1)(e) or (f), as appropriate, or shall substitute for those requirements department-approved experience, credits or approved courses in elementary education, physical education, child guidance, recreation or other department-approved training.			
(4)(b)3. SCHOOL-AGE CARE – ASSISTANT CHILD CARE TEACHER Each assistant child care teacher shall meet the requirements in DCF 251.05(1)(g) or shall have satisfactorily completed at least 10 hours of training approved by the department in care of school-age children within 6 months after assuming position.			

