

**AGREEMENT BETWEEN THE MILWAUKEE BOARD OF SCHOOL DIRECTORS &
MILWAUKEE COUNTY YOUTH EDUCATION CENTER
FOR TITLE I, PART D, SUBPART 2 SERVICES**

THIS AGREEMENT made by and between the Milwaukee Board of School Directors (hereinafter, “Board” or “MPS”), 5225 West Vliet Street, P.O. Box 2181, Milwaukee, Wisconsin, 53201-2181, and Milwaukee County Youth Education Center, 949 N 9th St., Milwaukee, Wisconsin 53233.

WHEREAS, MPS is the designated LEA for Title I, Part D, Subpart 2 services at Milwaukee County Youth Education Center.

WHEREAS, Milwaukee County Youth Education Center provides instruction and continuity of services for a population of Milwaukee County Jail inmates ages 12-20 — and up to age 21 if in special education — giving them the opportunity to continue learning while incarcerated.

WHEREAS, a district that has a residential institution within its boundaries is always recognized by the federal government as the official fiscal agent to be notified of Title I, Part D funds.

WHEREAS, the Board on June 25, 2015 approved this Agreement and authorized the Board President and the Superintendent to execute this Contract under the following terms and conditions:

I. MILWAUKEE COUNTY YOUTH EDUCATION CENTER RESPONSIBILITIES

A. Milwaukee County Youth Education Center shall be held to all applicable parts of the “Assurances” of the Title I, Part D, Subpart 2, Neglected and Delinquent Program Application, which is attached and incorporated into this Agreement as Appendix A and includes, but is not limited to, the following program services to neglected and/or delinquent youth:

1. Where feasible, ensure educational programs in juvenile facilities are coordinated with the student’s home school, particularly with respect to special education students with an individualized education program (IEP).
2. Notify MPS if a Milwaukee resident youth is identified as in need of special education services while in the facility.
3. Where feasible, provide transition assistance to help the youth stay in school, including coordination of services for counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling.
4. Provide support programs which encourage youth to stay in school and provide the skills necessary to be successful in school.

5. Work to ensure such facilities are staffed with teachers and other qualified staff who are trained to work with children with disabilities and other students with special needs, taking into consideration the unique needs of such children and students.
 6. Use, to the extent possible, technology to assist in coordinating educational programs between the juvenile facility and the community school.
 7. Where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities.
 8. Coordinate funds and programs received under this program with other local, state, and federal funds available to provide services to participating youths.
 9. Coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.
 10. If appropriate, work with local businesses to develop training and mentoring programs for participating youth.
- B. Milwaukee County Youth Education Center shall assist with completion of Neglected and Delinquent Program Application for Funding, collaborate with MPS on program development, selection of resources and materials and provide Program Evaluation Summaries at the end of the fiscal year to MPS.
- C. Milwaukee County Youth Education Center will work with MPS to hire a certified instructor, as needed, to support math and/or reading content areas. Instructor(s) will be familiar with practices for working with “at-risk” or special education populations.
- D. Milwaukee County Youth Education Center will work with MPS on scheduling and providing Title I-D supplemental services including pre- and post- assessments for targeted students and planning and scheduling of professional development for their teachers.
- II. MPS’ RESPONSIBILITIES:**
- A. Instructional Staff: MPS shall act as the employer of record for certified instructor(s), as needed, to support math and/or reading content areas. Instructor(s) will be familiar with practices for working with “at-risk” or special education populations.
- B. Instructional Resources and Materials: If budgetary funding permits, MPS shall provide materials to supplement, not supplant, learning materials provided to students identified most at risk of failing in the facility. Materials shall specifically address learning

deficiencies in the reading and math content areas and will be geared to each pupil's individual needs.

- C. Transition Resources: When students are at risk of failing, academic resources will address the need for completing high school and earning a diploma.
- D. Individuals Instruction or Small Group Instruction: Title I-D teachers shall work with identified individual students or small groups of students in order to meet their learning needs and shall use age and skill level appropriate materials. Milwaukee County Youth Education Center shall work with the school district to ensure that special education students have a valid IEP and is properly implemented.
- E. Assessments: MPS shall use research-based, assessment tools. Each student will be assessed to identify individual need for additional reading and/or mathematics services. Instructional needs and services to be provided will be determined based on pre and post assessment data.
- F. Professional Development: Title I-D staff will be provided with the opportunity to attend professional development workshops and conferences relating directly to improving the effectiveness of instructional methods and resources. Professional development is based on staff needs and may include on-site in-service opportunities and/or conferences or workshops provided by a recognized external provider.
- G. MPS shall be held to all applicable parts of the "Assurances" of the Title I, Part D, Subpart 2, Neglected and Delinquent Program Application, which is attached and incorporated into this Agreement as Appendix A which includes but is not limited to the following:
 - 1. MPS shall require the entity and its principals involved in any subtier covered transaction paid through federal funds, that requires such certification, to ensure it/they are not debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by a federal department or agency.
 - 2. MPS, as the LEA, will evaluate its program periodically to assess its progress toward achieving its goals and objectives and use its evaluation results to refine, improve, and strengthen its program and to refine its goals and objectives as appropriate.
 - 3. MPS, as the LEA, shall submit to the department such information, and at such intervals, that the Department of Public Instruction (DPI) requires to complete state and/or federal reports.
 - 4. MPS will cooperate in carrying out any evaluation of this program conducted by or for the state education agency, the secretary, or other federal officials.

5. MPS shall comply with civil rights and nondiscrimination requirement provisions and equal opportunities to participate for all eligible students, teachers, and other program beneficiaries.
6. MPS shall use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds received and distributed under this program.
7. MPS shall (a) make reports to DPI and the U.S. Secretary of Education as may be necessary to enable the state and federal departments to perform their duties under this program; and (b) maintain records, provide information, and afford access to the records, as the department or the U.S. Secretary of Education may find necessary to carry out their duties.
8. MPS shall file financial reports and claims for reimbursement in accordance with procedures prescribed by DPI.
9. No board or staff member of MPS shall participate in, or make recommendations with respect to, an administrative decision regarding a program or project if such decision can be expected to result in any benefit or remuneration, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit to him or her or any member of his/her immediate family.
10. MPS agrees that before the plan was submitted, MPS afforded a reasonable opportunity for consultation on the plan and has considered such comment.
11. MPS shall adopt and use proper methods of administering such program, including (a) the enforcement of any obligations imposed by law or agencies, institutions, organizations, and other recipients responsible for carrying out each program; or (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
12. MPS shall administer such funds and property to the extent required by the authorizing statutes.
13. MPS, as the LEA, assures it will administer in accordance with applicable statutes, regulations, program plans and budgets, the funds under Title I, Part D.

III. MUTUAL OBLIGATIONS OF ALL PARTIES TO THIS AGREEMENT

- A. All parties mutually agree to be held to all applicable parts, sections, attachments of the Title I, Part D, Subpart 2, Neglected and Delinquent Program Application, which is attached and incorporated into this Agreement as Appendix A which include but is not limited to the following:

1. The programs and services provided under this grant will be used to address the needs set forth in the application and fiscal related information will be provided within the fiscal year timelines established for new, reapplying, and/or continuing programs.
2. The programs and services provided with federal funds under this grant will be operated so as not to discriminate on the basis of age, gender, race, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities.
3. Administration of the program, activities, and services covered by this application will be in accordance with all applicable state and federal statutes, regulations, and the approved application.
4. The activities and programs that will be performed under this grant will be used to supplement services and not supplant funds from non-federal sources.
5. That each agency receiving funds under this grant shall use these funds only to supplement, and not to supplant, state and local funds that, in the absence of such funds, would otherwise be spent for activities under this section.

V. COMPENSATION

- A. The amount to be encumbered in the first year of the Contract is \$71,000. Total compensation under this Contract shall not exceed \$71,000.
- B. The above dollar amount is an estimate. The finalized contract dollar amount is based on a formula and includes any carryover funds. The final dollar amount will be provided to the school as soon as practical after the Wisconsin Department of Public Instruction (DPI) gives MPS the final allocation.

VI. TERM AND TERMINATION

- A. Term. The term of this Contract is July 1, 2015 to June 30, 2016. Upon mutual agreement, this Contract may be extended for two additional one-year terms.
- B. Termination. This contract may be terminated before expiration of its term upon any of the following circumstances:
 1. Parties agree in writing to the termination; or
 2. Board determines that Milwaukee County Youth Education Center or any of their representatives, has violated the provisions of this Agreement, or the regulations governing it; or

3. Board determines that the performance of Milwaukee County Youth Education Center, as measured by the Board, does not warrant continuation of this Agreement; or
4. Board determines that the quality of the administration, staff or services of Program fall below the standards outlines in this Contract or the regulations governing it; or
5. During the term of this Agreement, federal and/or state funds supporting this Agreement are reduced. This Agreement shall automatically terminate in the event sufficient funds are not appropriated to continue this Agreement; or
6. Board determines that Milwaukee County Youth Education Center has failed to comply with all applicable local, state and federal laws and guidelines, and with generally accepted accounting principles and standards, including applicable categorical and/or grant guidelines and financial standards.

VI. APPENDICES

The following documents are hereby made part of this Contract and Contractor agrees to abide by all the terms and conditions therein:

Appendix A: Title I, Part D, Subpart 2, Neglected and Delinquent Program Application and Assurances

**APPROVED:
MILWAUKEE BOARD
OF SCHOOL DIRECTORS**

**APPROVED:
MILWAUKEE COUNTY YOUTH
EDUCATION CENTER**

MICHAEL BONDS Ph.D., President
Milwaukee Board of School Directors

DIANE COLÓN RODRÍGUEZ, Principal
Milwaukee County Youth Education Center

Date: _____

Date: _____

MILWAUKEE PUBLIC SCHOOLS

DARIENNE B. DRIVER, Ed.D.
Acting Superintendent of Schools
Milwaukee Public School District

Date: _____

1034-2012-2478:186319



LEA Code	District
3619	Milwaukee Public Schools

ASSURANCES

GENERAL ASSURANCES

(a) ASSURANCES—Any applicant, other than a state educational agency that submits a plan or application under this Act, whether separately or pursuant to section 9305, shall have on file with the state educational agency a single set of assurances, applicable to each program for which a plan or application is submitted, that provides that—

- (1) each such program will be administered in accordance with all applicable statutes, regulations, program plans and applications;
- (2)(A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to these entities; and
- (B) the public agency, nonprofit agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
- (3) the applicant will adopt and use proper methods of administering each such program including—
 - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the state educational agency, the secretary, or other federal officials;
- (5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each such program;
- (6) the applicant will—
 - (A) submit such reports to the state educational agency (which shall make the reports available to the Governor) and the Secretary as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under each such program; and
 - (B) maintain such records, provide such information, and afford such access to the records as the state educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the state educational agency's or the Secretary's duties; and
- (7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.
- (8) Section 9524. School Prayer—(b) The LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools.

The local educational agency (LEA) assures it will use funds to supplement and not supplant those from other sources otherwise available to continue current or past efforts

That the application is available for review by the public.

Comply with all requirements of the ESEA programs included in their consolidated applications, whether or not the program statute identifies these requirements as a description or assurance that the applicant would have addressed, absent this consolidated application, in a program-specific plan or application, and maintain records of their compliance with each of those requirements.

Any printed (or other media) description of ESEA programs will state the total amount being spent on the project or activity and will indicate the percentage of funds from the ESEA programs which are involved.

PRIVATE SCHOOL PARTICIPATION (Title IX, SEC 9501(a)(b)(c)(d))
 The LEA will comply with SEC 9501 regarding participation by eligible private school children, teachers, and parents. Sec. (b)(11)

Title I, Part A

Section 1112 2 (c) In General—Each LEA plan shall provide assurances that the LEA will—

- (A) inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from federal, state, and local sources;
- (B) provide technical assistance and support to schoolwide programs;
- (C) work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the state student academic achievement standards;
- (D) fulfill each agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116 (b);
- (E) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
- (F) take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
- (G) in the case of a LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A (a) of the Head Start Act;
- (H) work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;
- (I) comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development;
- (J) inform eligible schools of the LEA's authority to obtain waivers on the school's behalf under title IX and, if the state is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999;
- (K) coordinate and collaborate, to the extent feasible and necessary as determined by the LEA, with the state educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116;
- (L) ensure through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;
- (M) use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the state's proficient level of achievement on the state academic assessments described in section 1111(b)(3);

ASSURANCES (cont'd)

(N) ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable format and, to the extent practicable, provided in a language that the parents can understand; and

(O) assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).

(P) participate, if selected, in the state National Assessment of Educational Progress (NAEP) tests.

(Q) The LEA has established and implemented a districtwide salary schedule and comparability policy. Annually the district ensures that its policy results in equivalence among schools in provision of teachers, administrators, and other staff, and equivalence among schools in the provision of curriculum materials and instructional supplies.

Title I, Part A, Focus School Grants

(1) The program and services provided under this grant will be used to address the needs set forth in the School-wide Implementation Review (SIR) and Indistar. Fiscal related information will be provided within the fiscal year timelines.

(2) The local education agency (LEA) will evaluate its program periodically to assess its progress toward achieving its objectives identified in Indistar and use its evaluation results to refine, improve, and strengthen its program and to refine its goals and objectives as appropriate.

(3) The LEA will file financial reports and claims for reimbursement in accordance with procedures prescribed by the Department of Public Instruction (DPI).

(4) No board or staff member of an LEA will participate in, or make recommendations with respect to, an administrative decision regarding a program or project if such decision can be expected to result in any benefit or enumeration such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit to him or her or any member of his/her immediate family.

(5) The LEA approved the focus school initiatives that will be supported on its behalf by the DPI with the use of the Title I, Part A, Section 1003(a) funding. These services include the development of an electronic tool for monitoring student interventions and professional development, networking, and leadership activities.

Title I, Part C, Migrant Education Assurances Section 1304(c) Assurances

Each such application shall also include assurances, satisfactory to the Secretary, that—

(1) funds received under this part will be used only—

(A) for programs and projects, including the acquisition of equipment, in accordance with section 1306; and

(B) to coordinate such programs and projects with similar programs and projects within the state and in other states, as well as with other federal programs that can benefit migratory children and their families;

(2) such programs and projects will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1120A and part I;

(3) in the planning and operation of programs and projects at both the state and local agency operating level, there is consultation with parent advisory councils for programs of 1 school year in duration and that all such programs and projects are carried out—

(A) in a manner that provides for the same parental involvement as is required for programs and projects under section 1118, unless extraordinary circumstances make such provision impractical; and

(B) in a format and language understandable to the parents;

(4) in planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool migratory children;

(5) the effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under part A;

(6) to the extent feasible, such programs and projects will provide for—

(A) advocacy and outreach activities for migratory children and their families of, or helping such children and families gain access to other education, health, nutrition, and social services;

(B) professional development programs, including mentoring, for teachers and other program personnel;

(C) family literacy programs, including such programs that use models developed under Even Start;

(D) the integration of information technology into educational and related programs, and

(E) programs to facilitate the transition of secondary school students to postsecondary education or employment; and

(7) the state will assist the secretary in determining the number of migratory children under paragraphs (1)(A) and (2)(B)(i) of section 1303(a) through such procedures as the Secretary may require.

Title I, Part D, Neglected and Delinquent

The fiscal agent shall ensure that services provided to neglected and/or delinquent youth under this section shall meet the following program requirements (Section 1425).

(1) Where feasible, ensure educational programs in juvenile facilities are coordinated with the student's home school, particularly with respect to special education students with an individualized education program.

(2) Notify the local school if a youth is identified as in need of special education services while in the facility.

(3) Where feasible, provide transition assistance to help the youth stay in school, including coordination of services for counseling, assistance, in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling.

(4) Provide support programs which encourage youth who have dropped out to re-enter school once their term has been completed or provide such youth with the skills necessary for such youth to gain employment or seek a secondary school diploma or its recognized equivalent.

(5) Work to ensure such facilities are staffed with teachers and other qualified staff who are trained to work with children with disabilities and other students with special needs taking into consideration the unique needs of such children and students.

(6) Use, to the extent possible, technology to assist in coordinating educational programs between the juvenile facility and the community school.

(7) Where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities.

(8) Coordinate funds received under this program with other local, state, and federal funds available to provide services to participating youths, such as funds under the Job Training Partnership Act, and vocational education funds.

(9) Coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

(10) If appropriate, work with local businesses to develop training and mentoring programs for participating youth.

Title II, Part A

(1) the school district will target funds to schools within the jurisdiction of the LEA that:

(A) have the lowest proportion of highly qualified teachers;

(B) have the largest class size; or

(C) are identified for improvement under sec. 1116(b).

(2) the school district will comply with sec. 9501 regarding participation by private school children and teachers.

ASSURANCES (cont'd)

Title II, Part D

The LEA must comply with section 2441. INTERNET SAFETY as it applies to availability and use of funds form.

The LEA must have a new or updated long-range strategic educational technology plan that is consistent with the objectives of the statewide technology plan and that addresses the statutory local plan requirements found in section 2414—LOCAL APPLICATIONS.

The LEA must use twenty five percent (25%) of its formula funds for ongoing, sustained, and intensive, high-quality professional development. Section 2414—LOCAL APPLICATIONS.

The district has a plan for the evaluation of students in order to demonstrate technological literacy by the end of the eighth grade. Section 2402

Title III, Part A

(1) The LEA shall comply with the provisions of section 3302 related to parental notification prior to, and throughout, each school year.

(2) The LEA shall annually assess the English proficiency of all limited English proficient children participating in a program funded under this subpart, consistent with section 1111(b)(7).

(3) The LEA shall comply with the requirement in section 1111(b)(3)(c) to include all limited English proficient children enrolled in the LEA in the state academic assessment.

(4) The LEA shall use curriculum, and instructional approaches and methodologies based on scientifically based research on teaching limited English proficient children and youth *and* that has been demonstrated to be effective.

(5) The LEA shall coordinate its programs and activities under Title III with its other programs and activities under this Act and other Acts, as appropriate. This includes state or locally funded programs and activities for LEP students and their teachers or parents.

(6) The LEA shall expend the funds to improve the education of limited English proficient children, by assisting the children to speak, read, write, and comprehend the English language *and* meet challenging state academic content and student academic achievement standards.

(7) The LEA shall use the funds in ways that will build such recipient's capacity to continue to offer high-quality language instruction educational programs that assist limited English proficient children in meeting challenging state academic content and student academic achievement standards once assistance under this subpart is no longer available;

(8) The LEA shall use not more than 2 percent of allocated funds for the cost of administering Title III activities.

(9) The LEA consulted with teachers, researchers, school administrators, and parents, and, if appropriate, with education-related community groups and nonprofit organizations, and institutions of higher education, in developing the local plan.

(10) The LEA shall provide professional development activities under Title III to classroom teachers, principals, administrators, and other school or community-based personnel to improve the instruction and assessment of English language learners. Professional development activities must be based on research demonstrating its effectiveness in increasing students' English proficiency or increasing teachers' subject matter knowledge, teaching knowledge, or teaching skills. Teacher professional development must be of sufficient intensity and duration to have a positive, lasting impact on teachers' performance in the classroom. This does not include one-day or short-term workshops and conferences, except when part of a long-term, comprehensive professional development plan based on a needs assessment and established by a teacher and the teacher's supervisor.

(11) The LEA shall certify that all teachers in any language instruction educational program for limited English proficient children that is, or will be, funded under this part are fluent in English *and* any other language used for instruction, including having written and oral communications skills.

(12) The LEA shall conduct evaluations and prepare progress reports as required by the department and the Act.

**Title IV, Part A
Safe and Drug Free Schools**

(d) Contents of Applications. An application submitted by a LEA under this section shall contain:

(1) an assurance that the activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement;

(2) an assurance that funds under this subpart will be used to increase the level of state, local, and other nonfederal funds that would, in the absence of funds under this subpart be made available for programs and activities authorized under this subpart, and in no case supplant such state, local, and other nonfederal funds;

(3) an assurance that drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful;

(4) an assurance that the applicant has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:

(A) appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students;

(B) security procedures at school and while students are on the way to and from school;

(C) prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments;

(D) a crisis management plan for responding to violent or traumatic incidents on school grounds; and

(E) a code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that—

(i) allows a teacher to communicate effectively with all students in the class;

(ii) allows all students in the class to learn;

(iii) has consequences that are fair, and developmentally appropriate;

(iv) considers the student and the circumstances of the situation; and

(v) is enforced accordingly;

(5) an assurance that the application and any waiver request under section 4115(a)(3) will be available for public review after submission of the application.

Section 4141-Gun Free Schools Requirements

(d)(1) Each LEA requesting assistance under NCLB assures that it is in compliance with the state law requiring expulsion from school for a period of not less than one year for any student who is determined to have brought a firearm to a school, or to have possessed a firearm at school, under the jurisdiction of the LEA.

(d)(2) Further, the LEA assures it will provide a description of the circumstances surrounding any expulsions imposed under this state law including:

(A) The name of the school concerned,

(B) The number of students expelled from such school,

(C) The types of firearms concerned

(h)(1) The LEA acknowledges that no funds will be made available under NCLB unless the agency has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school served by the agency.

SEC. 9534. CIVIL RIGHTS.

(a) IN GENERAL—Nothing in this Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under this Act.

ASSURANCES (cont'd)

(b) **RULE OF CONSTRUCTION**—Nothing in this Act shall be construed to require the disruption of services to a child or the displacement of a child enrolled in or participating in a program administered by an eligible entity, as defined in section 1116 of Title I, at the commencement of the entity's participation in a grant under section 1116 of Title I.

Title X

The LEA will develop and implement policies and procedures to ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths as described in paragraphs 722 (g) (3) through (7) and 722 (e)(3).

GEPA 427-Equitable Access and Participation

Under section 427 of the General Education Provisions Act, all applicants are required to include in their plans a description of steps that will be taken to remove barriers that may exist regarding equitable access to, or equitable participation in, activities and programs the state will undertake with the federal funds provided.

Certification/Signatures

WE, THE UNDERSIGNED, CERTIFY that the information contained in this application is complete and accurate to the best of our knowledge, that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; and, that the indicated agency designated in this application is authorized to administer this grant.

WE FURTHER CERTIFY that the assurances listed above have been satisfied and that all facts, figures, and representations in this application are correct to the best of our knowledge.

Signature of District Administrator ➤	Date Signed
Signature of School Board Officer/Authorized Agent ➤	Date Signed
Title of School Board Officer/Authorized Agent Director/Board Clerk	



LEA Code 3619	LEA Name Milwaukee Public Schools
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CERTIFICATION COVERING DEBARMENT

**Certification Regarding
 Debarment, Suspension, Ineligibility, and Voluntary Exclusion
 Lower Tier Covered Transactions**

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988, *Federal Register* (pages 19160-19211). Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted.

1. The prospective lower tier participant(s) certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

LEA/Agency/Company Name

Milwaukee Public Schools

Name and Title of District Administrator/Designee

Darienne B. Driver, Ed.D., Superintendent of Schools

Signature



Date Signed *Mo./Day/Yr.*

INSTRUCTIONS FOR CERTIFICATION

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transaction," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List (202-786-0688).
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

I. PROGRAM DESCRIPTION

Summarize the key elements necessary to communicate the purpose of this grant. Include all the key summary points necessary to communicate the overall purpose for requesting grant funds. *See Section 1421(1)(2)(3).*

Milwaukee County Youth Education Center was created in 1997, in partnership with Milwaukee County, to meet a new requirement of state law concerning educational programs for incarcerated school-age youth. The Milwaukee County Youth Education Center serves inmates, ages 12-20 (21 if in special education). Educational services are provided for these students to attend school while incarcerated in the Milwaukee County Jail. The school is open year round.

Upon enrollment, each student inmate's educational history and skill levels are assessed. Student inmates then receive math and language arts/literacy instruction and/or instruction in other subjects based on students' grade and skill levels. The school has two tracks: high school credit/units for high school diplomas and GED preparation.

The Title 1D funds requested will be used to supplement the core educational program through the addition of materials, resources and professional development to support reading, language arts, mathematics and life skills.

The Milwaukee County Youth Education Center serves inmates, ages 12-20 (21 if in special education), who desire to attend school while incarcerated in the Milwaukee County Jail. The demographics at Milwaukee County Youth Education Center include 91.7% African American, 8.3% Hispanic, 16.7% students with disabilities and 75% economically disadvantaged students. All of the students are at-risk and need educational services to transition from corrections to a traditional high school, technical college or another institution if they remain incarcerated.

Many students that are enrolled had dropped out of school prior to being incarcerated. The academic focus at Milwaukee County Youth Education Center is to build their skills for college and career readiness. In order to ensure that all students are prepared when they transition from the institution a range of options is provided such as high school diploma, GED prep and college prep. Most students are behind their peers academically in areas of reading, writing, math and college readiness.

The school classrooms are determined by gender, court order and instructional needs to be able to deliver the educational services to all students. The school is required to comply with court orders to keep some inmates from contacting each other.

To strengthen reading skills students are supplied supplemental reading materials beyond classroom scope of services. Each classroom has the capacity to check out paperback books for the students to continue reading outside the classroom. These reading books are integral to the reading program because of their availability which has enhanced students reading comprehension.

Writing is a concern for our students. The increase of reading scores has positively attributed to their ability to write. Examples of these activities include job and college applications, journal writing, short stories, letters, essays and many other artifacts.

The majority of students are not proficient in mathematics. There is a need to provide supplemental resources in mathematics to impact achievement. Supplemental materials in math are used in order to ensure students pass the GED, receive the high school diploma and increase proficiency in math.

Title I funds will supplement the regular curriculum through supplementary low readability, high interest, age appropriate books, Key Mathematics, grammar, punctuation and short story materials for language arts and resources for financial literacy, college prep and career readiness.

Professional development will support the use of the supplemental materials. Networking opportunities and workshops with other correctional facilities will be provided such as through the Correctional Educational Association.

II. NARRATIVE

Applicants for Title I, Part D, Subpart 2 funds for delinquent and at-risk pupils served in the district or local institution serving such children will respond to questions 1-13; applicants for neglected programs will answer questions 1, 5, 6, 7, and 13.

For each of the items listed, provide a written description of how the project will address the specifics of that item. The responses should follow the numbering sequence of the items with boldface headings used to identify the responses. The application should be concise and to the point.

Narrative responses should be provided to describe plan of service for delinquent children residing in correctional facilities.

1. **Formal Agreements.** Describe the formal agreements between the local education agency, correctional facilities, and alternative school programs serving youth involved with the juvenile justice system to operate programs for delinquent youth, Section 1423(A)(B); attach a copy to the application when submitted.

A formal agreement signed by the Milwaukee Board of School Directors, the Superintendent of Milwaukee Public Schools and Milwaukee County Youth Education Center identifies MPS as the fiscal agent for Title ID programming. Wisconsin law requires the provision of educational services to the students at the correctional facility. The principal that oversees the programming at Milwaukee County Youth Education Center will facilitate implementation of Title ID at Milwaukee County Youth Education Center. The Milwaukee Public Schools Title I office provides oversight and ensures implementation of Title ID.

2. **Coordination of Effort.** As appropriate, describe how the participating school will coordinate with facilities working with delinquent youth to ensure that such youth are participating in an educational program comparable to the one operating in the local school such youth would attend. Section 1423(3)

Milwaukee County Youth Education Center abides by the rules and security of the correctional facility. The school works with Project Stay for school improvement planning purposes. Milwaukee County Youth Education Center works with school district and local school staff to ensure that the curriculum is comparable to that offered by the youth's local school. The staff at Milwaukee County Youth Education Center is certified in alternative and special education so Individualized Education Plans (IEP) are evaluated, written and implemented at the school.

3. **Dropout Prevention.** As appropriate, describe the dropout prevention program operated by participating schools and the types of services such schools will provide to at-risk youth in participating schools and youth returning from correctional facilities. Section 1423(4)

Milwaukee County Youth Education Center staff helps students fill out applications to transfer to a school when they are leaving the facility. A meeting is arranged with Milwaukee Public Schools to help find an appropriate placement. The staff helps with college prep including filling out FASFAs, college applications and investigating potential schools and occupations. Some students are transitioned to Milwaukee Area Technical College adult high school. Appointments, services and applications are set up with the Division of Vocational Rehabilitation for students with special needs.

4. **Youth Expectations.** A description of the characteristics (including learning difficulties, substance abuse problems, and other special needs of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children.

Milwaukee County Youth Education Center serves adjudicated youth that are incarcerated as adults in an adult facility potentially for as long as three or more years. These students need extra support because they are isolated from friends and family. The enrolled youth have a range of special education needs, AODA needs, counseling needs and all are at-risk. The majority of students have their own children and are concerned about foster care and their continued parental rights. The core academic curriculum and behavior management program are tailored to fit the needs of this population.

5. **Coordination with External Sources.** As appropriate, describe how schools will coordinate with existing social and health services to meet the needs of students at risk of dropping out of school and other participating students, including prenatal health care and nutrition services related to the health of the parent and child, child development classes, child care, targeted re-entry and outreach programs, referrals to community resources, and scheduling flexibility. Section 1423(6)

Milwaukee County Youth Education Center coordinates with the Milwaukee County staff at the correctional facility. The psych-social workers at the facility will refer students to the school for educational services. If the Milwaukee County Youth Education Center staff feels a student needs or upon student request extra support for mental or physical health issues they will refer the student to the psych-social worker of the county facility. Many female students are pregnant while they are incarcerated and receive additional support. This coordination is individualized and tailored to meet the needs of the youth enrolled.

II. NARRATIVE (cont'd.)

6. **Business Partnerships.** As appropriate, describe, if any, partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students. Section 1423(7)

Milwaukee County Youth Education Center works with Milwaukee Public Schools, Franklin School District, and Milwaukee Area Technical College to provide transitional services to ensure students do not drop out of school.

7. **Parental Involvement.** As appropriate, describe how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities. Section 1423(8)

Milwaukee County Youth Education Center staff regularly communicates by telephone to update parents on youth progress and concerns. Parent-teacher phone contacts as well as written documentation are shared. The parents participate in IEP meetings via phone conferences. Quarterly report cards and progress reports are sent to parents, foster parents, guardians and county workers.

8. **Coordination with Other At-Risk Programs.** Describe how the program under Title I, Part D, Subpart 2, will be coordinated with other federal, state, and local programs such as programs under Title I of Public Law 105-220 and vocational education programs serving this at-risk population of youth. Section 1423(9)

Milwaukee County Youth Education Center works with Franklin Public School District to coordinate with programming at their house of corrections. This communication facilitates the flow of educational services as students transition between the facilities. The Center works with attorneys and court systems to ensure students are following requirements and pertinent information is exchanged concerning the students' needs and status. Educational plans and progress meetings incorporate input from all those involved with the youth.

9. **Coordination with the Juvenile Justice and Delinquency Act.** Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable. Section 1423(10)

The students are adjudicated as adults in an adult court system. Milwaukee County Youth Education center works closely with the courts to ensure the courts are made aware of the special education needs and status of the Center's students.

10. **Assistance from Probation Officers.** As appropriate, describe how schools will work with probation officers to assist in meeting the needs of youth returning from correctional facilities. Section 1423(11)

For those youth involved with Probation Officers close communication ensures the student is attending school, updates the officer on current progress and helps as the officer transitions the student back into the community.

11. **Individualized Education Program Awareness.** Describe the efforts that participating schools will make to ensure correctional facilities working with youth are aware of a child's existing individualized education program. Section 1423(12)

Upon admissions student records are requested from the last known school. If an IEP exists Milwaukee County Youth Education Center requests a review so that it is revised that the student is incarcerated and not in their home school. Milwaukee County Youth Education Center staff facilitates the IEP meetings with the youth and parents (via phone conference). The staff evaluates, writes and implements student IEPs. The students are provided IEP paperwork that they may share with the court.

12. **Procedure(s) for Alternative Placements.** As appropriate, a description of the steps schools will take to find alternative placements for youth interested in continuing their education but unable to participate in a regular public school program. Section 1423(13)

Youth are transitioned from Milwaukee County Youth Education Center to a traditional school, alternative school or Milwaukee Area Technical College adult high school depending on their needs.

13. **Professional Development Plan.** Describe the professional development plan for the ensuing year. Specify goals, planned activities and strategies, who the participants will be, and how effectiveness will be determined.

Professional development will help achieve the goals of the Title ID program and impact student achievement and transitional services. Networking with like facilities where school age children are incarcerated as adults will help gain insight in cutting edge developments on meeting these students unique needs. Staff will participate in trainings and opportunities provided through the Correctional Educational Association. Professional development will also help the staff in providing extra academic support in language arts, reading and mathematics and the new GEDO2 procedures and testing.

X. BUDGET SUMMARY				
Applicant Agency Milwaukee Public Schools	Grant Period		Date Submitted	
	Beg. 7/1/2015	Initial Request 7/1/2015	First Revision	Second Revision
	End 6/30/2016			

Budget Revisions: Submit a copy of this page, with appropriate revisions included. (Attach this to a brief letter of justification.) **Note:** Submit request at least **30 days** prior to expenditure of grant monies. June 30 is the final date for submission of revisions. **All fields must have an entry to calculate properly. If the amount is zero, make sure to enter a zero in that field.**

WUFAR Function	WUFAR Object	Amount Requested	First Revision	Second Revision
Instruction (100 000 Series) Activities dealing directly with the interaction between instructional staff and students.	a. Salaries (100s)	0		
	b. Fringe Benefits (200s)	0		
	c. Purchased Services (300s)	0		
	d. Non-Capital Objects (400s)	\$53,000		
	e. Capital Objects (500s)	0		
	f. Other Objects (e.g., fees) (900s)	\$200		
	TOTAL Instruction		\$53,200	0
Support Services— Pupil and Instructional Staff Services (in 210 000 and 220 000 Series) Support services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development, supervision, and coordination of grant activities.	a. Salaries (100s)	0		
	b. Fringe Benefits (200s)	0		
	c. Purchased Services (300s)	\$6,738		
	d. Non-Capital Objects (400s)	\$7,386		
	e. Capital Objects (500s)	0		
	f. Other Objects (e.g., fees) (900s)	0		
	TOTAL Support Services— Pupil/Instructional Staff Services		\$14,124	0
Support Services— Administration (Associated with functions in 230 000 series and above.) Includes general; building; business; central service administration; and insurances.	a. Salaries (100s)	0		
	b. Fringe Benefits (200s)	0		
	c. Purchased Services (300s)	0		
	d. Non-Capital Objects (400s)	0		
	e. Capital Objects (500s)	0		
	f. Insurance (700s)	0		
	g. Other Objects (e.g., fees) (900s)	0		
	TOTAL Support Services—Admin.		0	0
Indirect Cost	Approved Rate <u>5.46</u> %	\$3,676		
Available Funding	Current Entitlement	\$44,766		
	Estimated Carryover	\$26,234		
	TOTAL Available Funding		\$71,000	0
Unbudgeted Funds	TOTAL Unbudgeted Funding	0		
TOTAL BUDGET		\$71,000	0.0	0.0

XI. BUDGET DETAIL

Date of Request <i>Mo./Day/Yr.</i>	Applicant Agency	Project No. <i>For revisions only</i>
7/1/2015	Milwaukee Public Schools	

1. Purchased Services Summary (300s)

a. WUFAR Function Code	b. Type of Service Purchased	c. Date(s) Service to be Provided	d. Specify Agency/Vendor or Supplier <i>If Known</i>	e. Cost
220 000	Professional development	7/1/2015— 6/30/2016	Various	\$6,738
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Total				\$6,738
(Must agree with Purchase Services Total on Budget Summary)				

XI. BUDGET DETAIL (cont'd)

Date of Request <i>Mo./Day/Yr.</i>	Applicant Agency	Project No. <i>For revisions only</i>
7/1/2015	Milwaukee Public Schools	

2. Non-Capital Objects Summary (400s)

a. WUFAR Code Function (Indicate for each item listed in column c.)	b. Quantity	c. Item Name <i>Include all items budgeted.</i>	d. Total Costs
		Instructional materials and supplies to support reading, language arts, mathematics and lifeskills supplemental curriculum.	\$53,000
		Professional development materials and supplies to help teachers meet the unique academic and transitional needs of the students	\$7,386
Total (Must agree with Non-Capital Objects total on Budget Summary)			\$60,386

3. Capital Objects Summary (500s)

a. WUFAR Code Function (Indicate for each item listed in column c.)	b. Quantity	c. Item Name <i>Include all items budgeted.</i>	d. Total Costs
Total (Must agree with Capital Objects total on Budget Summary)			

XI. BUDGET DETAIL (cont'd)

Date of Request <i>Mo./Day/Yr.</i> 7/1/2015	Applicant Agency Milwaukee Public Schools	Project No. <i>For revisions only</i>
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4. Personnel Summary (100s-200s)

All staff must hold the appropriate license. Must enter a "0" if field has no data.

List all employees to be paid from this project. If a vacancy exists which will be filled, indicate "vacant." Send update on filled position.

a. WUFAR Function Code (Indicate for each position listed)	b. Name	c. Position/Title	d. Project FTE	e. Date(s) Service to be Provided	f. Total Cost Salary Fringe	
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Total Salary & Fringe					0	0