21ST CENTURY COMMUNITY LEARNING CENTERS
Documentation Criteria for GEMS Upload
Technical Assistance

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21ST CENTURY COMMUNITY LEARNING CENTERS
Documentation Criteria for GEMS Upload
2020-2021 Technical Assistance

All items listed are required. Please ensure that all documents are current (within one year) and legible.

Overall Technical Assistance
- Only upload necessary sections of the staff or parent/family handbooks for each requirement unless otherwise stated.
- All files should be uploaded as individual pdf documents; do not upload zipped folders.
- Upload only one example for each required document unless otherwise stated.
- A list of participants including role and organization/site may replace sign in sheets for virtual meetings. The list must be signed and dated by the meeting host.

1a.
Requirements: The grantee is recruiting and serving the projected number and target population as identified in the approved grant application.

Documentation upload required:
1. Written recruitment plans
2. Evidence of a recruitment activity
3. Written protocol for selection of students

Technical Assistance
- Documentation should include both asynchronous and synchronous policies and procedures.

1b.
Requirements: All sites are offering the equivalent of services four days per week, two and a half hours per day for 38 weeks, including six weeks during the summer as detailed in the approved grant application.

Documentation upload required:
1. Program year calendar including operating hours by site

Technical Assistance
- See attachment A for an example of program year calendar.

1c.
Requirements: The grantee is required to meet with stakeholders and form an advisory committee to assist with planning, implementation, and evaluation of the program. The committee should include representatives from all stakeholder groups including applicant, principal(s), co-applicant, community agencies, families, and students.

Documentation upload required:
1. Meeting agenda with detailed minutes
2. Sign-in sheet of attendees including organization, title, and role on committee

Technical Assistance
- A collaborative advisory committee includes representatives from all stakeholder groups in addition to the program's student or family advisory committees.
- See attachments B.1 and B.2 for examples of agendas and minutes.
- See attachments C.1 and C.2 for examples of sign in sheets.

1d.
Requirements: The grantee provides equitable services to private school students, and their families. Comparable opportunities for the participation of both public- and private-school students in the area served by the grant are provided. The grantee has consulted with private school officials.

Documentation upload required:
1. Copy of invitation to participate with evidence of receipt
2. Record of responses from private schools
3. Documentation if no private schools are in catchment area (Google "non-public" schools)

Technical Assistance
- Evidence of receipt can be in the form of email/written notifications or postage receipts.
- The record of response should include a list of all private schools and replies within the catchment area. A lack of response should be recorded.

2a.
Requirements: The grantee has contracted with a local evaluator who at a minimum, will: Coordinate the collection and monitor the quality and completeness of required federal and state data. The instruments and collection systems that have been identified include: program data, such as enrollment, demographic, attendance, and activity information, to be entered into the EZReports web-based tracking system on an on-going basis, surveys from parents, students, teachers, and staff at the end of each school year, and school records data, including student grades, M-STEP scores, school attendance, and disciplinary actions at the end of each school year. Guide the YPQA process. Assist the program with initial implementation. Use local data and the YPQA to guide a performance improvement process and a sustainability plan. Review with program staff the 21st CCLC Onsite Monitoring Documentation form. Assist with the completion and submission of the Annual Report Form. Collect any additional data requested by the local grantee. Attend required MDE events, including MDE onsite monitoring visits.

Documentation upload required:
1. Employment records or signed and dated contract
2. Local evaluator work plan

3. Most recent local evaluation report

Technical Assistance
- See attachment D for an example of a local evaluator work plan and contract.

2b.
Requirements: The program activities reflect the goals and objectives outlined in the grant application.

Documentation upload required:
1. Four examples of lesson/activity plans with specific grant goals and objectives identified within the lesson/activity plan

Technical Assistance
- See attachments E.1, E.2, and E.3 for examples of lesson plans.

2c.
Requirements: The program has a formal process for regular and effective communication with the student's school day teachers to provide individualized assistance in academic areas; and to inform and receive information from these teachers on academic and behavioral progress.

Documentation upload required:
1. Communication log (who/date/time/topic)
2. Copies of correspondence with individual school day teachers regarding academic and behavioral progress
3. Example of how student school day information system is used

Technical Assistance
- The school day information system could be used to communicate with school day staff, track student school day attendance, track schoolwork completion, or update contact information.
- See attachment F for an example of communication log.

2d.
Requirements: The project director and site coordinators communicate regularly and effectively with the school administration regarding recruitment and retention of students, coordination of resources, use of school facilities, and progress of program and activities.

Documentation upload required:
1. Meeting agenda with detailed minutes with school administration regarding recruitment and retention of students
2. Copies of correspondence with school administration regarding coordination of resources and use of school facilities
3. Copy of attendance and agenda at building level staff meeting(s) presenting progress of 21st CCLC program and activities

Technical Assistance
- Site Coordinators should meet with school administration on a regular basis.
- A documented meeting regarding recruitment and retention should occur at least once per year.
- See attachments B.1 and B.2 for examples of agendas and minutes.

3a.
Requirements: The program offers students a diverse array of additional services, programs and activities, such as youth development activities, drug and violence prevention, counseling, art, music, recreation programs, technology education, character education that are designed to reinforce and complement the regular academics of participating students described in the grant.

Documentation upload required:
1. Promotional materials for families and students describing program offerings

Technical Assistance
- Promotional materials include letters, brochures, website, advertisements, or social media postings.

3b.
Requirements: The program provides literacy and related education services for families of the enrolled students, not just family nights. Family services meet the needs described in the grant for the community.

Documentation upload required:
1. Promotional materials for families describing family offerings
2. Family activity sign-in sheets

Technical Assistance
- Providing literacy and related education services for families of enrolled students extends beyond a typical family night event. Families must be provided an intentional learning opportunity that supports the needs described in the grant.

3c.
Requirements: The program involves students in three or more ways: planning and implementation, program evaluation, and on-going advisory or decision-making roles of both the activities and the larger program.

Documentation upload required:
1. Evidence of student involvement in planning and implementation;
    1a. Meeting agenda and detailed minutes of student advisory committee
    1b. Evidence of student planning and implementation beyond surveys
2. Schedule of on-going student advisory meeting dates
3. Evidence of student involvement in program evaluation

Technical Assistance
- A student advisory committee includes student representatives that meet multiple times throughout the program year.
- Examples of student planning and implementation beyond surveys could include organizing and facilitating activities, events, community services, program schedules, field trips, policies, etc.
- A student advisory committee is in addition to the program's collaborative or family advisory committees. Student advisory representatives could also be a part of the collaborative advisory committee to share student voice.

3d.
Requirements: The program involves families in three or more ways: planning and implementation, program evaluation, and on-going advisory or decision-making roles of both the activities and the larger program.

Documentation upload required:
1. Evidence of family involvement in planning and implementation:
    1a. Meeting agenda and detailed minutes of family advisory committee
    1b. Evidence of family planning and implementation beyond surveys
2. Schedule of on-going family advisory meeting dates
3. Evidence of family involvement in program evaluation

Technical Assistance
- A family advisory committee includes family member representatives that meet multiple times throughout the program year.
- Examples of family planning and implementation beyond surveys could include organizing and facilitating policies, activities, events, community services, program schedules, field trips, etc.
- A family advisory committee is in addition to the program's collaborative or student advisory committees. Family advisory representatives could also be a part of the collaborative advisory committee to communicate family voice.

4a.
Requirements: The grantee has developed written policies and procedures to effectively manage the program that are made available to all families and partners.

Documentation upload required:
1. Family handbook
2. Written policies and procedures for partners

Technical Assistance
- This is the **ONLY** section that requires the entire program/family handbook to be uploaded.

4b.
Requirements: The grantee enters into formal written agreements with partners and vendors.

Documentation upload required:
1. Written agreement, memorandum of understanding, or contract.

Technical Assistance
- The written agreement, memorandum of understanding, or contract must be signed and dated by both parties, should outline partnership obligations, and provide a mutual understanding of grant goals and expectations.
- Programs that do not utilize vendors may upload co-applicant contracts or memorandums of understanding.

4c.
Requirements: The program communicates with partner/vendors/volunteers and encourages collaboration. Partners/vendors/volunteers actively support the program goals and objectives stated in the grant application. Program goals and objectives are reflected in all program activities. The partners/vendors/volunteers are assessed and problem-solving is undertaken jointly.

Documentation upload required:
1. Meeting agenda with detailed minutes regarding grant goals, objectives, and continuous improvement
2. Evidence of partner/vendor/volunteer involvement in program evaluation
3. Evaluation of partners/vendors/volunteers

Technical Assistance
- Programs that do not utilize vendors may upload co-applicant documentation.
- Evidence of partner/vendor/volunteer involvement in program evaluation requires feedback from the partner/vendor/volunteer about the program.
- Evaluation of partners/vendors/volunteers can be captured using a participant survey or other reflection tool.
- See attachments B.1 and B.2 for examples of agendas and minutes.
- See attachments G.1 and G.2 for examples of evaluations.

4d.
Requirements: The facilities are licensed/approved in accordance with PA 116, as amended.

Documentation upload required:
1. Copies of ALL license(s)

Technical Assistance
- A copy of **ALL** active childcare facility licenses must be uploaded.
- Programs for students ages 13 and above refer to 4e.

4e.
Requirements: Program for students ages 13 and above meets the equivalent of licensing requirements for documentation of staff and students, as a licensed site would.

Documentation upload required:
1. Assurance that all relevant licensing rules are being met
2. Student enrollment records
3. Evidence of staff background checks
4. Family handbook

Technical Assistance
- The statement of assurance that all relevant licensing rules are being met must be signed and dated by the Project Director.
- The following can be used for reference:
  - Licensing checklist: https://www.michigan.gov/documents/lara/BCAL-5041_12_15_fillable_508737_7.pdf
  - Childcare Licensing Forms/Checklists: https://www.michigan.gov/lara/0,4601,7-154-89334_63294_5529_49572_49584---,00.html

5a.
Requirements: Non-school facilities are as accessible to students and their families as their school facility. Whether the program takes place in a school building or other facility, the grantee must address how students will travel safely to and from the community learning center and home, including plans for transporting, escorting, or releasing students.

Documentation upload required:
1. Transportation policy or policy for escorting students to and from the program
2. Policy for release of students

Technical Assistance
- The transportation or policy for escorting students must account for all transporting, escorting, and releasing of students to and from the community learning center.

5b.
Requirements: Program activities and services are advertised in the targeted schools and community through a variety of methods and forums. All materials include recognition of 21st CCLC funds.

Documentation upload required:
At least **two** of the following:
1. Postings, announcements, press releases, articles, outreach activities, screenshot of website.

Technical Assistance
- All published materials **MUST** include a statement recognizing the use of 21st CCLC funds.
    - "These materials were developed under a grant awarded by the Michigan Department of Education."

5c.
Requirements: The program implements an attendance policy that encourages participation on a consistent basis.

Documentation upload required:
1. Written attendance policy
2. Evidence of policy implementation

Technical Assistance
- The attendance policy should include a plan for participation requirements, absences, expulsions, detentions, suspensions, athletics, school day extracurricular activities, arrival and dismissal expectations, etc.
- See attachments H.1 and H.2 for examples of attendance policies.
- Policy implementation can be documented by uploading a copy of correspondence regarding a student's attendance.

5d.
Requirements: Information is transmitted to families with limited English proficiency in modes that are appropriate and easily understood.

Documentation upload required:
1. Copy of correspondence
2. Evidence of event or meeting announcements

Technical Assistance
- Regardless of whether or not students with limited English proficiency are enrolled in the program, at minimum recruitment and enrollment documents must be appropriately translated.

6a.
Requirements: The program has a full-time (30 or more hours/week) project director with appropriate credentials to manage the program.

Documentation upload required:
1. Signed and dated employment record/contract
2. Signed and dated time and effort log
3. Resume

Technical Assistance
- All time and effort logs must include the employee name, FTE/hours worked, dates worked, funding source, employee signature, and supervisor signature.
- Time and Effort Logs can be documented using a payroll software report.
- See attachments I.1 and I.2 for examples of time and effort logs.

6b.
Requirements: Each site has a full-time (30 or more hours/week) coordinator or are site-based staff who also work at least 16 hours per week in the 21st CCLC program with appropriate credentials to meet licensing requirements.
Documentation upload required:
1. Signed and dated employment record/contract
2. Signed and dated time and effort log
3. Resume

Technical Assistance
- All time and effort logs must include the employee name, FTE/hours worked, dates worked, and funding source.
- Time and Effort Logs can be documented using a payroll software report.
- See attachments I.1 and I.2 for examples of time and effort logs.

6c.
Requirements: All staff have credentials and expertise appropriate for the positions described. There is sufficient staff planned for the number of students.

Documentation upload required:
1. Staffing plan for each site that meets licensing requirement or equivalent
   https://www.michigan.gov/documents/dhs/BCAL-5001_210524_7.pdf

Technical Assistance
- A staff plan must be uploaded for each site.

6d.
Requirements: Site and management staff meet regularly during the grant cycle to coordinate program offerings for continuous improvement.

Documentation upload required:
1. Schedule of meetings
2. Meeting agenda with detailed minutes
3. Sign-in sheets including site name and role

Technical Assistance
- See attachments B.1 and B.2 for examples of agendas and minutes.
- See attachments C.1 and C.2 for examples of sign in sheets.

6e.
Requirements: Project Director has a written plan and log for site visits.

Documentation upload required:
1. Written visit schedule
2. Log of site visits

Technical Assistance
- A visit schedule is an annual predetermined plan of site visits.
- A site visit log lists completed visits.
- See attachments J.1 and J.2 for examples of site visit logs.

6f.
Requirements: Staff implements the program goals and objectives as stated in the grant application. Staff are trained on the relationship of program activities to the Michigan Out-of-School Time Standards of Quality.
Documentation upload required:
1. Staff on-boarding procedures and requirements
2. Staff handbooks
3. Program professional development plan

Technical Assistance
- See attachments K.1, K.2, K.3, and K.4 for examples of program professional development plans.

6g.
Requirements: Project staff participate in local, state, and national professional development activities. The professional development plan exceeds minimal licensing requirements and coordinates staff development with school and community partners.

Documentation upload required:
1. MiRegistry professional development log
2. Individualized professional development plan

Technical Assistance
- MiRegistry instructions and MiRegistry log - https://www.miregistry.org/wp/wp-content/uploads/2020/08/MiRegistry-Staff-Report-5-2020.pdf
- See attachments L.1 and L.2 for examples of individualized professional development plans.

6h.
Requirements: Staff professional development is aligned to meet the on-going program improvement plan based on annual program improvement goals. (YPQI Process)

Documentation upload required:
1. Professional development agenda related to a specific YPQI program improvement topic
2. Evidence of training
3. Coordinating sign-in sheet with site name and role OR roster

Technical Assistance
- Evidence of training could be: Certificate of YPQI Training Completion from Weikart, a PowerPoint and coordinating agenda from the training, or training materials/handouts from the training.

7a.
Requirements: All meals that are provided meet USDA guidelines as outlined in PA 116, as amended. Child and Adult Care Food Program (CACFP) or after-school suppers must be provided.

Documentation upload required:
1. Meal/Snack menus

Technical Assistance
- Must include a menu for at least one month.

7b.
Requirements: The grantee expends 21st CCLC funds appropriately.

Documentation upload required:
1. Most recent FER from CMS
2. Written fiscal policies and procedures including internal controls

Technical Assistance
- Upload the fiscal policies and procedures implemented by the business office of the school district/organization (fiscal agent).

7c.
Requirements: The grantee uses 21st CCLC funds to supplement rather than to supplant funds from other sources (federal, state, or local).

Documentation upload required:
1. List of all revenue sources that support the 21st CCLC program

Technical Assistance
- If 21st CCLC is the only funding source, upload a signed statement of single source funding.

7d.

Requirements: The grantee maintains documentation for all materials and equipment purchased with 21st CCLC funds.

Documentation upload required:
1. Five examples of purchase orders/invoices
2. Inventory list

Technical Assistance
- Inventory lists should include item name, item description, purchase date, location, and condition of non-consumable items purchased with grant funds.
- If items are removed from the inventory list include their date of disposal.

7e.

Requirements: The program maintains on-going documentation of contributions (cash or in-kind resources) from partnering agencies or other sources.

Documentation upload required:
1. Cash or in-kind contribution log
2. Volunteer log specific to 21st CCLC

Technical Assistance
- See attachment M for an example of a cash/in-kind log.
- See attachment N for an example of a volunteer log.

A - Program Year Calendar

EXAMPLE PROGRAM CALEDAR | 2019 to 2020

Aug 2019
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sep 2019
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Oct 2019
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Nov 2019
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Dec 2019
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Jan 2020
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Feb 2020
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

Mar 2020
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Apr 2020
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Jun 2020
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Jul 2020
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Calendar Key
- School Year
- Summer
- Special Events

Site Operating Hours
- Site 1   3:00 pm – 5:30 pm
- Site 2   2:45 pm – 5:30 pm
- Site 3   7:30 am – 8:30 am, 3:30 pm – 6:00 pm
- Site 4   3:00 pm – 5:30 pm

Summer Hours for All Sites   10:00 am – 2:00 pm

B.1 – Meeting Agenda with Detailed Minutes

Site Coordinator Meeting 2/25/20
KPS Admin Room A – 12:30-1:30

Staff Present:

Site Coordinators:

Daniel Mutz, Deatra Spearman, Michelle Valley, Breanna Vetter, Mariah Walker,
Patrice Greene, Lynn Postma, McKenna Inglis, Brittney Hayes, Cade Wilson, Brittany
Didion-Bayne, Jamie Warner, Jonathan Davis, Art Araujo, Precious Fudge

Administrators:

Amanda Hollerback, Becki Barrenger

- Welcome New Site Coordinators
  - Explorer – Precious Fudge
  - Crossroads -Jamie Warner
- Good News
- Compliance Snapshots
  - Simultaneous attendance-students are enrolled in more then one thing at a time
    - Start with special events
    - Uncheck from regular scheduled activities (use calendar to uncheck days)
  - Hours
    - Should have 2.5 hours each day
    - Times should not overlap
- Summer Badging Pilot – High School programs
  - Tallo App
- Law Day – Friday, May 1st.
  - Theme is *"Your Vote, Your Voice, Our Democracy: The 19th Amendment at 100."*
  - Time: morning before lunch or right after.
  - Poster or essay contest.
  - Students can present and receive recognition for
  - Take a tour of the court.
  - 1 per school
  - Permission Slips
  - Will send out more information
- Summer School Staff
  - AL commitments by Thursday of this week (2/27)
  - Update in the summer spreadsheet
  - Spreadsheet will come out with student names
    - If they don't have ARCH paperwork done, they will need to complete
    - Summer School students have first priority of ARCH

- On-Boarding/Orientation Committee Meeting Dates –Cade, Brittany Didion-Bayne, Lynn,
  McKenna, Brittney Hayes, Bre
  - Friday, Feb. 28th @ 10:00 (prior to mtg at admin)
- Jump Jam – DI & SW & EN
  - How many students were recruited?
  - EN-3
  - DI-9
  - SW-0
  - Bus will pick students up
- Launch
  - Focus on the solution, not the problem - Walter Anderson
  - Always remember that your present situation is not your final destination. The best
    is yet to come. ~ Zig Ziglar

Notes:

- March 4- ½ day district wide- work normal hours
- No program March 30-April 2 for elementary-work normal hours
- March 11 and 12 High school conferences
- NO Activity Leaders during no program days/ conferences

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B.2 – Meeting Agenda with Detailed Minutes

Wayne Metropolitan
Community Action Agency
Established 1971

21st Century Site Manager Meeting
1/25/19 11:00am-12:30pm

Housekeeping	NOTES
- Cohort L Application due 4/15/19 - Vendor background checks - Staff attendance - Scanning check in - Staffing 21 Vacancies across A2G programs - YFS meeting Monday to review recruitment - Long term vs. short term solutions - Budgets - Credit Cards	EZ Scanning **-Can't see who's been checked in** -No flexibility if day doesn't go as planned -Can't back out to change sessions -Technology issues Staffing: -Student teaching/internships? -Flexible staff member to fill at sites -Advertise at "aging communities," retired teachers etc. -Google ads - "Grandmothers" organization in Inkster -Pay to boost listing on Indeed (doesn't show up until a few pages in)
Time	
- Streamlining administrative responsibilities - What admin tasks take up the most time? - What admin tasks are most stressful? - Time tracking	Itemized list of what tasks take the most time...
Brainstorming/feedback	
- What do you want to talk about? - Exciting things at program - Ideas/suggestions - Concerns - Other....	

C.1 – Sign-In Sheet

WAYNE STATE UNIVERSITY C2 PIPELINE: MEETING SIGN-IN SHEET

Meeting Title: All Staff Meeting   Organization: WSU C2 Pipeline

Location: Waterford Durant   Date: 2/22/20

Time: FROM: 10 AM   TO: 2 pm

ROLE KEY

1. Project Director 2. Associate PD 3. Assistant PD 4. Student Engagement Coordinator 5. STEM Lab Coordinator 6. Site Coordinator 7. Assistant SC 8. Activity Facilitator Other: *Please Print Name of Organization and Role/Title in Blank Space*

PRINT NAME	ORGANIZATION	ROLE/TITLE	TIME IN	SIGNATURE
Rhonda Hilstein	WSU/C2 Pipeline	6	10 AM	R Hos
Christy Engel	WSU/C2 Pipeline	8	10 Am	CE
Gun Littler	WSU/C2 Pipeline	6	10 Am	
Brian Aubory	WSU/C2 Pipeline	6	10 am	Bri
Kim Gooch	WSU/C2 Pipeline	6	10 AM	K
Khaled Mans	WSU/C2 Pipeline		10 am	
Abn Basnir	WSU/C2 Pipeline	Site Coordinator	10 AM	
Andmilia Uddi	WSU/C2 Pipeline	8	10 AM	
Genea Ewing	WSU/C2 Pipeline	6	10 am	Jen
Audrey Kay	WSU/C2 Pipeline	ASC	10 am	Audrey
Tim Ossmen	WSU/C2 Pipeline	AF	10 am	Tom
M. Ventmiglia	WSU/C2 Pipeline	4	10	M Ven
Rennita Hilson	WSU/C2 Pipeline	ASC	10 Am	Ren
LEKITA Jones	WSU/C2 Pipeline	SC	10 AM	Lekita June
Portia Kemp	WSU/C2 Pipeline	ASC	10 A	
Rebecca Mill	WSU/C2 Pipeline	AF	9:50am	Rebecca Mil
Nick Victo	WSU/C2 Pipeline		10:00 am	
Carla Byrd	WSU/C2 Pipeline	AF	10:00	Carla Byrd
Crystal Cross	WSU/C2 Pipeline	SC	10:00	
Karissa McLain	WSU/C2 Pipeline	ASC	10:00	
Dawn Burgess	WSU/C2 Pipeline	Facili	10:00	Dawn Burg
Richella Gipps	WSU/C2 Pipeline	Facil	10:00	
LeTrell Henley	WSU/C2 Pipeline	SC	10:00	
JEFF JANTZ	WSU/C2 Pipeline	SC	10:00	
Jonathan Single	WSU/C2 Pipeline	ASC	10:00	
Andrew Miller	WSU/C2 Pipeline	ASC (Mott)	10:00	
Matt Hokonson	WSU/C2 Pipeline	SC	10:00	Matt
Sevina Loftis	WSU/C2 Pipeline	SC	10	
Sam Wolfe	WSU/C2 Pipeline	SC	10	Sam Wolfe
Clinton Loh	WSU/C2 Pipeline	SD	10	
DARLIN BASEL	WSU/C2 Pipeline	SC	10	

The C2 Pipeline is a Wayne State University, College of Nursing, S.T.E.M Accredited Program Funded as a 21st CCLC program through the Michigan Department of Education

WAYNE STATE UNIVERSITY COLLEGE OF NURSING

Principals Roundtable
Sign In Sheet

C² Pipeline

College of Nursing

Meeting Date: August 23, 2019   **Time: 12:00 - 1:30 PM**

Name	Title	Representing	Phone	Email	Attended (Please Initial)
Don Neal	Project Director	C2 Pipeline/College of Nursing	313-577-8605	donneal@wayne.edu	(signature)
Tansi Leace	Associate PD	" "		tansi.leale@wayne.edu	TL
Rhonda Holstein	Site Coord.	" "		rhonda.holstein@wayne.edu	RH
Clinton Loh	Site Coordinator	" "		clinton.loh@wayne.edu	C.L.
DeJanae Douglas	Coordinator "SAT"	" "		dejanaedenice@wayne.edu	D.D.
Genea' Ewing	Site Coordinator	" "		genea.ewing@wayne.edu	GE
Abby Basner	Site Coordinator	" "		gv3016@wayne.edu	AB
Pamela Greek	Site Coordntr	" "		fh9513@wayne.edu	PG
LeTrell Henley	Site Coordinator	" "		letrell.henley@wayne	LH
Nedra Hall	Site coordinator	" "		nghall523@gmail.com	(signature)
David Gardner	Assistant Principal (UHS)	University H.S.		david.gardner@ferndaleschools.org	(signature)
Johanna Mracna	principal (UHS)	University HS		johanna.mracna@ferndaleschools.org	(signature)

C.2 – Sign-In Sheet

D – Local Evaluator Work Plan and Contract

Memorandum of Understanding
TrueNorth Community Services and ▮

THIS **MEMORANDUM OF UNDERSTANDING** ("MOU") is made effective this 1st day of September 2020, by and between TrueNorth Community Services ("TrueNorth") which is a statewide nonprofit (501c3) human service organization, with its main office located at 6308 S. Warner, Fremont Michigan 49412 and ▮

▮ TrueNorth wishes to collaborate with ▮ on a limited basis to render services in accordance with this MOU. ▮ represents that she has sufficient training, expertise, time to perform such services, and is willing to provide such services as an independent contractor in accordance with the terms and conditions of this MOU.

It is mutually agreed that this MOU is made upon the following agreements, conditions, covenants and terms:

1. **Services.**
   a. TrueNorth hereby wishes to collaborate with ▮ as an independent contractor to provide the services described in the Statement of Work attached to this MOU as Attachment A. All work shall be performed by ▮ or by an appointed representative of ▮.
   b. It is understood and agreed that TRUENORTH is not obligated in any way to use ▮ services solely and exclusively. Nothing contained in this MOU shall in any way obligate TrueNorth to use or retain ▮ Services on a continuing or ongoing basis, except as expressly provided in this MOU.
   c. ▮ agrees that all services shall be performed in accordance with the highest professional standards, and in accordance with all applicable federal, state and local laws and regulations.

2. **Period of Performance.**
   The period of performance shall commence on September 1, 2020 and continue through June 30, 2021 or another date mutually agreed upon in writing.

3. **Compensation and Expenses.**
   a. In consideration of the services performed by ▮ TrueNorth agrees to pay ▮ the following payments for services rendered: ▮ in two payments of ▮ each.
   b. Amounts due will be paid against written invoices submitted by ▮ to TrueNorth in a form acceptable to TrueNorth. All payments will be made directly check payable to and addressed to ▮.
   c. TrueNorth agrees to pay ▮ invoiced charges thirty (30) days after receipt and approval of the invoice.
   d. ▮ payments shall be mailed to the following address:

4. **Location of Services.**
   ▮ shall perform services at whatever location best facilitates the interest of the project. ▮ shall be responsible for her employees' safety and her employees will become familiar with and shall abide by all TrueNorth policies, rules and regulations, including, but not limited to TrueNorth safety rules, COVID prevention rules, and rules applicable to service providers while on TrueNorth premises or satellite sites.

5. **Conflict of Interest.**
   a. ▮ shall advise TrueNorth if any of the employees assigned to work on this project has disclosed either a conflict of commitment or a conflict of interest related to the conduct of this project.
   b. To the extent permitted by law, ▮ shall not provide any information or attempt to provide any information to any person that would conflict with obligations under HIPAA as provided in the Business Associate Agreement attached to this MOU as Attachment B.

6. **Independent Contracting Company.**
   In the performance of the services to be rendered pursuant to this MOU, it is mutually understood and agreed that ▮ shall be at all times acting and performing as an independent contractor. Nothing in this MOU is intended to create an employer/employee, agent or a joint venture relationship between the parties or between individuals providing services on behalf of ▮ or TrueNorth. The parties agree that the individuals providing services on behalf of ▮ are not TrueNorth employees and, accordingly, are not eligible for any compensation, fringe benefits, pension, unemployment, workers' compensation, sickness or health insurance benefits or other similar benefits accorded to TrueNorth employees. Individuals providing services as employees or contractors of ▮ shall look solely to ▮ for the above, where applicable. The parties agree that TrueNorth will not participate in the hiring, firing, supervision or discipline of individuals providing services on behalf of ▮. The parties agree that TrueNorth will not be withhold on behalf of individuals provided by ▮ any sums for income tax, unemployment insurance, Social Security, or any other withholding pursuant to any law or requirement of any governmental body. Those individuals shall look solely to ▮ for the above. Each party will be solely and entirely responsible for its acts and the acts of its employees, agents and sub-contractors. The conduct of ▮ employees and the services under this MOU, including the manner and timing in which the services are provided, are within the sole discretion of ▮. Neither party has the authority to bind or obligate the other party in any manner.

7. Confidentiality.

a. [redacted] recognizes that in connection with the services provided under this MOU, [redacted] may receive access to, or develop, business and financial information of or for TrueNorth, which TrueNorth considers or will consider confidential and proprietary.

b. For purposes of this MOU, "Confidential Information" means all such TrueNorth information, which is nonpublic, reduced to tangible form, and is labeled as proprietary or confidential in nature. Such Confidential Information shall include, without limitation, all information regarding the internal operating processes of TrueNorth, and any information concerning or related to TrueNorth program participants.

c. [redacted] acknowledges that all Confidential Information (as defined in "6.b" above) is proprietary to TrueNorth, and that any disclosure or unauthorized use of Confidential Information may cause TrueNorth irreparable harm and loss.

d. [redacted], therefore, agrees, to the extent permitted by law, that neither it nor any others associated with or used by [redacted] in the conduct or development of the services furnished under this MOU shall use the Confidential Information for itself or others or disclose any Confidential Information to others, without first obtaining TrueNorth's prior written consent.

e. To the extent permitted by law, neither [redacted] nor any others associated with or used by [redacted] in the conduct of the services furnished here under shall without TrueNorth's prior written consent

   (i) publish, use or otherwise divulge any information relating to such services regardless of whether such information has been furnished to by TrueNorth or is original with [redacted], or

   (ii) discuss the nature of its activities in connection with TrueNorth with anyone except authorized representatives of TrueNorth.

[redacted] shall:

   (i) use such Confidential Information for the sole and limited purpose of providing the services;

   (ii) not copy, in whole or in part, Confidential Information without TrueNorth's prior express written consent;

   (iii) return all Confidential Information, including copies or other written or physical embodiments of, or containing, such Confidential Information (including any studies, analyses, compilations or other materials prepared in whole or in part based on said Confidential Information) to TrueNorth immediately upon TrueNorth's request, a decision by [redacted] not to perform services for TrueNorth, or completion of the performance of services for TrueNorth by [redacted].

8. Term and Termination.

a. This MOU shall commence as of the date first written above and shall continue for 12 Months. [redacted] obligation and the obligation of [redacted] affiliates to

provide services to TrueNorth under this MOU will cease upon the effective date of termination.

b. Either party shall have the right to terminate this MOU immediately upon the occurrence of any of the following events:

   i. if the other party defaults in the performance of its material obligations under this MOU and such default continues for a period of ten (10) days after receipt of written notice specifying the nature of the breach;

   ii. if the other party ceases conducting business in the normal course, admits its insolvency, makes an assignment for the benefit of creditors, or becomes the subject of any judicial or administrative proceeding in bankruptcy, receivership, or reorganization; or

   iii. upon thirty (30) days' written notice by a party to the other party of its intent to terminate this MOU.

9. Insurance.

a. [redacted] at its own expense, will provide and maintain insurance as follows:

   i. Worker's compensation, employer's liability, and other similar employee benefits insurance required under the Laws of the State of Michigan.

b. [redacted] commercial general liability insurance including [redacted] protective and contractual liability with a single combined limit of [redacted] per occurrence and [redacted] aggregate for bodily injury, including death, and property damage. [redacted] will, upon written request, furnish TrueNorth a certificate of insurance evidencing the coverage and providing thirty days prior written notice in the event of cancellation or material change in coverage.

10. Indemnification.

[redacted] shall indemnify, defend, and hold harmless TrueNorth, its officers, directors, agents, or employees against claims, demands, and causes of action including expenses of defense for personal injury, disease or death and loss or damage of property arising from or during the performance of Services and caused by the negligence or willful misconduct of [redacted].

TrueNorth shall indemnify, hold harmless and defend [redacted], its officers, directors, agents, and employees from all claims, demands and causes of action including expenses of defense for personal injury, disease or death and loss or damage of property arising out of or in any manner connected with or related to the performance of Services and caused by the negligence or willful misconduct of TrueNorth.

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Neither party nor their affiliated companies, nor the officers, agents and employees or contractors of any of the foregoing, shall be liable to the other in any action or claim for consequential or special damages, loss of profits, loss of opportunity, loss of product, or loss of use, and any protection against liability for losses or damages afforded any individual or entity by these terms shall apply whether the action in which recovery of damages is sought is based on contract, tort (including sole, concurrent or other negligence and strict liability of any protected individual or entity), statute or otherwise. To the extent permitted by law, any statutory remedies, which are inconsistent with these terms, are waived.

11. **Force Majeure**
Except for the obligation to pay for services rendered, no liability will attach to either party from delay in performance or nonperformance caused by circumstances beyond the control of the party affected, including but not limited to acts of God, fire, flood, explosion, war, action or request of governmental authority, injunction, labor relations, accidents, delays or inability to obtain materials, equipment, fuel or transportation.

12. **Notices.**
Any notice required or permitted to be given under this MOU shall be sufficient if in writing and if sent by registered or certified mail, postage prepaid, to the addresses set forth below, or to such other address as either party provides the other party, in writing.

a. ▮ Contractual notices should be mailed to the following address:

▮▮▮

b. TrueNorth's invoices and/or other notices shall be mailed to the following address:
TrueNorth Community Services
PO Box 149
Fremont MI, 49412
Attention: Corey Agard

13. **Survival.**
All of ▮ confidentiality and intellectual property obligations shall survive the termination of this MOU and remain in force for two years after the termination of this MOU.

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14. **General Terms and Conditions.**
This MOU and its attachments incorporate all of the understandings between the parties and supersede any prior agreements concerning this subject matter. No waiver or modification of this MOU shall be binding unless it is in writing and signed by the parties. ▮ shall have no authority to contract, bind or obligate TrueNorth in any manner or amount whatsoever, unless authorized in writing by TrueNorth. No waiver of a breach shall be deemed to constitute a waiver of any future breach, whether of a similar or dissimilar nature. This MOU shall not be assigned by ▮ without TrueNorth's prior written consent. This MOU shall be governed and construed in accordance with the laws of Michigan.

IN WITNESS WHEREOF, this Memorandum of Understanding has been executed and shall be effective as of the day and year shown below.

For: ▮

Name:

Title:

For: TrueNorth Community Services

Name:

Title: President/CEO

Date:

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ATTACHMENT A
SCOPE OF WORK & DETAILED BUDGET

This Statement of Work ("SOW"), is subject to the terms and conditions of the Memorandum of Understanding effective September 1, 2020 by and between TrueNorth and █.

Description of Services:

1. Evaluation of the academic effectiveness of Project FOCUS programming;
2. Evaluation of the Project FOCUS effects related to student behaviors;
3. Evaluation of Project FOCUS effects related to student attendance;
4. Evaluation of FOCUS attendees parents connection to and engagement with the school and Project FOCUS;
5. Coaching, guidance and advice on staff development designed to improve program effectiveness

Deliverables/Specifications:

1. Site Visits to each of the FOCUS school sites by █ or an appointed representative. Site visits may occur virtually during the Covid-19 period.
2. Consultation as needed with TrueNorth's Director of Research regarding evaluation approaches and methodology.
3. Consultation as needed with Project FOCUS Directors regarding implementation and execution of the Attached Work Plan.
4. Consultation with and communication with school district sites' administration and secretarial staff regarding data collection.
5. Virtual or in person consultation/training with █ and Project FOCUS Directors, scheduling and facilitating of such by the Project Directors, regarding YPQA process. The goal of such consultation will be information sharing and support for the Local Evaluator.
6. Virtual or in person consultation/training with █ and Project FOCUS Directors, scheduling and facilitating of such by the Project Directors, regarding EZ Reports navigation and utilization. The goal of such consultation will be information sharing and support for the Local Evaluator.
7. Written communication following site visits summarizing observations and making recommendations.
8. Written evaluation report at the conclusion of the school year.
9. Written/electronic surveys for students, parents, and staff.
10. Consultation with Project FOCUS Directors and Site Coordinators at conclusion of grant year regarding findings and data contained in written evaluation.

ATTACHMENT B
HIPAA BUSINESS ASSOCIATE AGREEMENT CONCERNING PROTECTED HEALTH INFORMATION

█ may from time to time create, receive, maintain or transmit on behalf of TrueNorth, and/or its clients, health information that is regulated as "protected health information" under the Administrative Simplification requirements of the Health Insurance Portability and Accountability Act, as amended ("HIPAA") or that is otherwise treated as confidential or sensitive information under applicable law ("Protected Information"). When working with Protected Information, █ will protect the information consistent with HIPAA requirements. These obligations include the following: Use of Protected Information. Except as otherwise limited in this Business Associate Agreement ("Agreement"), █ may use or disclose Protected Information for the purposes of providing services to TrueNorth or its clients. In doing so, █ will not use Protected Information in any way that would violate HIPAA or other applicable law if done by TrueNorth or the minimum necessary policies and procedures of TrueNorth that have been communicated to █. █ may also use Protected Information for its own proper management and administration, and to carry out its responsibilities, but will only disclose Protected Information for these purposes if required by law or if the recipient agrees (1) to keep the information confidential, (2) only to use or disclose the information as required by law or for the purpose for which the information was disclosed to the recipient, and (3) to notify TrueNorth of any instances in which the confidentiality of the information has been breached.

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E.1 – Lesson Plan

Site Name:

D.C.P. @ Northwestern	**Date:**
	01-27-2020

Activity Facilitator Name:

| Gene L. Hall, II | **Student Co-Facilitator Name:** |

Pathway Theme:

| Engineering/Technology (X) | Health/Social Service ( ) | Business ( ) | Science ( ) |

Category:

| General Session (X) | Enrichment ( ) | Field Trip ( ) | Guest Speaker ( ) |

If Field Trip or Speaker - Who or Where:

General Session Activity:

| Life Skills ( ) | Career Fields (X) | Did General Session Come from Exploring.Org? Y(X) N ( ) |

Theme (Exploring Org List of Categories):
EXPLORING CAREER FIELDS – SKILLED TRADES

Module (Exploring Org Blue Box):
MECHANICAL ENGINEERING

Activity Title (Exploring Org Activities or Outside Source Activities):
WHAT DO MECHANICAL ENGINEERS DO? & HOW TO BECOME A MECHANICAL ENGINEER

Enrichment Activity:

Digital Badge (Digital Badge Booklet):	Activity Title (Canvas Enrichment / Lesson Plans):
N/A	

Instructor/Lesson Objectives:

TLW: Analyze problems to see how mechanical engineers participate in dealing with the design, construction and use of machines. Be expose to the different positions and / or challenges one could face of they chose the field of mechanical engineering. Investigate the steps involved in becoming a mechanical engineer.

M.D.E. Grant Alignment / Objectives:

Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internships or apprenticeship programs, and other ties to an in demand, industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students.

M.D.E. Standards:

This introductory activity supports the M.D.E. Standards: Pathway Topic SCPA10 (Technical Skills) Apply concepts and processes for the application of technology to engineering, and Pathway Topic SCPA11 (Design) Know the elements of process and concepts for understanding the design process.

Supplies:

TV, Computer, or Projector w/ Internet Connection. Mechanical Engineering Handout and Activity Sheet.

Instructor Reflection of Activity:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The activity engaged the students	( )	( )	( )	( )	( )
The activity was easy to present to the students	( )	( )	( )	( )	( )
The activity fit the Pathway Theme it was given in	( )	( )	( )	( )	( )
The supplies were adequate for the activity	( )	( )	( )	( )	( )
The students would enjoy this activity again	( )	( )	( )	( )	( )
I enjoyed facilitating this activity	( )	( )	( )	( )	( )
The objectives were clear and fit the activity	( )	( )	( )	( )	( )
Further staff training needs to be done with this activity	( )	( )	( )	( )	( )
This activity can easily be done in one session	( )	( )	( )	( )	( )
This was a hands on activity	( )	( )	( )	( )	( )
I would use this activity again	( )	( )	( )	( )	( )

Challenges / Additional Comments:

Good Lesson Plan - training

TEAM 21 Lesson Plan

Activity Details:

Name of Activity: **Pinecone bird feeders**	Date of Activity: **6/3/2019**
Grade Levels: **K-4**	Duration of Activity: **45 minutes**
Group Leaders: **Mary Allis**	Number of Students: **25**
Type of Activity: **STEM**	Theme of Activity: **Nature**

Academics (Math / Lang. Arts / Science / Social Studies)	Arts/Crafts	Career Development	Character Ed. (Drug / Violence Prevention, Leadership, Life skills, Etc)
Community Service	Engineering	Educational Games (STEM / Math / Lit.)	Fitness / Sports / Phys Ed
Food / Nutrition	Science (STEM, Nature, Experiments)	Performing Arts (Music, Theatre, Dance)	Technology / Video Media

Main Objective: (check the one that best applies)
75% of students will report learning in areas related to STEM

Goal:
Promote learning of 21ˢᵗ century skills, especially Science, Technology, Engineering and Math (STEM)

Additional Objective & Purpose:

- Fine motor exercise
- Following steps and directions
- Group interaction and cooperation
- Engagement with nature
- Bird and nature education

Intro Questions:

- What do you know about birds?
- What do birds eat?
- Have you ever seen bird feeders? What types have you seen?
- What do we need to think about when we make our own bird feeders?
- Where are good places to put our bird feeders?

Directions / Steps:

- Pass out the pictures of the pinecone bird feeders
- Pass out pinecones

- Demonstrate putting a pipe cleaner on top of the pinecone, then allow students time to put the pipe cleaner on the pinecone
- Demonstrate putting the peanut butter on the pinecone, then allow students time to put the peanut butter on the pinecone
- Demonstrate putting the bird seed on the pinecone, then allow students time to put the bird seen on the pinecone
- Have students line up to go outside
- Hang up the pinecones in the designated areas
- Bring the group back together for reflection
- Clean up the cafeteria

Reflection:

- What did you learn from this?
- What kind of birds do you think we will see?
- What other kinds of bird feeders have you seen?
- What are other ways we can help birds?
- How can we show respect to all animals?

Materials Needed:

- 25 pinecones
- 25 pipe cleaners
- one 5-pound bag of bird seen
- 2 large jars of peanut butter
- 25 plastic knives

Prep Required:

- Gather pinecones
- Set up materials

Plan B: *(plan for if lesson finishes early)*

- Have bird trivia questions available
- Have bird word searches and crossword puzzles available
- Have bird coloring pages available

Other Notes:

- **MAKE SURE** you don't have any peanut allergies in program & research the school policy/practices for peanut butter use prior to planning activity!
- This can get messy, so it would be best in the cafeteria for easy cleanup
- See handout with pictures to help kids follow along

SC Notes:

- I would prefer to do this at the end of the day so that other groups don't have to deal with the mess

Math War - Modifying a Classic Card Game

Age Range: 3rd-5th, Middle School, High School
Group Size: 1-5, 5-10, 10-20
Type of Activity: STEM, Math, Team Building, Tutoring, Outside, Inside, Character Building, Life Skills, Icebreaker
Grant Objectives : Increase academic achievement, Increase student academic learning, Increase student non-academic learning, Increase staff and students' SEL competency and skills

Objective: Students will practice and become more proficient at basic math functions

Description: prodigygame.com/blog/fun-math-activities/

Put a mathematical twist on a traditional card game by having students play this version of War.

Students should pair together, with each pair grabbing two decks of cards. Cards have the following values:

Ace — 1
Two to 10 — Face value
Jack — 11
Queen — 12
King — 13

The rules of the game will depend on the grade you teach and the skills you're building. Each student will always play two cards at a time, but younger kids must subtract the lower number from the higher. Older students can multiply the numbers, designating a certain suit as having negative integers. Whoever has the highest hand wins all four cards.

Supplies Needed:
2 pack of playing cards per person

F – Communication Log

Example 21st CCLC Teacher Communication Log

Sept. 2020 - Oct. 2020

Site			Site Coordinator
Date	**Time**	**Who**	**Topic/Other Notes**
9/5/2020	2:30 PM	Mr. Smith	Student _____ is struggling with homework.

G.1 – Partner/Vendor/Volunteer Involvement in Program Evaluation

Partner survey on program

1. During your work with our program, how supported did you feel in terms of...*
   Select any one from following options

   ○ Very supported

   ○ Somewhat supported

   ○ Not supported

2. As a provider, did you feel you had a welcoming environment?*
   Select any one from following options

   ○ yes

   ○ no

3. As a provider, were you provided with needed materials, space and support?*
   Select all that apply from following options

   ☐ Yes to all

   ☐ Yes to a few

   ☐ No

G.2 - Evaluation of Partners/Vendors/Volunteers

Student survey about the vendors

1. Did you enjoy the program selections provided by ABC Vendor?*
   Select any one from following options

   ○ YES

   ○ NO

2. Did you feel the ABC Vendor was inclusive and welcoming?*
   Select any one from following options

   ○ yes

   ○ no

   ○ sometimes

3. What types of activities did ABC Vendor provide that you enjoyed?*
   Select all that apply from following options

   ☐ swimming

   ☐ hiking

   ☐ dance

   ☐ art

H.1 – Attendance Policy

To the families of Oriole Park Elementary TEAM 21 students:

The TEAM 21 program at Oriole Park has a waiting list for the 2019-2020 school year. Due to the waitlist and to be fair to all students, TEAM 21 will be enforcing the attendance policy in the parent/guardian handbook with all students.

The TEAM 21 attendance policy states: We ask that students in TEAM 21 attend consistently, and regular attendance is required in order to remain enrolled. Leaving the program before the end of activities for a given day should be kept to a minimum, and any foreseeable or planned absence from the program should be communicated to the program staff in advance. Students who are frequently late, absent, or depart early, may be removed from the the program at the discretion of the Principal and Site Coordinator. Excused absences from the school day will be considered excused for the purposes of TEAM 21 as well. Parents will be notified if their child's absences have become excessive. If a student is removed from the program due to excessive absenteeism, they may be re-admitted at the discretion of the school and program staff, so long as the program is not at maximum enrollment capacity. For any specific questions about this policy, please contact the site coordinator where your child attends school.

At Oriole Park's program, the following specifics will be enforced:

- Students who are absent more than seven times (when they are not absent from school) will be removed from the program. Families will be notified once the student has been absent four times that they are getting close to the attendance limit.
- Students who are picked up before 5 pm will be considered absent for the day. If students go home early due to illness or injury, this will not count towards the seven absences.
- Any absences during the first week of school year programming (September 3rd-5th) will not be counted, as many families are still trying to figure out transportation and supervision details and may need additional TEAM 21 days to do so.
- If there are extenuating circumstances, these will be discussed with the site coordinator, family, student's teacher, and principal or other school staff as needed.

If there are any questions or concerns regarding this, please feel free to contact me directly.

Sincerely,

Mary Allis
TEAM 21 Site Coordinator
Oriole Park Elementary School
616-307-7336
allism@wyomingps.org

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H.2 – Attendance Policy

APPLICATION & ENROLLMENT

Parents interested in enrolling their child in the TEAM 21 program can either pick up an application form from the school office, or download and print one from the website (www.wyomingmi.gov/team21). The application can be turned in to the school where the student attends, either in the office or to the program Site Coordinator directly. TEAM 21 sites often operate at capacity and may need to establish a waiting list if maximum enrollment is reached. The selection of students in those cases is based upon a number of factors, including academic need and school staff recommendations. TEAM 21 operates in both the summer and school-year, and students need to reapply at the beginning of each of these sessions if they are interested in participating, even if they have attended in the previous session.

ATTENDANCE

We ask that students in TEAM 21 attend consistently, and regular attendance is required in order to remain enrolled. Leaving the program before the end of activities for a given day should be kept to a minimum, and any foreseeable or planned absence from the program should be communicated to the program staff in advance. Students who are frequently late, absent, or depart early, may be removed from the program at the discretion of the Principal and Site Coordinator. Excused absences from the school day will be considered excused for the purposes of TEAM 21 as well. Parents will be notified if their child's absences have become excessive. If a student is removed from the program due to excessive absenteeism, they may be re-admitted at the discretion of school and program staff, so long as the program is not at maximum enrollment capacity. For any specific questions about this policy, please contact the Site Coordinator where your child attends school.

STAFF SUPERVISION

Because developing healthy relationships with positive role models is so important to students achieving success, TEAM 21 places a significant emphasis on staff recruitment and hiring. TEAM 21 aims to maintain a 1:12 staff to student ratio to ensure student safety and to facilitate quality interaction. The program recruits and hires well-rounded, qualified individuals to serve as Group Leaders. Many staff members have previous experience working with elementary and middle school students and backgrounds in education, recreation, psychology, sociology, community health, and other related fields.

Prior to beginning employment, all TEAM 21 staff go through a screening process, including a Criminal History Check, Fingerprinting, Medical Physical, Drug Test, and Tuberculosis (TB) test.

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I.1 – Time and Effort Log

Monthly Personnel Activity Report
FOR TIME-KEEPING DISTRIBUTIONS

PURPOSE: Federal Regulations require that employees who are charged between a federal grant and another activity must document how their time is spent. These reports must reasonably reflect the activities for which the employee is compensated. **The reports must be prepared at least monthly, and must coincide with one or more pay periods.** The report must be signed by the employee.

PROCEDURE: Please fill in the school name, your name and the time period that this report represents.
Grant Name - The name of the grant(s) you are funded by (Example: Flowthrough, Preschool, etc)
Activity Description - Short description of the activity you perform (Example: LD Teacher)
Distribution of Time - The percentage of your time worked at this activity, for this funding source.
Other Activity - Other non-federal program(s) that you are funded by. (Example: Early Childhood)
Activity Description - Short description of the activity you perform (Example: Parent Educator)
Leave - Fill in any time away from the job in the corresponding boxes.
NOTE: ALL ACTIVITY MUST TOTAL 100%

District Name: Wyoming Public Schools

Employee's Name: ███████████████
(Please Print)

Time Period Fall 20 _19_   Winter 20___   Summer 20___
(Please fill in year & circle season) (Sept. - Dec.)   (Jan.-May)   (June-Aug.)

FEDERAL ACTIVITY

	Grant Name	Activity Description	Distribution of Time
1	21st Century	T.E.A.M. 21 Afterschool Program Staff	100 %
2			%
3			%

OTHER ACTIVITY

	Activity Name	Activity Description	
6			%
7			%
Administrative			%

Leave

Sick		%
Vacation/Annual		%
Other (Specify)		%

TOTAL 100 %

Employee's Signature: ███████████████   **Date:** ██████

Supervisor's Signature: ███████████████   **Date:** ██████

I.2 – Time and Effort Log

21st CCLC Example Time and Effort Log

Name		Pay Period Start Date	
Title		Department	

Day	Date	Regular Hours	Vacation/Sick	Other	Total Hours	Daily Activity	Hours Worked per Account		
							21st CCLC	GSRP	Headstart
Sunday	9/6/20								
Monday	9/7/20								
Tuesday	9/8/20								
Wednesday	9/9/20								
Thursday	9/10/20								
Friday	9/11/20								
Saturday	9/12/20								
Week 1 Total									
Sunday	9/13/20								
Monday	9/14/20								
Tuesday	9/15/20								
Wednesday	9/16/20								
Thursday	9/17/20								
Friday	9/18/20								
Saturday	9/19/20								
Week 2 Total									
Grand Total									

Signature		Date	
Supervisor Signature		Date	

J.1 – Project Director Visit Log

Program Director Log Sheet

Project Director Name: _____

Site Name	Date	Time In	Time Out	Comments

J.2 – Project Director Visit Log

Site Visit Log
2018-2019

Date	Site (s) Visited	Date	Site (s) Visited
08/23/18	Hunt	11/13/18	Attwood
08/28/18	Hunt	11/13/18	Dwight Rich
08/29/18	Leslie	11/13/18	Leslie
08/30/18	Attwood	11/14/18	North
09/10/18	Hunt	11/15/18	Dwight Rich
09/18/18	daVinci	11/15/18	North
09/18/18	Leslie	11/16/18	daVinci
09/19/18	Dwight Rich	11/20/18	Attwood
09/19/18	Gardner	11/27/18	daVinci
09/19/18	Townsend	11/27/18	Gardner
09/20/18	Springport	11/27/18	North
09/25/18	Dwight Rich	11/28/18	Attwood
09/27/18	Gardner	11/28/18	Dwight Rich
10/01/18	Gardner	11/29/18	Springport
10/01/18	Leslie	11/29/18	Townsend
10/02/18	daVinci	11/30/18	Leslie
10/02/18	Townsend	12/03/18	Gardner
10/03/18	Gardner	12/03/18	North
10/04/18	North	12/04/18	Attwood
10/08/18	Townsend	12/04/18	Hunt
10/17/18	Dwight Rich	12/04/18	Leslie
10/17/18	Gardner	12/05/18	North
10/18/18	Leslie	12/06/18	Dwight Rich
10/18/18	North	12/10/18	Gardner
10/21/18	Hunt	12/11/18	Springport
10/22/18	Townsend	12/11/18	Townsend
10/23/18	Dwight Rich	12/12/18	North
10/24/18	daVinci	12/13/18	Dwight Rich
10/24/18	Gardner	12/13/18	Hunt
10/25/18	Townsend	12/17/18	Attwood
10/29/18	Gardner	12/17/18	Hunt
10/29/18	North	12/18/18	daVinci
10/30/18	Dwight Rich	12/18/18	Gardner
10/30/18	Townsend	12/11/18	Attwood
11/01/18	Gardner	12/19/18	North
11/01/18	Springport	12/20/18	Leslie
11/07/18	Hunt	01/07/19	daVinci
11/12/18	Gardner	01/08/19	Attwood

K.1 – Program Professional Development Plan

Professional Development Timeline
FOR SCHOOL AGE YOUTH STAFF
Wayne Metropolitan Community Action Agency

YEAR 1

Fall Kickoff — Child/youth Observation and Assessment (2hrs)

Development Plan — Professional Development and Leadership (40min)

Inservice — Learning Environments and Curriculum (2hrs)

CPR / First Aid / BBP

Summer Kickoff — Child/Youth Growth and Development (2hrs)

Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun

Staff Elective: 2 hours

Staff Elective: 2 hours

Staff Elective: 2 hours

Staff Elective: 2 hours

YEAR 2

Fall Kickoff — Interactions with Children and Youth (2hrs)

Development Plan — Professional Development and Leadership (40min)

Inservice — Youth Engagement (2hrs)

CPR / First Aid / BBP

Summer Kickoff — Cultural Competency and Responsiveness (2hrs)

Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun

Staff Elective: 2 hours

Staff Elective: 2 hours

Staff Elective: 2 hours

Staff Elective: 2 hours

YEAR 3

Fall Kickoff — Family, School, and Community Relationships (2hrs)

Development Plan — Professional Development and Leadership (40min)

Inservice — Safety and Wellness (2hrs)

CPR / First Aid / BBP

Summer Kickoff — Program Planning and Development (2hrs)

Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun

Staff Elective: 2 hours

Staff Elective: 2 hours

Staff Elective: 2 hours

Staff Elective: 2 hours

K.2 – Program Professional Development Plan

| 2019-2020 GRANTEE PROGRAM CALENDAR

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4   Independence Day

8 – 12: Day Camp Week #3
15 – 19: Day Camp Week #4
20 – 21: IPE Staff Training
21 – August 1: IPE Camp

JULY 2019

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

20   M.L. King Day

10: Site Coordinator Meeting*
13: Grantee Youth Council Mtg
15: Site Coordinator Meeting
17: Curriculum Training

JANUARY 2020

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 1: GALA Celebration

12: Michigan Department of Ed
    Kick Off
13 – 16: Site Coordinator
    Orientation
23: Principal Kick Off Meeting
26: All Staff Training

AUGUST 2019

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

17   Presidents' Day

1: Parent Chat (AM)
14: Site Coordinator Meeting*
15: All Staff Reorientation
22: Grantee Youth Council
    Mtg/Leadership Workshop

FEBRUARY 2020

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

---

2   Labor Day

9: Program Start Date
9: Grantee Youth Council Mtg
13: Site Coordinator Meeting*
18: Steering Committee Mtg
27: Curriculum Training

SEPTEMBER 2019

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

9: Grantee Youth Council Mtg
10: WSU STEM DAY
13: CYPQ SEL Methods Training @
    WSU
20: Site Coordinator Meeting*
14: Grantee Wide Family
    Engagement Activity
18: Steering Committee Mtg
20: Curriculum Training

MARCH 2020

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

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31   Halloween

3: Parent Chat (PM)
5: Grantee Youth Council
   Mtg/Leadership Workshop
11: Site Coordinator Meeting*
12: Grantee Wide Family
    Engagement Activity
16: Coaches Meeting

TBD: Lights on Afterschool

OCTOBER 2019

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

10   Good Friday
12   Easter Sunday

3: Site Coordinator Meeting*
9: Parent Chat (PM)
13: Grantee Youth Council Mtg
17: Professional Development
25-26: Grantee Youth Council
    Leadership Retreat

APRIL 2020

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

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11   Veterans Day
28   Thanksgiving Day

1: Professional Development
6: APPLE DAYS
8: Site Coordinator Meeting*
8: 2020 MiCareer Quest
11: Grantee Youth Council Mtg
15: CYPG Planning w/Data @ WSU
20: Steering Committee Mtg

NOVEMBER 2019

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

10   Mother's Day
25   Memorial's Day

8: Site Coordinator Meeting*
11: Grantee Youth Council Mtg
13: Principal Roundtable Mtg
20: Steering Committee Mtg

All Sites must schedule at least 4
Camp Open Houses for Parents
vary times and days

MAY 2019

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

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25   Christmas Day

5: Parent Chat (PM)
7: Grantee Youth Council
   Mtg/Leadership Workshop
11: Principal Round Table Mtg
13: Site Coordinator Meeting*

DECEMBER 2019

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

21   Father's Day

6: Parent Chat (AM)
12: Site Coordinator Meeting*
22-25: Day Camp Week #1
29 – 2: Day Camp Week #2
6-9: Day Camp Week #3
13-16: Day Camp Week #4
20 – 30: IPE/Gala

JUNE 2019

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

K.3 – Program Professional Development Plan

Last Updated: June 2019

team21

Professional Development Plan 2018-19

Mandated Training Sessions	Date	Hours	Core Competencies	Facilitator	Staff Attending	Training Description
CPR/First Aid/Epi-Pen/Inhaler	Various	Can count up to 2 hrs in year taken	8	American Heart Association Trainers	Site Coordinators & Group Leaders	Staff learned the processes of CPR/First Aid/AED/Epi-Pen administration and was tested on their proficiency for certification.
Bloodborne Pathogens	Various, as part of pre-employment	0.5	8	Program Administrators	New Site Coordinators & Group Leaders	Staff was shown an instructional DVD about the dangers of Bloodborne Pathogens and the proper handling of bodily fluids, and also reviewed the City of Wyoming Policy relating to Bloodborne Pathogen Exposure.
TEAM 21 Handbook Orientation - Administrative Policies and Program Procedures	Various, as part of pre-employment	1	8 / 10	Program Administrators & Site Coordinators	New Site Coordinators & Group Leaders	New staff members learned the program policies, and gained an understanding of the overall program as a whole. Specific topics within the handbook include: Health and Safety, Student Discipline, Emergency Procedures and Licensing Rules.
New Group Leader Orientation	Various, as part of pre-employment	1.5	All	Program Administrators	New Site Coordinators & Group Leaders	A quality-focused introduction & orientation to the program, covering general expectations of working effectively with youth (classroom management, relationships, lesson planning, student voice & choice, etc.) This training is a companion to the Handbook Orientation, focusing more on quality interaction and less on policy and procedure.
Site Coordinator Orientation	Various, as part of pre-employment	8	All	Program Administrators	New Site Coordinators & Group Leaders	New Site Coordinators learn the program policies and review all aspects of their new leadership position. Specific topics included in the training include: Licensing, Health & Safety, Student Discipline, Connecting to the School Day, Staff Supervision, Budget & Purchasing
Professional Development Sessions	**Date**	**Hours**	**Core Competencies**	**Facilitator**	**Staff Attending**	**Training Description**
T.E.A.M. 21 Summer Kick-Off - Integrating Outdoor Learning & Active Games for Students	6/12/2018	3.5	2 / 4/ 5/ 9	Janet Staal, Director of Outdoor Education, West Side Christian School; Brett Kaschinske, Director, Lansing Parks & Recreation	Site Coordinators & Group Leaders	OUTDOOR LEARNING - Staff will learn how to integrate the outdoors into their lesson planning and will learn about the value of outdoor spaces as a classroom, identifying the benefits of connecting with and learning more about nature in OST programming. GAMES - Staff will learn games and activities to engage students effectively & actively and will learn group-management and -organizing techniques
Emergency Procedures (Summer)	FILL IN	FILL IN (must be at least 30 min.)	8	Site Coordinators	Group Leaders	Site Coordinators will review Emergency Procedures, specific to their school buildings, including Serious Accident/Illness Procedures, Natural/Man-Made Disasters Procedures, Evacuation and Family Notification Plans, Plans for Students with Special Needs, Crisis Management Plans, and Fire and Tornado procedures.
MDE Fall Kick-Off	8/14/2018	7.5	2 / 7 / 8 / 9 / 10	MDE Consultants & Staff	Program Administrators & Site Coordinators	Activities and opportunities for grantee team to plan an engaging school year program for all sites. Training will include a review of best practices and procedures.

Emergency Procedures (Fall)	FILL IN	FILL IN (must be at least 30 min.)	8	Site Coordinators	Group Leaders	Site Coordinators will review Emergency Procedures, specific to their school buildings, including Serious Accident/Illness Procedures, Natural/Man-Made Disasters Procedures, Evacuation and Family Notification Plans, Plans for Students with Special Needs, Crisis Management Plans, and Fire and Tornado procedures.
Health & Safety Training for Licensed Child Care Providers	Various - self-paced online modules	8	8	www.miregistry.org	Licensee Designees, Site Coordinators & Group Leaders	Online training modules on a variety of health- and safety-related topics - developed in order to comply with new federal regulations
YPQA Basics Live	10/5/2018	4.25	2 / 3/ 10	The Center for Youth Program Quality Staff	Site Coordinators (new)	Staff will receive an overview of the YPQA self-assessment tool and review best practices for administering the self-assessment this fall.
TEAM 21 School Year Kick-Off - Restorative Justice	11/2/2018	3	4 / 5 / 7	Nancy Schertzing, Schertzing Communications	Site Coordinators & Group Leaders	Making restorative justice come alive, this presentation introduces attendees to restorative justice's foundations and informal practices. By emphasizing the restorative philosophy and principles, it opens minds to restorative justice's extraordinary potential benefit for organizations and those they serve.
Idea Share	TBD	TBD	2 / 9 / 10	TEAM 21 Site Coordinators	Site Coordinators & Group Leaders	Sites will bring their best lesson planning ideas, implementation and management tricks to train their peers in this hands-on, interactive training.
Fun Run Training Kick-Off	2/22/2019	2.5	2 / 5/ 9	TEAM 21 Fitness Committee	Site Coordinators & Group Leaders	This interactive training will provide an overview of the Fun Run Family Fitness Event in May and will provide training resources and information to staff to use with their students.
Youth Mental Health First Aid	3/8/2019 & 3/15/2019 (2 part)	7 (total)	1 / 3 / 4	Mental Health Foundation of West Michigan	Site Coordinators & Group Leaders	This training will provide an overview of mental health and its impacts on youth, including: risk factors and warning signs of mental health concerns, information on depression, anxiety, trauma, psychosis and substance use and available evidence-based professional, peer, and self-help resources
Equity, Diversity & Inclusion Summit	5/2/2019	7	2 / 4 / 6	Kent District Library	Site Coordinators	Training will cover best practices and practical tactics for addressing issues of equity, diversity and inclusion.
Youth Work Methods	Various	6 (total)	2 / 4 / 5 / 8 / 9	Center for Youth Program Quality	Site Coordinators & Group Leaders	Multiple training modules, cover topics including Setting Structure & Clear Limits, Building Community & Cooperative Learning Environments
Summit on Race and Inclusion	6/11/2019	7	3 / 6 / 9	Lakeshore Ethnic Diversity Alliance	Site Coordinators	This summit examines the effects of racial disparities and strategies for their elimination.

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SPARKS

Staff Training Plan- LICENSED SITES

These trainings are for all staff (program director, instructors, activity leaders, mentors) as well as volunteers and community partners.

✓ **New Hire AND Start-of-Year Training**
Must be completed before programming begins each year, as well as throughout the year for new hires before beginning program.

TRAINING TIME: 8.0 HOUR(s)

○ First Aid and CPR (pediatric) Training (2 hrs)

○ MiRegistry Training – Course One (4 hrs)
  ■ Prevention and Control of Infectious Diseases
  ■ Administration of Medication
  ■ Prevention of and Response to Emergencies due to food and allergic reactions
  ■ Child Development (birth to five)

○ Orientation Staff Meeting (2 hrs)
  ■ SPARKS vision
  ■ Federal and local goals
  ■ Emergency procedures and blood borne pathogens
  ■ Licensing rules
  ■ Youth Program Quality Assurance and activity planning
  ■ Basic program/site information (schedule, homework, themes)
  ■ Available resources and community partners
  ■ First 30 days of programming
  ■ Staff handbook, timesheets, expectations
  ■ Supervised planning time

✓ **September Staff Training**
TRAINING TIME: 6.0 HOUR(s)

○ Safe Schools Training (2.0 hrs)
  ■ Bloodborne Pathogens (20 min)
  ■ Child Abuse (20 min)
  ■ Corporal Punishment (25 min)
  ■ FERPA (15 min)
  ■ Seclusion and Restraint (15 min)
  ■ Sexual Harassment (25 min)

○ MiRegistry Training – Course Two (4.0 hrs)
  ■ Building and Physical Premises Safety
  ■ Prevention of Shaken Baby Syndrome, Abusive Head Trauma, and Child Maltreatment
  ■ Emergency Preparedness and Response Planning
  ■ Handling and Storage of Hazardous Materials and the Appropriate Disposal of Bio-contaminants
  ■ Precautions in Transporting Children
  ■ Recognition of and Reporting of Child Abuse and Neglect
  ■ Child Development (school age)

✓ **December/January Staff Training**
Each site coordinator will use program goals to select two hours of training from the list below. Training is incorporated into weekly staff meetings.
TRAINING TIME: 2.0 HOUR(s)

○ Emergency procedures (15 min) (MUST review at least 2x each year)
○ Family contact log (15 min)
○ Academic socialization (15 min)
○ 21st Century Skills (15 min)
○ Youth-Led Conference (15 min)
○ Careers and pathways (30 min)
○ Program Goals progress monitoring (30 min)
○ Community partner presentation (30 min) (may count up to two partners)
○ Food Safety Training through food provider (30 min)
○ Conscious Discipline (120 min)

✓ Start-of-Summer Training
Completed before summer programming begins each year
MUST BE COMPLETE PRIOR TO BEGINNING WORK

TRAINING TIME: 2.0 HOUR(s)

○ Orientation Staff Meeting (2 hrs)
- SPARKS vision
- Youth Program Quality Assurance,
- Summer schedule, theme, trips, important dates, etc.
- Youth Program Quality Assurance
- Basic program/site information (schedule, homework, themes)
- Activity and lesson plans
- Available resources and community partners
- Staff handbook, timesheets, expectations
- Supervised planning time

L.1 – Individual Professional Development Plan

Wayne State University
College of Nursing
C2 Pipeline Program

C2 Pipeline – Site Coordinator Professional Development Plan

Employee:

Site:

Date:
_____

According to the Licensing Rules for Child Care Centers, each staff member is required to complete 16 hours of professional development in any of the following areas:

- Child Development & Learning (CDL)
- Health (H)
- Safety & Nutrition (SN)
- Family & Community Collaboration (FCC)
- Program Management (PM)
- Teaching & Learning (TL)
- Observation (O)

- Documentation (D)
- Assessment (A)
- Integrations & Guidance (IG)
- Professionalism (P)
- Child Care Center Administrative Rules (AR)

Site Coordinators should place notes in the "Comments" section about completion and implementation of trainings.

Wayne State University
College of Nursing
C2 Pipeline Program

Needs to be Completed:

Course Name	Length	Date to Be Completed By:	Consequence if deadline is not met:	Licensing Area Met
			Follow Employee Discipline Process	
			Follow Employee Discipline Process	
			Follow Employee Discipline Process	
			Follow Employee Discipline Process	
			Follow Employee Discipline Process	
			Follow Employee Discipline Process	
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			Follow Employee Discipline Process	
			Follow Employee Discipline Process	
			Follow Employee Discipline Process	

Wayne State University
College of Nursing
C2 Pipeline Program

Completed:

Course Name	Date Completed	Time of Course	Location	Licensing Area Met	Assistant Project Director Comments
SC Orientation	8/12/2019 - 8/15/2020	16 hours	Soaring Eagle, WSU, OPHS	TL, P, D	
WSU Systems	8/20/2019	4 hours	WSU	D	
SBIRT Orientation	8/26/2019	3 hours	WSU	D, SN, TL	
Staff Orientation	8/26/2019	3 hours	WSU	P, AR, D	
PI Top Training	11/1/2019	2 hours	WSU	TL	
CPR	11/5/2019	5.5 hours	WSU	SN	
PQA Training	11/13/2019	2 hours	WSU	D	
All Staff Re-Orientation	2/22/2020	4 hours	WDHS	TL, P, D	

L.2 – Individual Professional Development Plan

Annual Professional Development Plan
A quality professional development plan will include measurable short and long term goals
New staff to complete within 90 days of employment

(Please Print)
Personal Information:

Name:_____   Date of Hire:_____

Title/Position: _____

Age Level _____

Education Completed:
☐ Some High School
☐ GED
☐ High School Diploma
☐ Associate Degree (Major: _____)
☐ Bachelor's Degree (Major: _____)
☐ Master's Degree/Grad. (Major: _____)

Certificates/Credentials Earned:
☐ School Age Credential
☐ CDA
☐ Teaching Certificate

Self-Reflection: My current strengths related to Michigan Out-of-School Time Standards of Quality…

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Signature: _____   Date Plan Completed: _____

Name: _____
(Please Print)

Plan for Professional Growth: Specific to Michigan Child Care Licensing Requirements:

Core Content Area: _____

Goal: My goal is to…_____

Activities	Timeline (Short Term-3,6,9 month/Long Term-12 month)	Resources Needed	Assessment/ In Progress Status	Completed /Date

Core Content Area: _____

Goal: My goal is to…_____

Activities	Timeline (Short Term-3,6,9 month/Long Term-12 month)	Resources Needed	Assessment /In Progress Status	Complete d/Date

Add Page(s) as needed

Signature: _____   Date Plan Completed: _____

Professional Development Resources:

First Year Staff: Professional Development Plan Ideas:

*best practice: staff should participate in a professional development plan within the first 90 days of hire
*PD Plan can be included as a part of the staff evaluation, which is an annual licensing requirement
*include licensing requirements such as orientation completion, First Aid/CPR training and obtaining the 16 hours of health and safety training
*PD Plan should be included in the staff's personnel file
_____

Activities to help meet goal/action:

Mi Registry Courses, Training, Conferences, Seminars, Workshops, Institutes, Research, Modeling, Shadowing, Technology Use, Webinars, Formal Coursework, Independent Study, Study Groups, Communities of Practice, Consultation, Internships, etc.
_____

Core Content Areas:
- •• Health, safety and nutrition
- •• Family and community collaboration
- •• Program management
- •• Teaching and learning
- •• Observation, documentation and assessment
- •• Interactions and guidance
- •• Professionalism
- •• Licensing rules for child care centers

M – Cash/In-Kind Log

21st CCLC Cash/In-Kind Example Log

Site _____   Year _____

Date	Donor	Cash/Item Description

N – Volunteer Log

21st CCLC Volunteer Example Log

Site   Year

Date	Time In	Time Out	Volunteer Name	Signature

N – Volunteer Log