



Financing Community Approaches to 4-Year-Old Kindergarten

March 2009

Wisconsin Department of Public Instruction

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Bulletin No. 09010-W

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Foreword

Every child is born loving to learn. Starting our youngest students off right with a quality 4-year-old kindergarten (4K) program is a first step in closing the achievement gap. Fortunately, Wisconsin provides funding through its school aid formula to districts offering 4K. Many districts have taken advantage of this funding, with almost one-third of them offering 4K through the community approach.

Under the community approach, school districts form a council or advisory group and collaborate with a Head Start, licensed child care, or preschool center.

This publication is an excellent resource for the community approach. It emphasizes the shared responsibility for providing quality early care and education and offers steps for developing, funding, and implementing the collaboration. Sample policies and practices area also included.

We must continue to strive to fully develop the physical and cognitive potential of our children. The well-being of this generation of children will reflect our priorities as educators, parents, community members, and as a society.

Elizabeth Burmaster
State Superintendent

Acknowledgments

Special thanks to the *Wisconsin Department of Public Instruction* and *The Pew Charitable Trusts* projects including *The Trust for Early Education* and *Pre[K]Now*, for the development of this guide.

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Revised in 2009 under the direction of Jill Haglund, DPI Early Childhood Consultant, to align with the DPI Information and Policy Advisory 08.01. The 2009 version was edited by Jane Grinde, Ruth Anne Landsverk, and Sue Grady. It was formatted by Neldine Nichols.

Just as a 4K collaboration requires the efforts of many individuals, this publication required the same kind of effort. Special thanks to the following people for their information, thoughts, and/or critical review during the original draft, the 2009 revisions, or both:

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Richard Grobschmidt, Assistant Superintendent, Libraries, Technology and Community Learning
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Mary Peters, Consultant, Early Childhood-Special Education
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**The Trust for Early Education and Pre(k)Now, projects of The Pew Charitable
Trusts and other funders**

Libby Doggett, Ph.D.

Others

David Edie, UW Extension
David Linsmeier, Director, Mary Linsmeier Schools, Inc.
Julia Herwig, Waisman Center

Region V, Administration for Children and Families, Office of Head Start

Terry Lechner, Program Officer

Introduction

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4-Year-Old Kindergarten and Community Approaches

Background

Providing 4-year-old children with quality early learning experiences can lay the groundwork for their future school and life success. Wisconsin schools and communities are increasingly establishing 4-year-old kindergarten (4K) programs to assure that children in their community experience early learning opportunities before entering 5-year-old kindergarten.

Enrollment in Wisconsin 4K programs has more than doubled since 2001. During the 2007-08 school year, two-thirds of Wisconsin's 416 elementary school districts offered 4K, serving 27,759 students. Nationally, 4K enrollment is growing as well. According to the National Prekindergarten Center at the University of North Carolina at Chapel Hill, the growth in funding, enrollment, and the number of states offering public pre-kindergarten suggests pre-kindergarten is here to stay, and is fast becoming an accepted part of the public education system.

This document was developed to guide the deliberations of a growing number of communities seeking to fund and implement a community approach to four-year-old kindergarten (4K). The "community approach" braids 4K funds with private and public resources unique to each community, allowing all four-year-olds in the community to receive quality care and education, regardless of ability or family income. School administrators, educators, child care providers, parents, and other business and community members have asked for help in determining how to align and maximize available funding streams for the community approach to 4K.

Secondly, this document is designed to assign and set the standard for the 4K funding responsibilities of school districts. 4K works most effectively and smoothly for children and families when school districts assume the full cost of the educational portion of the program, as intended by state legislation. The state assigns primary responsibility for the education of children to public schools and has historically funded that education.

This document does not claim to resolve all fiscal considerations of communities attempting to establish a community approach to 4K. Program funding resources can offer fiscal flexibility only to the degree that local parties are prepared to defend their vision and fiscal arrangements, while holding steadfast to the original intent of the laws that created the funding stream.

Enrollment in Wisconsin 4K programs has more than doubled since 2001. During the 2007-08 school year, two-thirds of Wisconsin's 416 elementary school districts offered 4K, serving 27,759 students.

The authors hope that this document encourages communities to take a close look at the “big picture” of 4K funding and to re-draw that picture in a new and better way. Communities using the community approach to 4K find themselves moving away from a diagram of fiscal separation, or autonomous programs existing within proverbial “silos.” Instead, funding of the community approach to 4K looks like fiscal “braiding,” or the flexible, mutually-beneficial intertwining of public and private funds and resources, based on what will best serve the particular needs of children and families in the community. The new “big picture” will reflect the gradual development of the partnerships described by these community approaches.

The Service Integration Continuum

Communities embarking on this journey may find it useful to review the following service integration continuum by Corbett and Noyes. This continuum maps out the increasingly-supportive stages for communities moving toward a community approach. Communities starting out, for example, may find fiscal alignment akin to collaboration. Farther down the road, they may liken fiscal braiding to convergence. While fiscal involvement may happen at all stages, the task of fiscal integration happens in the last stage where trust is so high among the parties that they are, in fact, embracing each other’s capacities. In the end, the community approach is a transformative act that deepens the relationships among all who care about children in the community and, as a result, transforms opportunities for children.

Communication – Clear, consistent, and nonjudgmental discussions; giving or exchanging information to maintain meaningful relationships. Individual programs or causes are totally separate.

Cooperation – Assisting each other with respective activities, giving general support, information, and/or endorsement for each other’s programs, services, or objectives.

Coordination – Joint activities and communications are more intensive and far-reaching. Agencies or individuals engage in joint planning and synchronization of schedules, activities, goals, objectives, and events.

Collaboration – Agencies, individuals, or groups willingly relinquish some of their autonomy in the interest of mutual gains or outcomes. True collaboration involves actual changes in agency, group, or individual behavior to support collective goals or ideals.

Convergence – Relationships evolve from collaboration to actual restructuring of services, programs, memberships, budgets, missions, objectives, and staff.

Consolidation – Agency, group, or individual behavior, operations, policies, budgets, staff, and power are united and harmonized. Individual autonomy or gains have been fully relinquished, common outcomes and identity adopted.

A History of the 4K Community Approach in Wisconsin

The foundation for educational opportunities for 4-year-old children was set in 1848, when Wisconsin made a constitutional commitment to early education. Article X, Section 3 of the state constitution calls for schools to be as uniform as practical and free to all children between the ages of 4 and 20. Four-year-old kindergarten attendance peaked in the 1920s and then declined as schools shifted their emphasis to 5-year-olds. Eventually, kindergarten became a half-day program for 5-year-olds, with some exceptions.

A few districts in the Milwaukee area have maintained 4-year-old kindergarten (often termed junior kindergarten) for nearly a century, despite suspension of state funding between 1957 and 1984. During that time, compensatory programs for educationally disadvantaged and disabled 4-year-olds (such as Head Start, Title I, and special education) still existed in many communities. Then in the 1980s, the state legislature renewed state aid for 4-year-old kindergarten and expanded state aid for full-day 5-year-old kindergarten (5K). Since then, research on quality early education and brain development, and the increased emphasis on closing the achievement gap have supported the expansion of 4-year-old-kindergarten.

Beginning in 2000, many public school districts started to re-examine the benefits of providing universally available 4-year-old programming. While stand-alone, half-day 4K was unrealistic for most families whose 4-year-olds required full-day child care, communities learned that the key to expanding 4K lay in involving a broad range of community early childhood stakeholders working together to provide what Wisconsin calls a community approach to 4K. Increasingly, 4K became a viable option when parents and community leaders representing business, schools, child care, Head Start, recreation, and parent education mutually explored the issues and developed community-based approaches to 4K.

Recognizing this growing trend, the Wisconsin State Legislature included \$3 million in start-up grants for the 2008-09 school year to support expanding access to 4K, with priority being given to those using community approaches.

Communities learned that the key to expanding 4K lay in involving a broad range of community early childhood stakeholders working together to provide what Wisconsin calls a community approach to 4K.

The Basics of Creating Your Community Approach to 4K

What is the community approach to 4K?

Community approaches focus on a school-community interface also referred to as a public-private partnership. The community approach works toward the goal of achieving social/emotional, educational, and physical well being of all children in the community while providing options for and meeting the needs of parents. It treats education and care as if they are two sides of the same coin, not separate entities.

Through braiding, a community's public and private funding resources are distributed to learning programs and resources more efficiently. The community approach allows families more options in providing quality care and education for all 4-year-olds, regardless of ability or family income. Through collaborations with Head Start programs, preschool programs, child care centers, and special education programs, school districts can offer wrap-around services before and after the traditional school day, reducing the number of daily "trips" and transitions for many children. Recognizing the important role community approaches play in serving all students and their families, DPI encourages school districts to use these community approaches to provide a range of options and enhance the other service systems in the community.

The community approach allows families options in providing quality care and education for all 4-year-olds, regardless of ability or family income.

When a community begins to consider community approaches for 4-year-old children, stakeholders make a commitment to share resources, power, information, and authority to create a new system that benefits all 4-year-olds and their families. These "community approaches" to 4K will look and feel different in each community, reflecting its uniqueness. There are, however, common expectations for successful collaborations. Clearly, communities will need to meet the requirements of various funding sources. In addition to state laws governing public 4K and public schools, the collaboration will also need to consider federal and state regulations for Head Start, special education, and child care. A comparison of these program regulations can be found at http://www.collaboratingpartners.com/weecp_04.htm.

In many communities, classrooms may be based in various settings, including at the public school, Head State agency, a child care center, or a site with several programs. While all 4-year-old children are eligible for the 4K program, some children may also be eligible for additional, complementary services or resources. For example, children with disabilities, may also receive the 4K program and services from itinerant, consultative, or team teaching at the site they receive child care, rather than having to move to another site. The complementary programs may be of greater scope and funding than the 4K program itself.

Strategies for Using Available Funding

Strategies based on good communication and relationship-building are most effective in helping communities work through the complexities of braiding funding streams to create a comprehensive early childhood system that meets the needs of children and their families.

- Begin with a clear vision that includes a commitment to a community approach. Be open, honest, and clear about the process from the beginning.
- Focus on the results. Keeping an eye on the end result can prevent planning committees from getting bogged down by problems that may not really be all that important.
- Through initial focus groups, town meetings, or planning sessions, involve everyone who has an interest and relevance to early learning, such as parents, family child care, community home visiting programs, parent education, resource and referral agencies, family resource centers, health or mental health organizations, social service agencies, elected officials, business, or philanthropic organizations.
- As the process moves forward, establish and maintain a collaborative committee, council, or advisory group. This group formalizes the involvement of the community and allows all interested parties to be heard during the development process. This committee would
 - Conduct the initial planning
 - Increase public awareness
 - Design delivery models
 - Develop programs, program standards and curriculum
 - Conduct staff development
 - Select site
 - Design staffing patterns
 - Establish policies
 - Direct the ongoing implementation and administration of the program.
- Expect the collaborative committee to be flexible in membership and responsive in nature. Any group interested in participating in the process should be given a seat at the table. As the process moves on, some groups may drop out, and new groups may express an interest. New possibilities for combining funding sources may also evolve as relationships develop among public and private agencies and local and state policymakers.
- Understand all available funding options. Look for flexible funding sources. Understand the difference between what is encouraged, what is allowed, and what is required. Be sure to involve the district business manager and fiscal officers from community partners in the process, recognizing that they are probably most likely to understand the intricacies of the school

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and community agency finance systems. In addition, do not hesitate to contact DPI for further clarification.

- Allocate restrictive dollars first and fill in the gaps with less restrictive funding. Sources that have more flexibility can fill in the gaps left by categorical funding.
- Be aware that a braided funding system requires a more complex system to track data, allocate costs, and generate reports. Again, don't hesitate to use local and state expertise to address this issue.
- Develop interagency agreements or contracts to define roles, responsibilities, and fiscal obligations. At a minimum, the agreement will define how expenses will be shared. The agreement can also include plans for use of staff, staff development, facilities, supplies, and equipment at the site. The approaches used will affect how funding is arranged between programs in the collaboration. The cost allocation categories are defined in Chapter 3.

Before Costs, Create Your Vision

Before costs can be determined, your community's 4K planning team needs to create a vision that will serve as a foundation for making decisions about the program and services. People involved in successful collaborations report that this step is crucial. Groups lacking a clearly-defined vision find themselves continually circling back to re-hash the "who, what, and why" of the 4K program. Some questions to consider in developing a comprehensive vision include:

- How will the program meet the needs of children and families? For example, working parents may be interested in 4K programs offered at their child care center.
- Who will be involved in the collaboration? Consider 4K, Head Start, child care providers, and early childhood special education programs.
- Where will the classrooms be housed? Options include school, child care center, Head Start center, or any combination. Consider where space is available to house all of the components of the program. Consider whether it is better to have sites placed in different geographic locations or centrally located. Consider transportation that results in efficiencies and reduces the time children spend on the bus.
- What staffing patterns will be necessary? A licensed 4K teacher is necessary for the 4K program. Other paraprofessionals may be necessary based on class size, student-teacher ratios, and hours either preceding or following the 4K program.
- How will the 4K program be different because of the collaboration? For example, working with a Head Start program, may result in hours or days being added to the program.

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- When discrepancies in standards exist, how will the planning committee address them? For example, common professional development activities may be developed, the Wisconsin Model Early Learning Standards may be adopted, or curriculum standards may be established.
- How or will the community pursue collaborations regarding professional development and parent involvement? Responsibility for costs can be allocated in different ways, depending on how the collaboration is defined. The district may contract with other agencies or each agency may be responsible for paying its own share of the costs directly.
- How will financial roles and responsibilities be defined and allocated? The business manager from the school district and experts from the other participating agencies should be involved in determining specific costs and allocations. Consultants from the DPI Finance Team are also available to answer questions on the school funding formula.
- How will ongoing governance and accountability be established to ensure each partner fulfills its program requirements and contractual relationships?

It is the creativity and energy of community partners that tailors programs to the needs of local children and families. While programs vary by community, they are all built on a common funding structure. State 4K funding comes with program requirements that can be enhanced or expanded by the preschool, child care and/or Head Start services aligned through the partnership.

The Role of the Collaboration Council

The ongoing success of community approaches is directly related to the strength and breadth of the local collaboration council and their ability to “see the big picture,” articulate the common vision, hold fast to the foundational design, create delivery options and choices that address the needs of all 4-year-olds, and use consensus mechanisms in their discussions. The role of the council is to assure that policy makers remain accountable for the program design, fiscally adhere to the intent of all laws, and take responsibility for long-term results of community approaches. An effective collaborative council will nurture its connections to the school board, Head Start policy council, child care board, city council, chamber of commerce, and various civic groups. In the end, the council’s deliberations and hard work constitute a transformative act that will change the relationship between the state, the local community, and its youngest, most vulnerable members and their families.

As more communities try to improve quality and reduce transitions for children, they must think differently about how funding sources can work together.

It is the council's ability to "see the big picture," articulate the common vision, hold fast to the foundational design, and create delivery options and choices that creates situations where everybody changes and everybody wins.

Challenges to Accessing Multiple Funding Systems

As more communities increase access to, improve quality of early learning opportunities, and reduce transitions for children, they must think about how funding sources can work together. Funding issues may get confusing because many sources of funding support community approaches. In addition to general state aid for 4K, public funds include Head Start, Title I, special education, and food programs. Child care expenses, however, are paid primarily by parents, with help available to low-income working parents through Wisconsin Shares.

Providers may have difficulty understanding how to braid services and funding to use all appropriate resources effectively and efficiently. The categorical nature of some funding sources presents a challenge since different programs have different requirements for eligibility, staffing ratios, and content standards (Flynn, M., & Hayes, C. D. (2003). *Blending and Braiding Funds to Support Early Care and Education Initiatives*. Washington, D.C.: *The Finance Project*).

Despite challenges, a growing number of communities have succeeded in implementing a community approach to funding services for 4-year-olds. This guide builds on these successes. It further provides information on the financial policies that must be followed, and the practices that lead to success.

Understanding the Funding Sources

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Federal and state funding for early childhood education and care programs is available to community programs through a variety of sources, with most targeting specific eligibility categories and program services (see Appendix II). In addition to the general equalization aid formula, potential school-based funding sources include special education, Title I, and Even Start Family Literacy. Federal and state funds are available for Head Start. Wisconsin Shares and child care subsidies support children of low income parents who work. Although public sources for funding child care exist, families assume most of the costs associated with child care, making parent fees a major component of the funding picture.

School Finance System

Calculating the Equalization Aid Formula

Funding for 4-year-old kindergarten programs is provided through the general equalization aid formula similar to all other grades in the PK-12 system. The purpose of the general equalization aid formula is to reduce the reliance on local property taxes and ensure that all children in the state have similar educational opportunities regardless of the ability of the local school district to finance the program. (Collins, T., & Loppnow, D. (1999). *Elementary and Secondary School Aids*. Wisconsin Legislative Fiscal Bureau)

The formula operates under the principle of equal tax rate for equal per pupil expenditures. This means that a school district's property tax rate does not depend on the property tax base of the district, but rather depends on the level of expenditures. The rate at which school costs are aided through the formula is determined by comparing a school district's per pupil tax base to the state's guaranteed tax base. Equalization aid is provided to make up the difference between the district's actual tax base and the state guaranteed tax base. Simply stated, an inverse relationship exists between equalization aid and property valuations; districts with low per pupil property valuations receive a larger share of their costs through the equalization formula than districts with high per pupil property valuations.

Equalization Aid Formula Factors

Five factors are used to compute equalization aid: (a) membership; (b) shared cost; (c) equalized property valuation; (d) the state's guaranteed valuations; and (e) the total amount of funding available for distribution. Membership, shared costs, and equalized valuation are based on school district data from the prior school year. For example, 2006-07 equalization aids are calculated using membership and shared costs from the 2005-06 school year and 2005 equalized values. Membership is the number of pupils which, by statute, can be counted for equalization aid purposes. A school district's membership is the sum of: (1) the average of the number of pupils enrolled on the third Friday in September and the second Friday in January of the previous school year; and (2) the number of full-time equivalent pupils enrolled in an approved summer school program during the summer before the counted year. (Informational Paper 27, Wisconsin Legislative Fiscal Bureau, 2007)

If calculated on a per member basis, equalization aid ranges from \$0-7,500. To determine a specific school district's exact aid, consult the school district business manager and/or the DPI School Finance Services Team.

School districts receive some revenue for 4K students in the first year of the program. However, eligibility for full funding is phased in over a three-year period. As a result, districts do not have access to the revenue needed to cover all program costs in the first year.

For an overview of Wisconsin's school funding system, see <http://www.dpi.wi.gov/sfs/financeoverview.html>, the website of the DPI School Finance Services Team.

Revenue Limits

The other primary factor to consider when determining the revenue for a new 4K program is the district's revenue limit. The 1993-95 state budget (1993 Act 16) imposed revenue limits on school districts for the five-year period 1993-94 through 1997-98. The revenue limits were modified and made permanent in the 1995-97 state budget (1995 Act 27). Under the limits, the annual increase in a school district's per pupil revenue derived from general school aids, computer aid, and property taxes is restricted. In general, the allowable increase in revenue per pupil cannot exceed \$256.93 in 2006-07, which is adjusted annually for inflation under the indexing provisions of 1997 Act 27.

The 4K planning committee should consult the district's business manager for specific information regarding the revenue limit for the district. Detailed information regarding the calculations for determining a district's revenue limit can be found at the DPI website; <http://www2.dpi.state.wi.us/SFSrss/revlim.aspx>. School districts receive some revenue limit authority for 4K students in the first year of the program. (Wisconsin Legislative Fiscal Bureau, Informational Paper 12, January 2007)

Eligibility for full funding is phased in over a three-year period. As a result, districts do not have access to the revenue needed to cover all program costs in the first year.

Funding Requirements Specific to 4-Year-Old Kindergarten

The law specifically defines the funding requirements for 4K. A school district may utilize one of three options to receive equalization aid for 4K.

- A school district can operate classrooms for a minimum of 437 hours [Wis. Stats. sec. 121.02(1)(f)2. and 121.004(7)(c)] and make a .5 claim for equalization aid.
- A school district operates classrooms for 350 hours and does parent outreach for 87.5 hours [Wis. Stats. sec. 121.02 (1)(f) 2. and 121.004(7)(c)] and makes a .5 claim for equalization aid.
- A school district operates classrooms for 437 hours and 87.5 hours for parent outreach for a total of 525 hours [Wis. Stats. sec. 121.004 (7)(cm)] and makes a claim for .6 equalization aid.

To qualify for the general equalization aid, the following requirements must be met:

- 4K services must be accessible to all 4-year-olds in the school district. This means that there can be no screening process to determine enrollment and that children cannot be turned away from the program.
- The program must have an appropriately licensed 4-year-old-kindergarten teacher.
- All relevant state statutes must be met including support staff, special education, transportation, and curriculum requirements.
- Parents are not charged tuition for any part of the 4K program.

Child Care Subsidy for Child Care Tuition: Wisconsin Shares

The purpose of the child care subsidy is to help low-income families pay for child care so the parents can work.

To be eligible for Wisconsin Shares, the family's gross monthly income must be equal to or less than the established percent of the federal poverty level for their family size. The actual reimbursement rate and a co-payment requirement are based on the number of children in care, and the size and income of the family. If a parent's employment situation changes, this amount will change. For example, if a parent's salary is increased, the amount paid by the parent also increases. For more information on income eligibility and co-payment of child care fees, see Wisconsin Shares - Child Care Subsidy Program at

<http://www.dcf.wisconsin.gov/childcare/wishares/default.htm>.

Families apply for child care assistance at their local Wisconsin Works (W-2) agency. Eligibility for child care assistance is based on both financial and non-financial eligibility requirements. See <http://www.dcf.wisconsin.gov/>

To qualify for the general equalization aid, 4K services must be accessible to all 4-year-olds in the school district. This means that there can be no screening process and children can not be turned away from the program.

[childcare/wishares/eligibility.htm](#) for further information. Once the parent is determined eligible for Wisconsin Shares Child Care Subsidy, an authorization indicating the number of hours of care and the hourly payment or weekly enrollment-based payment is identified and mailed to the regulated child care program selected by the parent. Child care programs submit biweekly attendance report forms via mail or via the Internet indicating the number of hours of care that they have provided each week per authorized child. Payment is made directly to the child care program biweekly.

Child care subsidy reimbursement rates are generally higher in urban areas than in rural areas. Wisconsin Shares maximum reimbursement rates are set for licensed group and family child care providers on a yearly basis for each county. Providers are surveyed each fall for their current rate. The maximum reimbursement rates are set at a level where 75 percent of the child care can be purchased. Maximum rates are set for four age categories: birth – 2 yrs, 2-4 yrs, 4-5 yrs, and 6-12 yrs.

Head Start Federal and State Funding for Head Start Grantees

Head Start offers comprehensive child development programs to low-income, preschool children and their families. Head Start grantee and delegate agencies provide a range of services including education; medical, dental, and mental health; nutrition; and parent involvement. The U.S. Department of Health and Human Services provides funds directly to grantees within each state. Head Start agencies include public schools, private not-for-profit organizations, Cooperative Educational Service Agencies, tribal governments, and Community Action Programs. Funds are provided primarily to serve children 3 to 5 years of age through part-day and part-year programs. Federal performance standards provide the requirements for the provision of services. Federal and regional Head Start administration also provides detailed information on funding requirements, audit requirements, and budget practices. The State of Wisconsin provides supplemental funds to existing grantees. The Wisconsin Head Start state supplement grants provide \$5150 per child per year.

Early Childhood Special Education

All school districts are required to provide special education and related services to children with disabilities from age 3 to 21. Federal funds flow from the U.S. Department of Education to the DPI to local school districts. School districts can use these funds to provide teachers, therapists and other services as required. Implementation of the child's Individualized Education Program (IEP) and ensuring a free appropriate public education (FAPE) in the least-restrictive environment must be the primary goals. Support and

services are designed to assist the child with a disability to access the general education curriculum and are the result of team decision-making between parents, special and general education staff. (See the DPI Special Education Information Updates for more information on serving young children with disabilities in regular education settings at <http://dpi.wi.gov/sped/bulindex.html>.)

Preschool entitlements are calculated according to the IDEA of 2004. Under the preschool grant funding formula, school districts receive a "base" payment and any additional dollars are distributed on the basis of the district's public and private elementary and secondary school enrollment (85 percent) and the relative number of children living in poverty (15 percent). Wisconsin uses the number of children calculated under the Title I formula in each district as the poverty indicator.

USDA Food Programs

The United States Department of Agriculture (USDA) provides financial reimbursement for snacks and meals served to children in schools and non-school programs.

- Children enrolled in schools are eligible to participate in USDA and state-funded child nutrition programs offered by schools. Reimbursement is based on the number of meals served to children eligible for free, reduced price and non-needy meals. Programs available to schools include the National School Lunch Program, the School Breakfast Program, the Special Milk Program, the After School Snack Program and the Wisconsin School Day Milk Program.
- Children enrolled in qualified outside-of-school-hours care centers such as child care and Head Start are eligible to participate in USDA's Child and Adult Care Food Program. The site must be organized for the purpose of providing child care services and is distinct from extracurricular programs organized primarily for scholastic, cultural and athletic purposes. Reimbursement will be based on the percentage of enrolled children in the categories of free, reduced price and non-needy; the number of meals served by type; and the prevailing rates of reimbursement.
- Snacks served to children may also be reimbursed at the "free rate" at qualified "At-Risk Snack Sites" participating in the Child and Adult Care Food Program. "At-Risk Snack Sites" establish eligibility by being located in a school area where 50% or more of the children are eligible for free or reduced-price school meals or where eligibility is documented using census tract data.

For additional information, see the web site for the DPI Community and School Nutrition Programs Home Page at <http://dpi.wi.gov/fns/index.html>.

All school districts are required to provide special education and related services to children with disabilities from age 3 to 21. Implementation of the child's Individualized Education Program ensuring FAPE in the least-restrictive environment must be the primary goal.

Title I A Preschool Programs

Title I, Part A, provides federal dollars to help supplement educational opportunities for children who live in high poverty areas and who are most at risk of failing to meet the state's challenging content and performance standards. Since the inception of Title I programs, the federal legislation has included provision for the use of these funds by districts to support children's growth, development and learning in the early years, particularly for children who face significant challenges to successful learning. Title I programs offer educational services focused on raising the academic achievement of children once they reach school age.

Title I and 4K Funding Considerations

Title I funds can be used in a supplemental manner within 4-year old kindergarten programs. The use of Title I funds will vary based on the status of a district's implementation of 4-year old programs as described in the following situations:

- 1. District has Title 1 preschool and wants to implement 4K:** If the district is operating a Title I preschool program and is interested in moving into a 4-year old kindergarten, the district would basically discontinue its Title I preschool and begin 4-year old kindergarten. This would require the district to develop a start-up plan to implement districtwide 4K programming. The district needs to establish a 4-year-old kindergarten with an appropriate curriculum and fund sufficient staffing/program support with local/state funds to operate the program effectively. The program must be able to exist without the Title I funding. Title I continues to be a supplemental program and could be used to provide additional staffing for instructional support to identified students in the targeted assistance program or to students in the school-wide program.
- 2. District is already implementing 4K and wants to use Title 1 to supplement 4K:** The district is already operating a 4-year-old kindergarten program and counting 4-year-old students for equalization aid and revenue limit purposes, the district has committed funding. This means that that the 4-year-old kindergarten is open to all 4-year-olds in the district. With an established program in place that is funded through the local/state funds, Title I services and funds can supplement this program as described in situation 1.

Title I funds must be used in accordance with the requirements described for targeted assistance or schoolwide programs.

Targeted Assistance School

A participating school with a poverty rate less than 40% as determined by free/reduced lunch counts, census, W2, Medicaid, or a composite of these factors, must operate as a targeted assistance school. In the targeted assistance school, a specific population of children is selected due to findings of high need

determined by use of educationally related criteria. Supplementary instruction is provided to selected students through a number of ways such as in-class instruction, pull-out instruction, and extended day, week or year programming. The Title I funded teacher is responsible for providing extra services to the identified children, coordinating with other school personnel serving the children and involving parents in the planning, implementation and evaluation of the programs.

The determination of students to be served is based on a needs assessment that analyzes data from teacher judgment, interviews with parents, and appropriate measures of child development. The use of low-income data may be used when there is insufficient funding to serve all eligible children and it is necessary to select and serve on a prioritized basis. Targeted assistance programs must coordinate with and support the school's regular education (4K) program. The Title I funded teacher may be brought into the 4K classroom to provide additional support to identified high need students, or to assist in an interest center for mutually-agreed upon purpose with the 4K teacher to further benefit students.

Title I Schoolwide Pre-School Program

Schools with a poverty rate of at least 40% may opt to design and operate a schoolwide program. A Title I schoolwide program is not required to identify particular children as eligible to participate in the program, as all children in the attendance areas for that school are eligible for services. The schoolwide program has more flexibility in the use of Title I funds and in the delivery of services. The instructional team plans curriculum appropriate for all children needing preschool services. Highly qualified teachers with knowledge of effective preschool programming are to be engaged in addressing the needs of the students attending 4K. A schoolwide program must include plans for assisting preschool children in the transition from early childhood programs, such as Title I preschool, Head Start, Even Start, or Early Reading First, to local elementary school programs.

District-wide Pre-School Program

To implement this approach, the district may reserve an amount from the LEA's total allocation to operate a Title I preschool program for eligible children in the district as a whole or for a designated portion of the district. The district may opt to use that amount to distribute to specific Title I schools, or to 4K to operate Title I programs. Head Start, Even Start, and Early Reading First are examples of such programs. The funds and strategies must be addressed on the reservation page of the ESEA Consolidated plan. The district must report the number of children benefitting from the preschool services on the Title I End of Year Report.

Since Title I is a supplemental program, the 4-year-old kindergarten must be able to exist without the Title I funding. Title I funds must be in accordance with the requirements for schoolwide or targeted assistance programs.

Using Title I Funds to Supplement 4K

When Title I funds are supplementing 4K, services can be delivered in a variety of ways.

- Title I services may be used for direct services that supplement the existing program:
 - Staff salaries and/or fringes for appropriately licensed early childhood educators, parent educators, adult educators, or home visitors
 - Equipment
 - Supplies
 - Transportation.
- Title I funds may be used for extending services. Rather than setting up a Title I Pre-K program that may duplicate services, Title I, Part A funds may be used to extend existing 4K services of high quality in order to provide more intense and sustained programming. Some options for consideration include:
 - Extending hours in the day
 - Extending days in the week
 - Extending services by providing summer school
- Title I services may be delivered through home visitation to involve the parent more fully. Educational home-based instruction may be provided outside of the traditional school day hours, and/or during the summer months. These services would be in addition to the 4K program.
- Title I funds may be used to supplement the required parent outreach, for joint parent outreach, and parent education activities.
- Title I funds may be used for joint professional development activities provided for staff funded by these programs and for 4K classroom teachers working with the students.

Categories to Consider

3

Allocating Costs and Braiding Funding

Communities need to determine which combination of early learning opportunities works best for their children and families. As partners define the community approaches they will use, they need to be specific about cost allocations and/or shared expenses. The list below includes some of the costs that need to be considered when planning the budget.

Licensed Early Childhood Teaching Staff. Four-year-old kindergarten requires a teacher with an appropriate DPI teaching license. Costs include salary, fringe benefits, payroll taxes and other employment costs such as advertising, background checks, and administrative costs related to hiring. Consider the costs involved for collaborative curriculum planning and preparation, team meetings, staff development, parent outreach, and time spent directly working with children. The costs associated with the teacher are influenced by the school district salary scales that are based on education, experience, licensing level, and union contract. While the district is responsible for ensuring that the teacher is licensed, the teacher may be funded as an employee of the district or of the community agency providing the program.

Staffing Ratios. The cost of the teaching staff will be determined, in part, by the required staffing ratio as well as the desired ratio. Early childhood research recommends a ratio of 10 students to one adult. State statutes do not define class size or teacher/student ratios. The SAGE requirement is 15 students to one licensed kindergarten teacher. Local school boards have the responsibility of determining the staffing ratios.

Staffing patterns in community programs should also be considered. Child care providers are required to maintain a ratio of 13 students to one adult. Head Start classes must be staffed by a teacher and an aide or two teachers and, whenever possible, a volunteer. For classes with predominately 4- and 5-year-old children, the average Head Start class size must be between 17 and 20 children, with no more than 20 children enrolled in any one class. When double session classes serve predominantly 4- or 5-year-old-children, the average class size must be between 15 and 17 children. A double session class for 4- or 5-year-old-children may have no more than 17 children enrolled.

The planning committee should keep in mind that not all adults need to be licensed kindergarten teachers. Paraprofessionals can play an important role in supporting staff/child ratios. Some programs use community programs

As partners near the end of the planning process, they need to be specific about cost allocations and/or shared expenses.

Programs using community approaches have a unique opportunity to collaborate and braid funding to ensure the best support for all children.

to lower the ratio; programs that bring teacher aides, senior citizens, and high school students, for example, into the classrooms. The child care program may also require a lead teacher during hours that the licensed kindergarten teacher is not in the program.

Teacher Aide (paraprofessionals). A teacher aide can serve as the second adult during the 4K portion of the day and may serve as lead teacher for the Head Start and/or child care portion of the day. Head Start and child care programs are required to use both teachers and teacher aides to maintain class size. The teacher aides must meet the appropriate licensing requirements for their role. Teacher aides hired by school districts to meet the requirements of a student's IEP must hold an appropriate license. As with teachers, the cost of aides or paraprofessionals includes salary, fringe benefits, payroll taxes and other employment costs such as advertising, background checks, and administrative costs related to hiring. Time must be allotted for collaborative curriculum planning and preparation, team meetings, staff development, and time spent directly working with children.

Support Services for Children. A variety of services may be required to support the children in these programs. Programs using community approaches have a unique opportunity to collaborate and braid funding to ensure the best support for all children.

- **School Support Services.** Four-year-old kindergarten requires the same licensed support services provided to the other school grades. Based on the district programming, these may include: school nursing, social work, music and art, library, or other support staff in the school district.
- **Head Start Support Services.** Based on federal performance standards, Head Start programs are required to provide comprehensive services. These include: medical, nutrition, dental, mental health and individualized developmental curriculum. Parents are involved in all program aspects, family service planning, and access to family resources. Services include developmental and behavioral screening, on-going assessment, and referral for evaluation, if needed. Head Start programs must provide enrollment opportunities for children with disabilities.
- **Child Care.** In general, support services are not required as part of child care licensing.

Special Education and Related Services. School districts receive federal funding from the Individuals with Disabilities Education Improvement Act (IDEA) and state funding under WI Statutes Chapter 115 to provide special education and related services to eligible children based on their Individual Education Program (IEP). These services can be provided in school, child care, and Head Start settings based on the IEP. Head Start Performance Standards address the needs of children with disabilities; allow funding of services, and support collaboration with schools in providing special services. Child care programs typically do not receive direct funding for children with disabilities;

however, some counties provide additional child care subsidy for children with disabilities.

The IEP team determines the appropriate special education and related services and education placement of a preschool child with a disability. Four-year-old kindergarten and Head Start programs are included in the continuum of alternative placement options to meet the needs of preschool children with disabilities for special education and related services. The special education teacher may consult with the kindergarten teacher as specified in the child's IEP, or team-teach when several children with disabilities are present in the general education classroom. LEAs and Head Start have a different set of laws that govern their requirements related to service delivery and the development of individualized program plans for the children served in their respective programs. When a preschool child with a disability receives special education and related services as well as Head Start services, the LEA must ensure the special education and related services are delivered in conformity with the child's IEP. Depending upon the IEP, special education services may be delivered at the Head Start site by appropriately licensed special education teachers or related service providers from the school district.

For the purposes of this paper, special education is defined based on IDEA and does not address program responsibility related to sec. 504 regulations.

Parent Outreach. For the purposes of this guide, parent outreach refers to the school district and Head Start requirements for parent partnerships. Wisconsin law allows districts to use up to 87.5 hours of the required 437 hours for parental outreach. In addition, if a district provides an additional 87.5 hours of outreach, the district may count the pupil as .6 rather than .5. Head Start Performance Standards guide requirements for parent involvement in the classroom and program decision-making. While child care centers have no legal requirements for parent outreach or involvement, they interact with parents on a daily basis. Each partner may provide its own programs or work together to provide one program to parents in the community. Community approaches provide a unique opportunity to collaboratively design and fund parent activities including combined home visits, jointly sponsored parent education activities, and home learning activities. Head Start policy councils may include other parents in community member roles. Child find and child development days are other outreach activities. Communities may also consider contracting with Even Start or a Family Resource Center to provide parent outreach activities.

Transportation. Transportation regulations differ for school districts, Head Start programs, and child care facilities. School districts are required to ensure access to 4K by providing transportation for children to the same extent as other grades in the district. Districts receive partial transportation aid and must

Community approaches provide a unique opportunity to collaboratively provide and fund parent activities including combined home visits, jointly sponsored parent education activities, and home learning activities.

follow state school bus transportation regulations. Head Start grantees are not required to provide transportation; if they do, funding is provided from their grant. Head Start rules require child restraint systems and an adult on the bus in addition to the driver. Head Start grantees may seek waivers for bus monitors and/or restraint systems. Transportation to and from child care centers is often provided by parents, however, some child care centers operate vans that provide transportation.

In communities using community approaches, the school district is responsible for transporting children enrolled only in the 4K portion of the program to the same extent as other grades in the district. Parents, the child care center, or Head Start is responsible for transportation when children are enrolled for a length of time exceeding 4K hours. The school district and Head Start may be able to share transportation costs if Head Start students are picked up by the school district buses on their normal K-12 route, or the partners might agree to use Head Start busing and incorporate 4K children. For more information, check the DPI pupil transportation web site at <http://www.dpi.wi.gov/sms/transhpg.html> or DPI at 608-266-2146.

Staff Development: Schools, Head Start, and child care all have their own requirements for providing staff development. Schools must provide mentors, orientation, and support to initial educators. Licensed teachers are required to engage in various types of professional development to renew their license per state regulations, PI 34. The Head Start performance standards require each program to develop a staff development plan based on the unique needs of their program and staff. Child care directors have the responsibility to assure their staff meet the child care licensing requirement of 25 hours of continuing education per year (prorated for part time employees).

Collaborating partners will want to promote similar principles, teaching practices, and common curriculum expectations in their staff development. While still addressing the unique needs of their programs, they will also find ways to sponsor training jointly. In some communities, each partner offers its own staff development opportunities and invites other partners to participate. In other communities, all partners plan and present professional development to the staff. A good resource for licensed educators not employed by public school districts are the License Renewal Support Centers (<http://www.dpi.wi.gov/tepd/lrsc.html>). Costs to consider when planning staff development include seminar, conference or speaker fees; meeting space; substitutes; staff time; and travel.

Facilities. Costs for facilities depend on where the program is housed. If school districts, Head Start programs, and child care centers have available space, little money may be needed to ready the space for the new program. Others may need to renovate a space. Still others may need to rent new space or allocate existing rental space to the participating organizations. Other costs to

In some communities, each partner offers its own staff development opportunities and invites other partners to participate. In other communities, all partners plan and present professional development to the staff.

consider include child care licensing fees, interest payments, depreciation, insurance, maintenance and repair, snow removal, utilities, and custodial services.

Supplies/Equipment. Programs may already have enough equipment, or the partners may incur one-time expenses for equipment. Supplies are more likely to be an ongoing expense and may be handled in different ways. Some programs have each partner furnish their own supplies. Others have one partner assume responsibility for purchase of all of the supplies and bill each partner for their share. Others may include costs of supplies in the contractual agreement between agencies.

Food. Child care and Head Start programs have requirements related to nutrition and include meals and snacks as a component of the program. Public or private nonprofit child care centers, Head Start programs, and some for-profit centers that are licensed or approved to provide child care may serve meals and snacks to infants and children through the Child and Adult Care Food Program (CACFP). School districts providing part-day 4K are not required to serve meals, nor are they reimbursed for them; many still provide snacks. Agencies may find that having one partner provide the meals and claim the reimbursement works best. Since DPI administers school and community food reimbursement programs, DPI staff will help determine an appropriate approach to these expenses.

Administration. Each participating agency incurs administrative costs for expenses such as oversight of the program, advertising, meeting with other partners, and reporting. Based on the size of the school district and scope of the collaboration, the district may want to appoint someone as a Community Approach Facilitator to help with community outreach, initial design of the community approach, on-going governance, and problem-solving. The facilitator would serve as a link between and among the school district, governance councils, and program personnel.

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Funding Implications

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Implications for Community Partners

Implications for School Districts

State funding for 4K serves as base funding to support communities in providing quality early education and care services to all 4-year-old children whose families desire the program. School districts are responsible for the following:

- The district must ensure an appropriately licensed 4-year-old kindergarten teacher. The district may employ the teacher or may contract with Head Start or child care to employ the licensed kindergarten teacher.
- The school district covers the cost of instruction for the 4K portion of the program including staff compensation, special education, and support services for children.
- Parent outreach will vary depending on whether the district is claiming .5 or .6 in equalization aid. Parent outreach may be provided by the district, through contract, or through other arrangements with community partners.
- The district is responsible for transportation of children enrolled in the 4-year-old kindergarten portion of any of the programs. Parents, Head Start, or the child care center provide transportation when children are enrolled for a length of time exceeding 4K hours. The interagency agreement may address how transportation responsibilities and costs are designed.
- The district will provide the cost of facilities, supplies, food, and staff development based on interagency agreements with partners.
- Districts will still retain a portion of their funding to cover district costs including administration and support staff.

Implications for Child Care

Child care programs involved in community approaches must meet state child care licensing requirements. Child care staff child ratios and class size will shape the design of the program.

Braiding 4K funds with parent fees and other public child care funds provides an opportunity to improve the overall early childhood care and education provided to children and their families. Children and their families are able to use one provider for 4K, special education, and child care services. Programs using the community approach enhance program quality by using a 4K- licensed teacher either hired by the district or community

Combining 4K funds with parent fees and other public child care funds provides an opportunity to improve the overall early childhood care and education provided to children and their families.

While child care is primarily funded by parent fees, 4K is part of the public system and is therefore provided at no cost to families. Therefore, any child attending the child care center only for the 4K hours of a day may not be charged tuition for the 4K program.

agency. By braiding funding, the child care program can enhance staff development, augment supplies, and improve facilities.

While child care is primarily funded by parent fees, 4K is part of the public system and is therefore provided at no cost to families. Therefore, any child attending the child care center only for the 4K hours of a day may not be charged tuition for the 4K program.

The Department of Children and Families, as the administrative agency for Wisconsin Shares, has issued guidance to the local county/tribal Wisconsin Shares agency related to collaborative programs. Families covered under Wisconsin Shares Child Care Subsidy program may be eligible for child care payments for the full number of hours that their child(ren) is in a program that braids 4K and child care subsidy funding. The amount of reimbursement is based on the number of hours of care required for the family to complete the employment related activity. Therefore, if the regulated child care program offers 4K for a portion of the day, those hours that the child is in care, including the 4K hours, can be authorized for subsidy payment. See the Child Care Manual, <http://www.dcf.wisconsin.gov/childcare/index.htm>, for further information.

If a child care center typically considers a 5 or 6 hour day as a full day, the center may charge full-day rates for children who participate in the 4K program for 2 ½ hours and in the child care program for 5-6 hours. The center is not required to give a rate reduction for children in care for what is considered full-time.

When 4K is offered in a child care center, the district retains the obligation to provide transportation for children enrolled in the 4K portion of the program to the same extent as other grades in the district. Parents or the child care center provide transportation when children are enrolled before or after the 4K hours.

Implications in Approaches with Head Start

As communities explore partnerships between 4K and Head Start, it is helpful to know Head Starts and public schools have a history of collaboration. The partnerships have involved co-teaching, itinerant teaching models, and other collaborative arrangements. In the 1970s and early 1980s, many public schools offered a preschool experience to educationally disadvantaged or at-risk 4-year-olds via Title 1. Head Start programs also served a similar population. In some communities, these programs were provided in partnership, others were provided separately to eligible children. In yet other communities, the programs were competing for the same children. As Head Start expanded in the 1980s and 1990s and as schools began to use their Title 1 funds with older children, fewer public school programs were available for 4-year-olds.

As more communities implement 4K for all children, partnerships between the programs are critical to insure that comprehensive services for low-income

families are available and that the expertise of both the public schools and Head Start is maximized. Programs may be designed so that Head Start-eligible 4-year olds can be jointly enrolled and can be counted for Head Start and 4K funding. Regulations for both programs must be followed in order to get funding. In some situations, state child care licensing must also apply. A comparison of 4K, special education, and child care licensing regulations can be found at http://www.collaboratingpartners.com/weecp_04.htm.

To use both state school district and Head Start funding, communities need to consider how to enhance programs for children and families without duplicating resources. Community approaches using 4K and Head Start require additional fiscal considerations because Head Start requires the delivery of comprehensive child development and health services and parent involvement. These considerations have led to two basic approaches to 4K and Head Start partnerships that are described below:

- 1) When schools and Head Start have joint programs, no distinction is made between children from low-income and higher-income families. The design of this community approach typically includes the following.
 - o A classroom day is a minimum of 3 ½ hours for all children.
 - o The school district provides the 4K program requirements for all children either directly or through contract to Head Start. The Head Start program provides the full range of Head Start services to Head Start eligible/enrolled children.
 - o The district costs for the 4K program and the Head Start child development part may be prorated or shared to account for the additional hours and number of Head Start-eligible and non-Head Start-eligible children. This allows the school district to receive equalization aid for all 4-year-olds served and the Head Start program to receive funding from either federal sources or through state supplemental funds for the Head Start-eligible children receiving services. (Note that Federal Head Start guidance at this time focuses on child care partnerships. There are no guidance documents that define Head Start partnerships with pre-k programs, such as 4K)
 - o Parent participation can be aligned through joint funding to provide parent child activities, parenting education, home visits, child find, and other parent outreach for families of all children.
 - o While each program fulfills its own transportation requirements, the school district may contract to allocate costs or share transportation when Head Start students are picked up by the school district buses. Partners may also agree to use Head Start busing and incorporate 4K children.
 - o Head Start may provide meals and then bill the school for meals for children who are not Head Start eligible.

As more communities implement 4K for all children, partnerships between the programs are critical to insure that comprehensive services for low-income families are available and that the expertise of both the public schools and Head Start is maximized.

Some communities may begin their efforts with considerable “out of the box” thinking that brings 4K, child care, and Head Start into alignment. For other communities this alignment may develop...

- 2) As communities begin implementing community approaches, 4K and Head Start partnerships may start with 4K being provided in existing Head Start classrooms. In this approach, the school contracts with Head Start to deliver 4K to the Head Start-eligible children in their district. Children not eligible for Head Start are served in separate classrooms or locations. Head Start eligible children can be counted as 4K participants on the PI-1563 Pupil count report and also for Head Start funding, provided that services are offered to a greater extent than either program operating in isolation. These extended services could include a combination of the following:
- o Providing additional teachers to lower the adult child ratio;
 - o Extending the program days by combining the part-day Head Start program with the part-day 4K program to create a 6-hour day for children; or
 - o Extending the program hours and/or program year to provide the program during non-school days and into the summer months.

The U.S. Department of Health and Human Services, Administration on Children, Youth and Families policy interpretations, while directed at children in collaboratively-funded Child Care and Development Fund slots, support cost sharing agreements. (Log No: ACYF-PIQ-CC-99-02, 02/08/99). It is advised that cost-sharing arrangements should be worked out in advance and reflected in the Head Start’s approved grant. Careful documentation of the arrangements will help auditors and federal reviewers when Head Start program financial records are reviewed. Documentation should provide sufficient information for auditors. Cost allocation plans should be reasonable, fair, and straightforward and be stated in terms of percentages or fractions of cost.

Implications for Communities Creating One Approach with 4K, Child Care, and Head Start

Communities that work together to serve all 4-year-old children and their families remove barriers to collaboration and gain experiences that may lead to the alignment of 4K, child care, and Head Start. Some communities may begin their efforts with considerable “out of the box” thinking that brings the three programs into alignment. For other communities this alignment may develop as part of their collaboration. While sharing and allocation of the cost categories will vary, the design of this community approach typically has the following:

- The funding structure includes 4K, Head Start, child care subsidy reimbursement, and parent fees.
- Children may receive part-day to full-day services at a single site with consistent teachers and caregivers.

- The program day is organized to meet the time requirements of Head Start and 4K and to provide the additional child care needed for working families. Children may attend part of the day or may be at the center for an extended day to meet child care needs for their working families.
- All requirements of program funding streams are met through contracts, prorated schedules, or direct funding. The funding includes 4K, Head Start, child care subsidy reimbursement, and parent fees.
- Interagency agreements define the unique method of service delivery and define roles, responsibilities and funding allocations.
- Staffing includes an appropriately licensed early childhood or kindergarten teacher and a teacher for the portion of the day funded by the other sources. The licensed teacher may be either a school district employee or the school may contract with the child care or Head Start program to hire the teacher.
- By nature, these approaches are comprehensive and contain elements of parent outreach, transportation, and meals.

Cost Allocation Examples

Each community will approach the collaborative process in a different way and will develop a plan that meets its individual community strengths and needs. Since the requirements for each program vary, these cost allocations can be defined in a number of ways. The examples highlight different program requirements.

Example 1

Community Approaches with child care

	School District	Child Care
Licensed kindergarten teacher: Employed by school	P	
Employed by child care	N	P
Extended Time Lead Teacher		P
Teacher Aide	J	J
Support Services	P	
Special Education	P	
Parent Outreach	P***	
Transportation **	P	P
Staff Development	J	J
Facilities	N	P
Supplies/Equipment	N	P
Food	N	P
Administration	P*	P

Key: P — Primary responsibility to determine and cover for cost
 J — Required expense but it could be a negotiated joint funded or separately funded
 N — Negotiated reimbursement rate when district contracts for service

*Based on the size of the school district and/or scope of the community approaches, it may be advisable for the school district to have a specific person designed as a Community Approach Facilitator.

**The district provides transportation for children enrolled only in the four-year-old kindergarten portion of the program to the same extent as other grades in the district. Parents, or the child care center provide transportation when children are enrolled for a period of time before or after four-year-old kindergarten hours.

***Parent outreach will vary based on 4K program requirements. Parent outreach may be provided by the district or through contract or agreement with community agencies.

Example 2

Community Approaches with Head Start

	School District	Head Start
Licensed kindergarten teacher: Employed by school Employed by Head Start	P N	P
Extended Time Lead Teacher		P
Teacher Aide	J	J
Support Services: 4K Head Start	P	P
Special Education	P	J
Parent Outreach***	P	P
Transportation**	P	J
Staff Development	P	P
Facilities	J	P
Supplies/Equipment	J	J
Food	N	P
Administration	P*	P

Key: **P** — Primary responsibility to determine and cover for cost
J — Required expense but it could be a negotiated joint funded or separately funded
N — Negotiated reimbursement rate when district contracts for service

*Based on the size of the school district and/or scope of the community approaches, it may be advisable for the school district to have a specific person designed as a Community Approach Facilitator.

**The district provides transportation for children enrolled only in the four-year-old kindergarten portion of the program to the same extent as other grades in the district. Head Start, may or may not provide transportation when children are enrolled for a length of time exceeding four-year-old kindergarten hours. If Head Start does not provide transportation, and the program exceeds 4K hours, then it is provided by parents.

***Parent outreach will vary based on 4K program requirements. Parent outreach may be provided by the district or through contract or agreement with community agencies.

Example 3

Community Approaches with all programs into one site

	School District	Child Care	Head Start
Licensed kindergarten teacher: Employed by school Employed by Head Start or child care	P N	P	P
Extended Time Lead Teacher		J	J
Teacher Aide	J	J	J
Support Services	J		J
Special Education	P		J
Parent Outreach***	J		J
Transportation**	J	J	J
Staff Development	J		J
Facilities	J	J	J
Supplies/Equipment	J	J	J
Food	N	J	J
Administration	P*	P	P

Key: P — Primary responsibility to determine and cover for cost
 J — Required expense but it could be a negotiated joint funded or separately funded
 N — Negotiated reimbursement rate when district contracts for service

*Based on the size of the school district and/or scope of the community approaches, it may be advisable for the school district to have a specific person designed as a Community Approach Facilitator.

**The district provides transportation for children enrolled only in the four-year-old kindergarten portion of the program to the same extent as other grades in the district. Parents, Head Start, or the child care center may provide transportation when children are enrolled for a period of time before or after four-year-old kindergarten hours.

***Parent outreach will vary based on 4K program requirements. Parent outreach may be provided by the district or through contract or agreement with community agencies.

Appendixes

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Appendix I

Community Agency – Child Care Cost Allocations

To assist in determining the costs allocated to child care programs, the following community agency expense would be considered.

Salaries

- DPI licensed 4K teacher hourly wage
- Second teacher hourly wage
- Administrator hourly rate
- Administrator hours in staff support and supervision per month
- Administrator meeting hours per month

Salary Expenses

- State Unemployment as a percent of salaries
- Federal Unemployment as a percent of salaries
- Worker's Compensation as a percent of salaries
- Paid time off including vacations, illness, holidays, personal as a
- Percent of salaries
- Group Health Insurance as a percent of salaries
- Group Dental Insurance as a percent of salaries
- Group Life Insurance as a percent of salaries
- Group Disability Insurance as a percent of salaries
- Retirement benefit as a percent of salaries
- Training costs as a percent of salaries
- Employment costs including advertising, background checks
- Physical exam as a percent of salaries

- Travel expenses as a percent of salaries
- Food cost per child per day
- Administrative overhead including office supplies, telephone, professional fees, insurance, licensing fees, etc., as a percent of salaries

Facility Costs

- Typical rent, property tax cost per square foot and common area maintenance (CAM) which includes things like snow removal, grass cutting, property taxes on the common area space, electrical bill for the lights in the parking lot, etc. If there are multiple tenants in a building then you pay a percentage of the CAM costs based on your percentage of the building that you occupy.
- Typical utility cost per square foot
- Facility maintenance cost per square foot
- Janitorial cost per square foot
- Fire and property insurance cost per square foot
- Annual advertising costs

Parent Outreach

- Number of events per year
- Cost per event

This listing was taken from “Financing for Community Approaches to Four-Year-Old Kindergarten,” Linsmeier, 2008. The complete document and sample community funding examples can be found on the 4K community approach site at: <http://www.collaboratingpartners.com>.

Appendix II

Benefits of the Community Approach to 4K

Benefits to Children and Families

- Children who attend are more likely to succeed in school and society
- Provides access to quality learning to all 4-year-olds in the community
- Assures fewer transitions between locations for children who need full day care or special services
- Does not label children by ability, disability, family income, or ethnic background
- Offers families options for preschool and child care
- Reduces fragmentation of services for children, allowing families, teachers, and care providers to communicate and support the child's development
- Makes preschool affordable for all families
- Provides quality learning resources and efforts to children in a variety of settings, including those who stay at home
- Enables children with disabilities to make progress through more interaction with peers
- Results in earlier referrals of children who need additional services.

Benefits to Schools

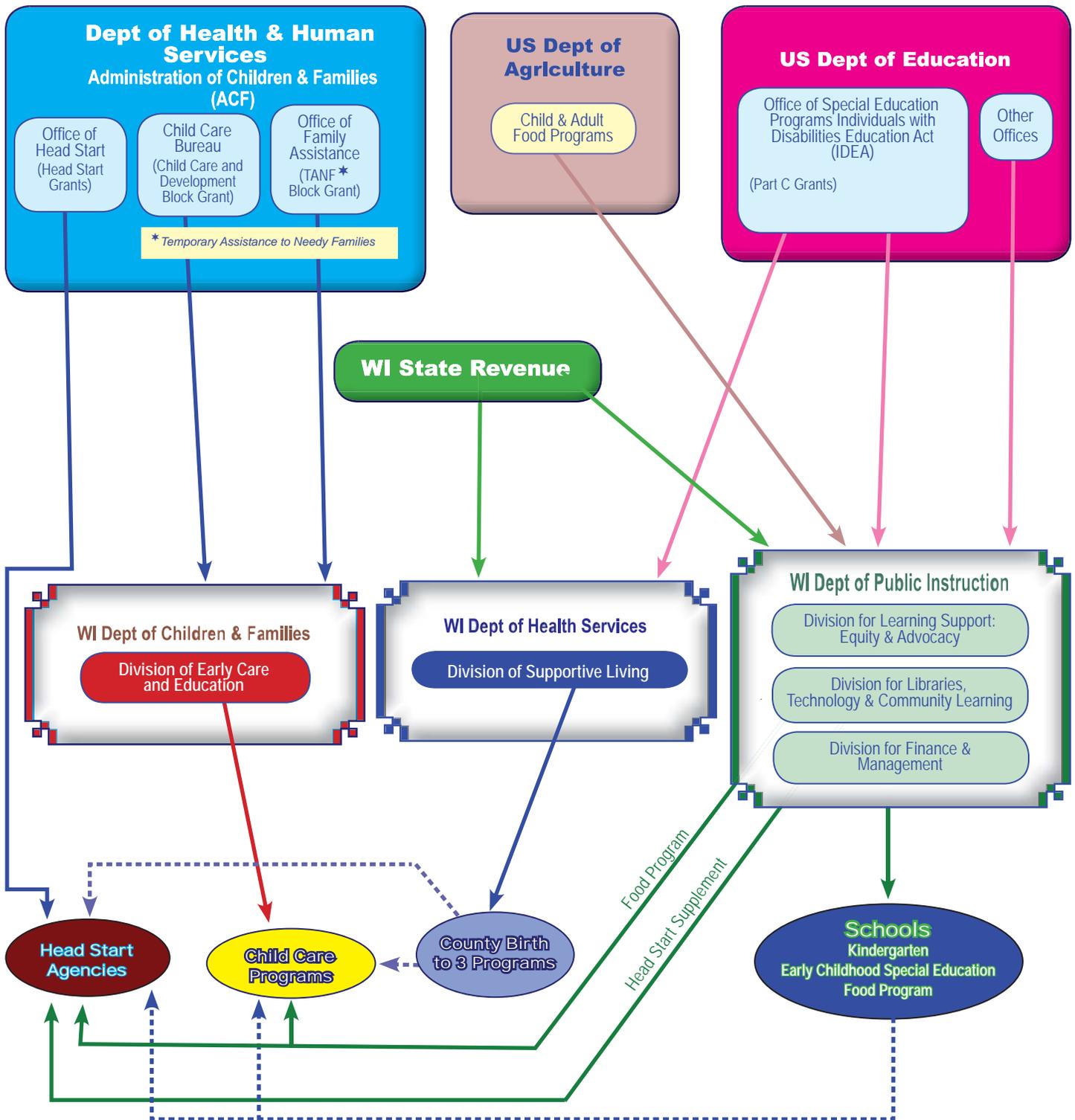
- Results in higher-quality learning programs and more cost-effective use of resources, materials, staff, and space not possible alone
- Develops common standards and expectations for young children in the community
- Makes transition into kindergarten easier for five-year-olds
- Brings additional state funding into the school district
- Schools become perceived as collaborative and community oriented
- Allows school staff to identify and address learning-related concerns earlier
- Engages school administrators, school board members, and staff in conversations about early education for all children, not only those at-risk or with special needs
- Builds understanding and relationships earlier among parents and school staff.

Benefits to Child Care and Head Start

- Unites communities around the needs of young children and families, allowing educators and care providers to share knowledge and ideas, learn from each other, and support one another
- Maintains a healthy, viable system of child care in the community for children of all ages and working parents
- Allows child care centers and preschools to use additional funds to improve staff salaries and materials
- Often increases enrollment in the centers with 4-year-old kindergarten
- Allows child care and preschool staff to benefit from partnering with a licensed teacher delivering a quality curriculum
- Creates a more stable, better-prepared workforce of educators and care providers for young children
- Lets children with disabilities receive public school services from within the child care, Head Start, or preschool program
- Increases the diversity of children enrolled in private preschools.

Appendix III

Funds Associated With Early Childhood



DASHED LINES: Children with disabilities in Head Start and child care typically receive services (vs. direct funding) from Birth to 3 programs or schools.

Appendix IV

Contact Information

Department of Public Instruction

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Appendix V

Additional Resources

Community Learning and Partnership. <http://www.dpi.wi.gov/fscp/index.html>.

Child and Adult Care Food program. <http://www.dpi.wi.gov/fns/index.html>.

Collaborating Partners. www.collaboratingpartners.com. Resources for contract templates are available on this website.

Community Approaches to Serving Four-Year-Old Children in Wisconsin and Creating a Community Approach to Serving Four-Year-Old Children in Wisconsin. Both available at www.collaboratingpartners.com.

Educating Young Children with Disabilities. <http://www.dpi.wi.gov/ec/ecspedhm.html>.

Flynn, Margaret and Cheryl D. Hayes (2003). *Blending and Braiding Funds to Support Early Care and Education Initiatives.* Washington, D.C.: The Finance Project. www.financeproject.org.

Hayes, C. D. (2002). *Thinking Broadly: Financing Strategies for Comprehensive Child and Family Initiatives.* Washington, DC: The Finance Project. www.financeproject.org.

Kava, Russ and Layla Merrifield. (2003). *Elementary and Secondary School Aids.* Madison: Wisconsin Legislative Fiscal Bureau. <http://www.legis.wi.gov/lfb/Informationalpapers/27.pdf>.

Prekindergarten Policy Framework. (2004). National Prekindergarten Center. <http://www.fpg.unc.edu/~NPC>.

Rolnick, A., & Gunewald, R. (2003). *Early Childhood Development: Economic Development with a High Public Return.* Federal Reserve Bank of Minneapolis. Retrieved July 1 2004, from the World Wide Web: www.minneapolisfed.org.

School Financial Services website: <http://www.dpi.wi.gov/sfs/index.html>.

Wisconsin Shares - Child Care Subsidy Program. <http://dcf.wisconsin.gov/childcare/wishares/default.htm>.

Appendix VI

Sample Interagency Agreements

The interagency or partnership agreements included in this appendix are examples used by these school districts. Montello, Wausau, and Watertown School Districts. They are printed with the permission of the respective school district. However, because these are legal documents and circumstances vary, districts contemplating a collaborative approach are advised to seek legal counsel when drafting these agreements.

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Appendix VI-A

Collaborative Project “Montello Early Learning Center”

Revised from a Partnership Agreement between CAP Services’ Head Start and Montello School District

2002 – 2003 School Year

This agreement establishes the “Montello Early Learning Center,” a collaboration between CAP Services’ Head Start and the Montello School District. The agreement outlines the responsibilities and commitments of each party. It is not meant to be all-inclusive and can be altered with agreement of both parties at any time.

Program Area	Head Start Program	Montello School District
<p>Overall Programming: The Head Start Performance Standards, State Day Care Licensing, Head Start Education Philosophy, Family & Community Partnership Philosophy, and Health Related Services Philosophy will guide the manner in which services are offered. The classrooms will be team-taught.</p>	<p>Children enrolled in Head Start will receive the full complement of Head Start services at no cost to the family. Head Start staff will support the implementation of the IEP goals for children with special educational needs. IEP goals will be addressed and incorporated into the weekly lesson planning through individualization of each child’s learning needs.</p>	<p>Children enrolled solely in school district programming, pre-kindergarten and/or special education will receive the Head Start educational programming. Parents will be encouraged to fully participate in the parent involvement component. Students with special educational needs will have an IEP developed by the school district. IEP goals will be addressed and incorporated into the weekly lesson planning through individualization of each child’s learning needs. The school district staff will complete all aspects of the educational plan as outlined in the HS Education Philosophy and Early Childhood Manual.</p> <p>Children enrolled solely in school district programming will not be required to have a physical or dental exam upon enrollment unless specifically required by the school district. These children will be required to complete an immunization record, Prenatal/Birth History form and a DIAL 3 Parent Questionnaire in order to provide appropriate programming.</p>
<p>Administration: Both the school district and Head Start will jointly supervise the program.</p>	<p>The Head Start Site Manager will provide on-site supervision. The Program Coordinator will provide administrative support. The Site Manager will work in conjunction with the Forest Lane Elementary School Principal to oversee this project.</p>	<p>The Forest Lane Elementary School Principal will provide supervision to the assigned school district staff and will work in conjunction with the Head Start Site Manager to oversee this project.</p>
<p>Facility: The classrooms (indoors and outdoors) will be maintained in a safe and clean manner that complies with state day care regulations and Head Start Performance Standards</p>	<p>Will complete regular health and safety checklists at the Head Start facility and in the school district classroom for the period of time that facility is in use. Site Manager will assign routine cleaning duties and recruit volunteers from Northland to help maintain facility.</p>	<p>School district will provide to Head Start cleaning support that is equivalent to two days of custodial service.</p>

Program Area	Head Start Program	Montello School District
<p>Education Program: All classrooms will be team taught by an integrated teaching team of consisting of Head Start and school district staff. The Creative Curriculum and Project Approach will be implemented. The Work Sampling System will be the assessment system. The DAIL 3 will be the screening tool. Individual programming will occur for children with special learning needs through adapting the curriculum to address their IEP goals.</p>	<p>Head Start staff will be responsible for implementing all aspects of the Program Plan, Head Start Performance Standards and adhering to State Day Care regulations. Head Start staff will implement the educational program, in conjunction with school district staff, as outlined in the Education Philosophy and Early Childhood Manual. Head Start staff will support the implementation of IEPs in the classroom.</p>	<p>School District staff will implement the educational program, in conjunction with the Head Start staff, as outlined in the Education Philosophy and Early Childhood Manual. School District staff will be responsible for developing and implementing IEPs.</p>
<p>Program Eligibility: Children eligible for services in this project include children who are Head Start eligible, children who are eligible for pre-kindergarten, and pre-school aged children in need of special educational services. To receive services in the full-day classroom children must reside in the Montello School District service area, be 4 years old by September 1, and be Head Start eligible. To receive part day services children either need to be eligible for pre-kindergarten or be Head Start eligible. The number of children to be served will be jointly determined and will be in accordance with Head Start Performance Standards, Day Care Regulations and State Statutes.</p>	<p>Head Start will be responsible for recruiting and enrolling Head Start eligible children. Head Start staff will assist parents in completing the program application. Head Start staff will be responsible for keeping the Head Start slots full. Head Start will also give support to recruiting and enrolling eligible children in pre-kindergarten and will make appropriate referrals for special services if needed.</p>	<p>School District staff will be responsible for recruiting and enrolling pre-kindergarten children and children in need of exceptional educational services. School District staff will also support the recruitment and enrollment of Head Start eligible children. School District staff will be responsible for evaluating in a timely fashion, children suspected of having an exceptional educational need.</p> <p>The school district will provide additional staff if enrollment of pre-k and EC special education students warrant additional classroom space.</p>
<p>Calendar: The program will follow the school district calendar for part year Head Start, early childhood special needs, and pre-kindergarten services. Classroom services will be offered Monday-Thursday. Friday will be a day used for home visits, staff planning and conferencing, training and classroom set up.</p>	<p>Head Start services will be offered for 50 weeks in the full day classroom. Head Start services will be coupled with parent paid childcare during the summer months. Head Start services in the part day classroom will follow the school district calendar.</p>	<p>Pre-kindergarten and special needs programming will follow the official school district calendar. No services will be offered during the summer months.</p>
<p>Meal Service: The Head Start nutritional program will be followed in all classrooms. The Head Start menu for breakfast, lunch, and snack will be used in all classrooms. The CACFP program will be used to support this aspect of the program for those children qualifying.</p>	<p>Head Start will assume the financial responsibility for providing meals and snacks for all Head Start enrolled children. Head Start will bill school district only families for meals and Head Start will assume responsibility for collecting the weekly meal fees from school district families. If a family's bill for meals reaches \$30.00 with no payments being made, Head Start staff will contact the family to discuss arrangements for payment. (the child will not receive meals until a payment is made).</p>	<p>School district staff will assist in collecting the fee from the school district families if necessary.</p>
<p>Transportation: Transportation will be provided to all Head Start enrolled children and to school district children living on the school district bus route.</p>	<p>Head Start will transport children living outside of the Montello school district bus route, and Head Start children living in the city of Montello that are not on the bus route because they live within what is considered walking distance of the school.</p>	<p>Montello school district will transport Head Start only; school district only and dually enrolled children who live on the school district bus route.</p>

Program Area	Head Start Program	Montello School District
Supplies/Resources: The programming to be provided at the Montello Learning Center will determine the supplies and resources needed. Head Start and the school district will share the provision of these resources.	Head Start will be responsible for ordering all classroom/center supplies. The teaching teams will determine what supplies are needed and will make their requests to the program through the Site Manager.	The school district will transfer to Head Start, through CESA 5, the resources they normally would use for pre-k and early childhood special education services. School District teaching staff, in conjunction with HS staff, will determine what is needed to carry out the program and make those purchase requests through the Head Start Site Manager.
Training: Whenever possible the staff from the Montello Early Learning Center will attend appropriate Head Start and/or school district training as a team.	Head Start will make all of its related training available to the school district staff at no cost to the school district.	The school district will make all of its related training available to the Head Start staff at no cost to Head Start.
Record Keeping: Records pertaining to the educational programming will follow the requirements as outlined in the Head Start Education Philosophy and Early Childhood Manual and as required by the school district and will be kept on all children.	Head Start staff will keep all records on assigned children and will support school district staff in tracking IEP goals of children with special needs.	School district staff will keep all records on assigned children and will take the lead with children with IEPs.
Student Insurance:	Head Start carries liability insurance that covers the building, Head Start students, and volunteers while they are engaged in Head Start sponsored activities.	Parents of children not dually enrolled in Head Start will receive information regarding student insurance, which is provided to all school district students.
Substitutes: As necessary substitute staff will be brought in to cover absences.	Head Start will provide substitutes in the form of paid staff or volunteers whenever possible when a Head Start staff person is absent.	The school district will provide a substitute whenever possible when a school district staff person is absent.
Program Capacity: This project is starting with three classrooms that have, as a maximum capacity, room for no more than 20 children per classroom (a total of 60 children). Classroom space is available at the Montello Early Learning Center that can accommodate an additional classroom of 13-15 children if expansion of services becomes necessary. Should this occur, school district and Head Start administrators would meet to develop a plan to address an expansion of services that would maintain an integrated teaching approach.	No more than 45 children will be enrolled in Head Start, with a maximum of 20 being dual-enrolled in the full-day classroom. An additional 25 children will be served in the part day classrooms. Should pre-kindergarten and EC enrollment require the adding of another classroom, Head Start would work with the school district in developing a plan that would continue the integrated teaching approach established in the initial classrooms.	No more than 20 pre-kindergarten children will be enrolled in the full-day classroom. Children in this classroom must also be Head Start eligible. An additional 15-part day pre-kindergarten and EC children can be enrolled in the two part day classrooms If enrollment demands require additional classroom space, the school district would add staff to address this need.

Nancy A. Hipskind, Ph.D., District Administrator for Montello Schools

Catherine A. Arentsen, Director of Pre-School Services, CAP Services, Inc.

Appendix VI-B

Type II Interagency Agreement for 4-Year-Old-Kindergarten

Wausau School District
Four-Year-Old-Kindergarten

Program Agreement - Type II: District Hires Teacher

This agreement is between _____, a preschool/childcare provider (hereinafter “Provider”) and the Wausau School District (hereinafter “WSD”), (collectively hereinafter “Parties”). It is agreed as follows:

Operations

- A. Provider shall provide program space and the WSD shall provide a teacher and, where appropriate student numbers exist, a teacher’s assistant for preschool services under this Agreement (hereinafter “Preschool Program Services II”). Preschool Program Services shall be provided in accordance with the requirements of the grant that provides funding for such services, and the requirements of this Agreement.
- B. The Preschool Program Services shall include minimum student contact time of 437.5 hours per full school year.
- C. Preschool Program Services will include an outreach program (e.g. home visits, training, team planning, parent outreach, etc.) of 87.5 hours per year, for a total of 524.5 hours per year subject to prorating.
- D. Preschool Program Services shall be delivered for at least 2.5 consecutive hours per school day with specific hours of operation agreed to by the parties. It is understood by the Parties that the WSD has no involvement of any kind with any other services and/or care provided by the Provider.
- E. Preschool Program Services shall begin on the first scheduled day of the WSD school year and terminate on the last day of WSD’s scheduled school year.
- F. Provider shall establish and engage in regular participation in a Site Team. A Site Team includes, at a minimum, an administrative staff member and a parent representative who will be responsible for communications with WSD personnel. In addition, a member of each Site Team shall participate in the Community Childcare Collaborative Initiative team meetings.
- G. Daily attendance records shall be maintained by the Provider in accordance with state requirements and as reasonably requested by WSD.

Location/Facilities

- A. The facilities at which the services are to be provided pursuant to the Agreement are located at _____ (hereinafter “Site”).

- B. The Provider will be solely responsible for maintaining an appropriate environment for four-year-olds including, but not limited to:
 - i. Indoor play space and equipment appropriate for early childhood; and
 - ii. Space which complies with the requirements of the First Amendment to the United States Constitution regarding public educational facilities for young children; and
 - iii. Outdoor play space and equipment appropriate for early childhood; and
 - iv. Space for support services and parents; and
 - v. Handicap accessibility in accordance with any applicable laws and regulations.
- C. Custodial services will be provided daily by the Provider.

Staff

- A. The Program Coordinator for the WSD is Julie Burmesch.
- B. The Site Coordinator's name is _____. The Site Coordinator may be replaced from time to time at Provider's discretion.
- C. The target Site enrollment is 12 to 18 four-year-olds to one teacher and one teacher's assistant. If the number of WSD students enrolled is less than 12, the WSD may, at its choosing, decide to provide services to these students at another site.
- D. Participation of non-WSD students in the Preschool program may occur, without reimbursement, provided that permission is obtained from the WSD and the total number of the students in the class does not exceed 18. Enrollment priority will be given to WSD students. Purchase of "take-home" curriculum materials for non-WSD students will be the responsibility of the Provider.
- E. Participation in joint training and professional development may occur for all staff providing services pursuant to this Agreement, as reasonably requested by the WSD.
- F. The Program Coordinator shall be advised of current enrollments, attendance reports, and all other reports reasonably requested by WSD.
- G. Provider shall ensure that CPR and First Aid trained staff are available during the time that Preschool Program Services are delivered.

Activities/Curriculum

- A. A developmentally appropriate preschool model shall be used to deliver Preschool Program Services; all curriculum must meet the pre-school standards and benchmarks adopted by the WSD and must be approved by the WSD Program Coordinator.
- B. Site classrooms shall not be segregated by program type, family income, or a child's ability/disability.

Funding

- A. The schedule of payments to be provided by the WSD to the Provider for 2004-2005 is as shown on Exhibit "A" attached hereto and incorporated herein by reference.

- B. No enrollment fees may be required of a parent(s)/guardian(s) to enroll their child for WSD Preschool Program Services; Provider will provide notification in this regard to all parents/guardians.

Parent Involvement

- A. Parent education shall include, but is not limited to, the following: workshops; home visits; family nights; and parent/teacher conferences.
- B. Parent(s)/guardian(s) shall have input into their child's educational program and care.
- C. Parent(s)/guardian(s) and/or community members may serve as volunteers if appropriate screening is conducted by the Provider and both Parties approve in writing.

Support Services

- A. Available support services provided by Provider include:
 - i. Immunization records on file;
 - ii. Access to nursing services;
 - iii. Information on health and safety;
 - iv. Integration of special education students, when appropriate; and
 - v. Student Services: Student Assistance Team referrals.

Standards

The following standards apply to Provider and the preschool program:

- A. State day care licensing standards
- B. DPI standards
- C. State statutes, and
- D. WSD Board policies and procedures, as provided to Provider.

Evaluation

- A. **PROGRAM:** An evaluation of the Preschool Program Services shall be conducted annually with coordination and oversight by the Program Coordinator.
- B. **STAFF:** Provider shall provide input as reasonably requested by the WSD regarding information which may be utilized for staff evaluation.

Miscellaneous

- A. The Provider shall provide a certificate of insurance evidencing liability insurance coverage to the WSD. Said certificate and policies shall provide coverage in an amount of at least \$1,000,000.00, and shall name WSD and the Provider as insured parties. Provider shall maintain such coverage throughout the term of this Agreement.

- H. The Parties agree that Provider is and remains an independent contractor, and is not engaging in a partnership or joint venture of any kind under this Agreement.
- I. This Agreement remains subject to, and conditioned upon, the requirements of the grant that provides funding for the services hereunder. The provisions of said grant supercede any inconsistent provisions in this Agreement.
- J. Provider agrees to maintain compliance with all applicable federal and state laws, rules and regulations. Failure to do so will be recognized as grounds for declaring a breach of contract hereunder.
- K. This Agreement and attached Exhibits constitute the entire agreement between the Parties and shall supercede all previous communications and commitments, whether written or verbal, between the Parties regarding the subject matter of this Agreement. No agreement or understanding changing, modifying, or extending this Agreement shall be binding on either Party unless in writing and signed by both Parties' authorized representatives.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed in duplicate, each constituting an original, by their duly-authorized representatives.

Dated this _____ day of _____, 2008

Organization	
Name (Printed)	Title
Signature ➤	
Name (Printed)	Title
Signature ➤	
Organization	
Wausau School District	
Name (Printed)	Title
Julie Burmesch	WSD Program Collaboration Supervisor
Signature ➤	
Name (Printed)	Title
Berland A. Meyer	Deputy Superintendent
Signature ➤	

Schedule of Fees — Type II

2004-2005

Preschool Program Services

524.5 Hours (Full Year)

262.25 Hours (Half Year)

Breakdown Per Child (.6 FTE)

Instructional Staff	\$ 0.00
Materials & Supplies	\$ 50.00
Provider Administrative Fee	\$ <u>200.00</u>
TOTAL	\$ 250.00 (full year)
	\$ 125.00 (per semester)

On October 15 during the term of this Agreement, Provider shall be paid the first semester Administrative fees identified above for all participants enrolled as of the third Friday in September ("1st semester calculation date"). If a WSD student withdraws after the first semester calculation date, Provider shall pay no refund to WSD. If a participant enrolls in the Program after the first semester calculation date, and it results in the total number of students enrolled to exceed the number enrolled on the third Friday in September, the WSD shall pay Provider a daily rate for each school day remaining in the semester.

On February 1 during the term of this Agreement, Provider shall be paid the second semester Administrative fees identified above for all participants enrolled as of the second Friday in January ("2nd semester calculation date"). If a WSD student withdraws after the second semester calculation date, Provider shall pay no refund to WSD. If a participant enrolls in the Program after the second semester calculation date, and it results in the total number of students enrolled to exceed the number enrolled on the second Friday in January, the WSD shall pay Provider a daily rate for each school day remaining in the semester.

Appendix VI-C

Type III Interagency Agreement for 4-Year-Old-Kindergarten

Wausau School District
Four-Year-Old-Kindergarten

Program Agreement — Type III: Community Provider Hires Teacher

This agreement is between _____, a preschool/childcare provider (hereinafter “Provider”) and the Wausau School District (hereinafter “WSD”), (collectively hereinafter “Parties”). It is agreed as follows:

Operations

- A. Provider shall provide the teacher, teacher’s assistant and Site for the delivery of preschool program services under this Agreement (hereinafter “Preschool Program Services”). Preschool Program Services shall be provided in accordance with the requirements of the grant that provides funding for such services and the requirements of this Agreement.
- B. The Preschool Program Services shall include minimum student contact time of 437.5 hours per full school year.
- C. Preschool Program Services will include an outreach program (e.g. home visits, training, team planning, parent outreach, etc.) that is available for 87.5 hours per year, for a total of 524.5 hours per year subject to proration.
- D. Preschool Program Services shall be delivered for at least 2.5 consecutive hours per school day with specific hours of operation agreed to by the parties. It is understood by the Parties that the WSD has no involvement of any kind with any other services and/or care provided by the Provider.
- E. Preschool Program Services shall begin on the first scheduled day of the WSD school year and terminate on the last day of WSD’s scheduled school year.
- F. Provider shall establish and engage in regular participation in a Site Team. A Site Team includes, at a minimum, an administrative staff member and a parent representative who will be responsible for communications with WSD personnel. In addition, a member of each Site Team shall participate in the Community Childcare Collaborative Initiative team meetings.
- G. Daily attendance records shall be maintained by the Provider in accordance with state requirements and as reasonably requested by WSD.

Location/Facilities

- A. The facilities at which the services are to be provided pursuant to the Agreement are located at _____ (hereinafter "Site").
- B. The Provider will be solely responsible for maintaining an appropriate environment for four-year-olds including, but not limited to:
 - i. Indoor play space and equipment appropriate for early childhood; and
 - ii. Space which complies with the requirements of the First Amendment to the United States Constitution regarding public educational facilities for young children; and
 - iii. Outdoor play space and equipment appropriate for early childhood; and
 - iv. Space for support services and parents; and
 - v. Handicap accessibility in accordance with any applicable laws and regulations.
- C. Custodial services will be provided daily by the Provider.

Staff

- A. The Program Coordinator for the WSD is Julie Burmesch.
- B. The Site Coordinator's name is _____. The Site Coordinator may be replaced from time to time at Provider's discretion.
- C. The target Site enrollment is 18 four-year-olds to one teacher and one teacher's assistant.
- D. Participation of non-WSD students in the Preschool program may occur, without reimbursement, provided that permission is obtained from the WSD and the total number of the students in the class does not exceed 18. Enrollment priority will be given to WSD students. Purchase of "take-home" curriculum materials for non-WSD students will be the responsibility of the Provider.
- E. Participation in joint training and professional development may occur for all staff providing services pursuant to this Agreement, as reasonably requested of the Provider by the WSD.
- F. The Program Coordinator shall be advised of current enrollments, attendance reports, and all other reports reasonably requested by WSD.
- G. Teacher Assistants, if employed by the Provider, will have a high school diploma and/or Early Childhood I Certification (or the equivalent).
- H. Provider shall provide a DPI licensed kindergarten teacher for the Program, with license #080-090 or #100-108.
- I. Provider shall ensure that CPR and First Aid trained staff are available during the time that Preschool Program Services are delivered.

Activities/Curriculum

- A. A developmentally appropriate preschool model shall be used to deliver Preschool Program Services; all curriculum must meet the pre-school standards and benchmarks adopted by the WSD and must be approved by the WSD Program Coordinator.
- B. Site classrooms shall not be segregated by program type, family income, or a child's ability/disability.

Funding

- A. The schedule of payments to be provided by the WSD to the Provider for 2004-2005 is as shown on Exhibit "A" attached hereto and incorporated herein by reference.
- B. No enrollment fees may be required of a parent(s)/guardian(s) to enroll their child for WSD Preschool Program Services; Provider will provide notification in this regard to all parents/guardians.

Parent Involvement

- A. Parent education shall include, but is not limited to, the following: workshops; home visits; family nights; and parent/teacher conferences.
- B. Parent(s)/guardian(s) shall have input into their child's educational program and care.
- C. Parent(s)/guardian(s) and/or community members may serve as volunteers if appropriate screening is conducted by the Provider and both Parties approve in writing.

Support Services

- A. Available support services provided by Provider include:
 - i. Immunization records on file;
 - ii. Access to nursing services;
 - iii. Information on health and safety;
 - iv. Integration of special education students, when appropriate; and
 - v. Student Services: Student Assistance Team referrals.

Standards

The following standards apply to Provider and the preschool program:

- A. State day care licensing standards
- B. DPI standards
- C. State statutes, and
- D. WSD Board policies and procedures, as provided to Provider.

Evaluation

- A. **PROGRAM:** An evaluation of the Preschool Program Services shall be conducted annually with coordination and oversight by the Program Coordinator.
- B. **STAFF:** Evaluation of staff shall be conducted as required by teacher and teacher assistant Provider contracts, policy, and procedure. Responsibility for evaluations shall remain solely with the Provider; however, Provider will seek input from the Program Coordinator regarding concerns, if any.

Miscellaneous

- A. The Provider shall provide a certificate of insurance evidencing liability insurance coverage to the WSD. Said certificate and policies shall provide coverage in an amount of at least \$1,000,000.00, and shall name WSD and the Provider as insured parties. Provider shall maintain such coverage throughout the term of this Agreement.

- H. The Parties agree that Provider is and remains an independent contractor, and is not engaging in a partnership or joint venture of any kind under this Agreement.
- I. This Agreement remains subject to, and conditioned upon, the requirements of the grant that provides funding for the services hereunder. The provisions of said grant supercede any inconsistent provisions in this Agreement.
- J. Provider agrees to maintain compliance with all applicable federal and state laws, rules and regulations. Failure to do so will be recognized as grounds for declaring a breach of contract hereunder.
- K. This Agreement and attached Exhibits constitute the entire agreement between the Parties and shall supercede all previous communications and commitments, whether written or verbal, between the Parties regarding the subject matter of this Agreement. No agreement or understanding changing, modifying, or extending this Agreement, shall be binding on either Party unless in writing and signed by both Parties' authorized representatives.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed in duplicate, each constituting an original, by their duly-authorized representatives.

Dated this _____ day of _____, 2008

Organization

Name	Title
------	-------

Signature

➤

Name	Title
------	-------

Signature

➤

Organization

Wausau School District

Name	Title
Julie Burmesch	WSD Program Collaboration Supervisor

Signature

➤

Name	Title
Berland A. Meyer	Deputy Superintendent

Signature

➤

Schedule of Fees — Type III

2004-2005

Preschool Program Services

524.5 Hours (Full Year)

262.25 Hours (Half Year)

Breakdown Per Child (.6 FTE)

Instructional Staff	\$ 2,000.00
Materials & Supplies	\$ 200.00
Provider Administrative Fee	\$ <u>200.00</u>
TOTAL	\$ 2,400.00 (full year)
	\$ 1,200.00 (per semester)

On October 15 during the term of this Agreement, Provider shall be paid the first semester fees identified above for all participants enrolled as of the third Friday in September ("1st semester calculation date"). If a WSD student withdraws after the first semester calculation date, Provider shall pay no refund to WSD. If a participant enrolls in the Program after the first semester calculation date, and it results in the total number of students enrolled to exceed the number enrolled on the third Friday in September, the WSD shall pay Provider a daily rate for each school day remaining in the semester.

On February 1 during the term of this Agreement, Provider shall be paid the second semester fees identified above for all participants enrolled as of the second Friday in January ("2nd semester calculation date"). If a WSD student withdraws after the second semester calculation date, Provider shall pay no refund to WSD. If a participant enrolls in the Program after the second semester calculation date, and it results in the total number of students enrolled to exceed the number enrolled on the second Friday in January, the WSD shall pay Provider a daily rate for each school day remaining in the semester.

Appendix VI-D

Agreement Between A Preschool/Child Care Provider and A School District

Watertown Unified School District
Watertown 4 Kids Preschool Programs

_____ to _____ School Year Agreement

This Agreement (Agreement) is between a preschool/child care provider (PS/CCP) and the Watertown Unified School District (WUSD). It is agreed as follows:

Operations

- A. The PS/CCP partner is: _____
- B. PS/CCP shall provide a DPI licensed kindergarten teacher, teacher's assistant, and Site for Preschool Services under this Agreement (Hereinafter "Program")
- C. The minimum student contact time shall be 437.5 hours per year.
- D. An outreach program (e.g. home visits, training, team planning, parent outreach, etc.), mutually agreed to by WUSD, shall be available for 87.5 hours per year for a total of 524.5 hours per year.
- E. Watertown 4 Kids Program hours are _____(PS/CCP specific).
- F. Extended four-year-old child care hours are _____(PS/CCP specific).
- G. Child care services at parent/guardian expense are an option for preschool participants and are not a condition of enrollment in the Program at a PS/CCP facility.
- H. Participants arriving or remaining more than 15 minutes before or after defined preschool hours are subject to child care fees, which may be assessed by the PS/CCP, directly to the participant's parent(s) or guardian(s). PS/CCP shall provide appropriate advance notification to parent(s)/guardian(s) and WUSD of all fees and all financial obligations.
- I. The parties to this Agreement shall engage in regular participation in meetings of the District Collaboration Team. The Collaboration Team includes, at a minimum, School District representatives and the program coordinator/staff member from each PS/CCP.

Location/Facilities

- A. The facilities at which the services to be provided pursuant to this agreement are located at _____ (Herein "Site").

- B. The parties shall maintain an appropriate environment, approved by both parties, for four-year-olds including but not limited to:
 - o Appropriate classroom space
 - o Mutually agreed upon storage space
 - o Indoor play space and equipment appropriate for four-year-olds
 - o Space which complies with the first amendment to the United States Constitution regarding separation of church and State
 - o Appropriate space for support services and parent/guardian meetings or other similar activities
 - o Site should be accessible to persons with disabilities
 - o Maintenance of classroom and materials as appropriate
 - o Repairs of materials and equipment as needed

Staff

- A. The WUSD Early Learning Coordinator is _____.

- B. The PS/CCP Site Coordinator is _____.

- C. A teacher with one of the following Department of Public Instruction licenses shall be provided by the PS/CCP for the Program:

080: Pre-Kindergarten	102: Kindergarten – Grade 2
083: Pre-Kindergarten – Grade 3	103: Kindergarten – Grade 3
086: Pre-Kindergarten – Grade 6	104: Kindergarten – Grade 4
088: Pre-Kindergarten – Grade 8	105: Kindergarten - Grade 5
090: Pre-Kindergarten/Kindergarten	106: Kindergarten – Grade 6
100: Kindergarten	107: Kindergarten – Grade 7
101: Kindergarten – Grade 1	108: Kindergarten – Grade 8

The total compensation including salary and benefits provided by the PS/CCP to the teacher will not be less than 90% of the total amount allocated by the District for such compensation.

- D. The teacher assistant is required to have a high school diploma and an Associate Degree in Early Childhood Education or equivalent course work. The total compensation including salary and benefits provided by the PS/CCP to the teacher assistant will not be less than 90% of the total amount allocated by the District for such compensation.

- E. The target Program enrollment is 17 four-year-olds to one teacher and one teacher assistant, maximum of 20. Maximum staff to child ratio will not exceed 10:1. Additional students to the Program may be made during the school year to sustain the 17 child target enrollment.

- F. The WUSD Early Learning Coordinator shall be provided with current enrollments, attendance reports, and all other reports required by District.
- G. Participation in joint training and professional development shall occur for all PS/CCP staff providing services pursuant to this Agreement. It is expected that all PS/CCP staff will be available for 12 meeting times outside of school hours (unpaid).
- H. Reimbursement for substitute teachers will be available to the PS/CCP for teacher time during school hours when teacher is participating in required district training/meetings. Cost of substitutes is the responsibility of the PS/CCP at all other times. Substitutes shall meet the same education level as the teacher they are replacing.
- I. CPR and First Aid trained staff shall be available during the scheduled preschool Program hours.

Activities/Curriculum

- A. A developmentally appropriate preschool curriculum will be developed and provided by WUSD. District benchmarks will be provided, with training and support for all staff.
- B. PS/CCP classrooms shall not be segregated by program type, family income, or child's ability/disability.
- C. Cultural/family values shall be incorporated into the Program.
- D. A basic set of classroom equipment and instructional materials shall be the joint responsibility of the PS/CCP and WUSD. The school district will provide up to \$_____ per classroom to purchase the initial basic set of classroom equipment and instructional materials if the PS/CCP does not currently have the required equipment and materials. Classroom equipment purchased by the school district shall remain the property of the school district and will be returned to the school district by the PS/CCP upon dissolution of the partnership between the WUSD and the PS/CCP.
- E. Supplemental materials and supplies for the PS/CCP WUSD Early Learning Program shall be provided by WUSD. After the initial year each Program is allocated \$_____ yearly for supplemental materials and supplies. Basic consumables are the responsibility of the PS/CCP. The child will not be assessed any fee for materials or supplies under the Program. Individual supplies may be requested from parents using a school supply list.
- F. PS/CCP is prohibited from impermissibly advancing or inhibiting religion in the performance of this agreement and, further, shall comply with the Establishment Clause of the First Amendment of the U.S. Constitution.

Funding

- A. No enrollment fees may be required of a parent(s) or guardian(s) to enroll their child in the four-year-old preschool program. The District will charge a \$_____ school fee to each participant.

- B. Provider shall provide appropriate notification to parent(s) or guardian(s) of all fees for which parent(s) or guardian(s) will be responsible. Collection of fees and child care subsidies for all services rendered by the PS/CCP pursuant to the Agreement shall be the responsibility of the PS/CCP. The PS/CCP acknowledges that the WUSD is making no representation or warranties regarding the collectibility of fees and child care subsidies and, further disclaims any liability therefore for child care services rendered by the PS/CCP.
- C. The schedule of payments to be provided by WUSD to the PS/CCP for the _____ school year is shown on Exhibit "A" attached hereto and incorporated herein by reference. While this Agreement remains in effect, the Parties shall review and, if necessary, mutually agree to amend the schedule by May 1 of each year.

Family Outreach Program

- A. The Family Outreach program will be developed and conducted through joint cooperation between the PS/CCP and WUSD. Each PS/CCP will have a minimum of eight outreach events per year, four events coordinated by the school district and four events coordinated by the partnering PS/CCP. The Family Outreach program may include such events as:
 - o Workshops
 - o Home Visits
 - o Family Nights
 - o Parent-Teacher Conferences
 - o Community Program
- B. Parents shall have input into planning their student's education program and care.
- C. Parents are to be involved in an advisory role.
- D. Parents and/or community members may serve as volunteers. Background checks will be required of any volunteer in the classroom. The WUSD reserves the right to determine whether volunteers are suitable for the intended purpose of the Program.

Support Services

- A. The following support services shall be provided. Services may be provided by either the WUSD or the PS/CCP, as indicated on the space provided.
 - o Nursing Services provided by the WUSD.
 - o Vision and hearing screening provided jointly by the WUSD and PS/CCP.
 - o Immunization record keeping provided by WUSD.
 - o Information on health and safety provided by PS/CCP.
 - o Integration of special education students when appropriate provided by WUSD.
 - o Participants whose residence is within the bussing area of WUSD may receive transportation to the site within regular school hours from the District. The Provider may provide additional transportation.

- B. Food service (USDA) snack will be provided by the PS/CCP.
- C. Facility and equipment maintenance will be provided by the PS/CCP.

Standards

- A. The following Standards apply:
 - o To WUSD: DPI Standards, State Statutes, WUSD Board Policies and Procedures and PS/CCP policies and procedures where not in conflict with Watertown Unified School District Board Policies and Procedures.
 - o To PS/CCP: DPI Standards, State Statutes, State Day Care Licensing, and Watertown Unified School District Board Policies and Procedures.

Evaluation

- A. **Program:** An evaluation of the Program shall be conducted annually with coordination and oversight by the WUSD Early Learning Coordinator.
- B. **Staff:** Evaluation of staff shall be conducted as required by teacher (and teacher assistant) provider contracts. Primary responsibility for teacher and assistant evaluations shall be the PS/CCP with provisions for input and review from the WUSD Early Learning Coordinator.

Insurance

- A. Before commencing any services under this Agreement, the PS/CCPP shall furnish the Watertown Unified School District (Attn: Director of Business Services) a certificate in a form satisfactory to the District, from an insurer that the following lines of insurance are in force, stating policy numbers, dates of expiration and limits of liability, and providing that the insurance will not be cancelled or changed except upon ten (10) days' written notice to the District. All certificates of insurances shall contain a clause providing that "Watertown Unified School District and its Board and employees are added as an additional insured." The PS/CCP's failure to procure or maintain insurance shall not affect its liability for damages or indemnification as provided in Section XI (H) of this Agreement. The required insurance shall include the following:
 - o Commercial General Liability covering premises, operation, contractual liability and personal injury (false arrest, false imprisonment, malicious prosecution, defamation of character, libel or slander);
 - o \$1,000,000 General Aggregate
 - o \$1,000,000 Personal Injury
 - o \$1,000,000 Each Occurrence
 - o Umbrella Liability
 - o \$1,000,000 Each Occurrence

Miscellaneous

- A. This Agreement shall be for the _____ school year. Annually, this Agreement shall automatically be renewed for the next school year unless either party notifies the other party in writing by March 1 of the current school year of its desire to negotiate changes. If the parties are unable to reach agreement by July 1, this Agreement shall be terminated.

- B. All notices or communications required or permitted to be given by either party to the other under this agreement shall be in writing.
- C. Notice shall be deemed to have been received on the date of mailing if sent by registered or certified mail. For all other forms of transmission, notice shall be deemed received on the date of actual receipt.
- D. This Agreement and any dispute arising from or related to this Agreement shall be governed by the laws of the State of Wisconsin.
- E. The parties agree that any claim or dispute between them, or any successor(s) or assign(s) of either, related to this agreement, including the validity of this arbitration clause, shall be resolved by binding arbitration by the National Arbitration Forum, under the Code of Procedure then in effect. Any award of the arbitrator(s) may be entered as a judgment in any court of competent jurisdiction. Information may be obtained and claims may be filed at any office of The Forum, or at PO Box 50191, Minneapolis, MN 55405. This section XI.C. shall be interpreted under the Federal Arbitration Act. Allocation of the costs of arbitrator shall be an issue to be fully and finally resolved by the arbitration. Any award of the arbitrator shall be final, binding upon the Parties and enforceable in any court having jurisdiction.
- F. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same Agreement.
- G. If either party shall breach any term, covenant, or condition of this Agreement so that the program is no longer in compliance with the standards in Section VIII of this agreement, this Agreement may be terminated by the non-breaching party, or a reasonable time may be given to permit compliance at the option of the non-breaching party. Notwithstanding anything to the contrary in this Agreement, the Watertown Unified School District reserves the right to terminate this Agreement immediately if it reasonably determines that the health or safety of participants is at risk.
- H. No breach shall be deemed to continue as long as the notified party shall be proceeding to cure the same in good faith or be delayed in, or prevented from curing the same by facts or circumstances beyond its control. This provision in no way limits the right of a party to act under the preceding paragraph.
- I. To the extent authorized by law, each Party shall defend, indemnify and hold harmless the other Party from and against any and all claims, demands, losses, suits, causes of action, damages, injuries, costs, expenses and liabilities whatsoever, including reasonable attorneys' fees (such liabilities referred to as "Liability") arising out of its performance of this Agreement including, without limitation, liability for property or personal injury. This indemnity will not apply where such liability arises solely from the negligence or other fault of a Party. This general indemnification shall not be construed as limiting or qualifying other indemnification rights available under law. All rights are reserved.

J. This Agreement and attach exhibits constitute the entire agreement between the parties and shall supersede all previous communications and commitments, whether written or verbal, between the parties regarding the subject matter of this agreement. No agreement or understanding changing, modifying, or extending this agreement, shall be binding on either party unless in writing signed by both parties' authorized representatives.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed in duplicate, each constituting an original, by their duly-authorized representatives.

Dated this _____ day of _____, 2008

Organization (Preschool/Childcare Provider District)

Name (Printed)	Title
----------------	-------

Signature
➤

Name (Printed)	Title
----------------	-------

Signature
➤

Organization
Watertown Unified School District

Name (Printed)	Title
----------------	-------

Signature
➤

Name (Printed)	Title
----------------	-------

Signature
➤

Watertown Unified School District

Watertown 4 Kids Preschool Programs Agreement

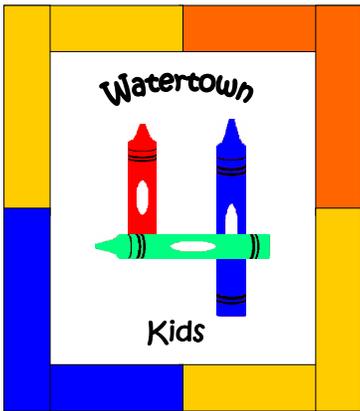
Financial Reimbursement to PS/CCP by WUSD

1. The PS/CCP will provide services as outlined in the _____ Watertown 4 Kids Agreement.
2. The PS/CCP will provide the WUSD with a verified list of students:
 - o Enrolled on the third Friday of September, 200X and
 - o Enrolled on the second Friday of January, 200X.

The verified list of students is to be provided to the school district the Monday immediately following the respective Friday.

3. The WUSD will reimburse the PS/CCP a total of \$ _____ per year for each enrolled student during the 2007-2008 school year. An initial reimbursement of \$ _____ per student will be provided to the PS/CCP on October 1, 200X, based on the third Friday of September enrollment. A second reimbursement of \$ _____ per student will be provided to the PS/CCP on February 1, 200X, based on the second Friday of January enrollment.

Educational Service Center
 III Dodge Street
 Watertown, WI 53094
 920-262-1460
 Fax 920-262-1469



Christine Enockson Ivan A. Thompson
 Early Childhood Coordinator Director of Instructional Support

**Watertown Unified School District
 Watertown 4 Kids Preschool Program
 Model 2 Agreement**

This Agreement (Agreement) is between a preschool/child care provider (PS/CCP) and the Watertown Unified School District (WUSD). It is agreed as follows:

I. OPERATIONS

- A. PS/CCP shall provide space and a qualified teaching assistant and WUSD shall provide the DPI licensed teacher at the site of the Preschool Program (Hereinafter "Program").
- B. The partner preschool is: _____.
- C. The minimum student contact time shall be 437.5 hours per year.
- D. An outreach program (e.g. home visits, training, team planning, parent outreach, etc.) shall be 87.5 hours per year for a total of 524.5 hours per year.
- E. Program hours are _____ (PS/CCP specific).
- F. The four-year-old child care hours are _____ (PS/CCP specific).
- G. Child care services at parent/guardian expense are an option for preschool participants and not a condition of enrollment in the Program at the PS/CCP facility.
- H. Participants arriving or remaining more than 15 minutes before or after defined preschool hours are subject to child care fees, which may be assessed by the PS/CCP, directly to the participant's parent(s) or guardian(s). In this regard, PS/CCP shall provide appropriate advance notification to parent(s)/guardian(s) and WUSD of all fees and all financial expectations.
- I. The Parties to this Agreement shall engage in regular participation in meetings of the Collaboration Team. The Collaboration Team includes, at a minimum, an administrator and staff member from each party and a parent representative.

II. LOCATION/FACILITIES

- A. The facilities at which the services to provided pursuant to this Agreement are located at _____ (hereafter "Site").
- B. The Parties shall maintain an appropriate environment, approved by both Parties, for four-year-olds including but not limited to:
- Appropriate classroom space
 - Mutually agreed upon storage space
 - Indoor play space and equipment appropriate for early childhood
 - Space, which complies with the first amendment to the United States Constitution regarding separation of church and State
 - Appropriate space for support services and parent/guardian meetings and other similar activities
 - Site should be accessible to persons with disabilities
 - Maintenance of classroom and materials
 - Repairs of materials and equipment

III. STAFF

- A. The WUSD Early Learning Coordinator is: _____.
- B. The PS/CCP Administrator is: _____.
- C. The target Program enrollment is 17 four-year-olds to one teacher and one teacher assistant, maximum of 20. Staff to child ratio will not exceed 10:1.
- D. If Program enrollment drops below 15 students, the WUSD Early Learning Coordinator shall be notified so appropriate adjustments may be made if necessary.
- E. Participation in joint training and professional development shall occur for all staff providing services pursuant to this Agreement.
- F. The teacher assistant employed by the PS/CCP is required to possess a high school diploma and an Associate Degree in Early Childhood or equivalent course work.
- G. Collaboration and teaming between teacher and teacher assistant is acknowledged to be critical.

IV. ACTIVITIES/CURRICULUM

- A. A developmentally appropriate preschool model shall be developed and provided by WUSD. District benchmarks shall be provided, with training and support for all participants.
- B. Assessments of children shall occur two times during the program year, fall and spring.

- C. Site classrooms shall not be segregated by program type, family income, or child's ability/disability.
- D. Cultural/family values shall be incorporated into the Program.
- E. All materials and supplies for the preschool program shall be provided by WUSD. Use of basic PS/CCP non-consumable materials is desired, with supplemental equipment added by the WUSD.
- F. PS/CCP is prohibited from impermissibly advancing or inhibiting religion in the performance of this Agreement and, further, shall comply with the Establishment Clause of the First Amendment of the U.S. Constitution.

V. FUNDING

- A. No enrollment fees may be required of a parent(s) or guardian(s) to enroll their child only in the preschool Program.
- B. Collection of fees and child care subsidies for all services rendered by the PS/CCP pursuant to the Agreement shall be the responsibility of the PS/CCP. The PS/CCP acknowledges that the WUSD is making no representation or warranties regarding the collectibility of fees and child care subsidies and, further disclaims any liability therefore for child care services rendered by the PS/CCP.
- C. The schedule of payments to be provided by WUSD to the PS/CCP for 2006-2007 school year is shown on Exhibit "A" attached hereto and incorporated herein by reference. While this Agreement remains in effect, the Parties shall mutually review and if necessary amend the schedule by February of each year.
- D. The schedule of PS/CCP fees for the 2006-2007 school year is shown on Exhibit "B" attached hereto and incorporated herein by reference. While this Agreement remains in effect, by May of each calendar year, PS/CCP shall advise Watertown Unified School District of PS/CCP's fees for the upcoming school year.
- E. Provider shall provide appropriate notification to parent (s) or guardian(s) of all fees for which parent(s) or guardian(s) will be responsible.

VI. OUTREACH PROGRAM

- | | |
|---|---|
| <ul style="list-style-type: none"> A. Parent education may include: <ul style="list-style-type: none"> • Workshops • Home Visits • Family Nights • Parent Teacher Conferences • Community Programs | With Support and Participation from:
WUSD and PS/CCP
WUSD and PS/CCP
WUSD and PS/CCP
WUSD and PS/CCP
WUSD and PS/CCP |
|---|---|

- B. Parents shall have input into planning their student's education program and care.
- C. Parents are to be involved in an advisory role.
- D. Parents and/or community members may serve as volunteers. Background checks will be required. The WUSD reserves the right to determine whether volunteers are suitable for the intended purpose of the program.

VII. SUPPORT SERVICES

- A. Available support services provide by Watertown Unified School District include:
 - Nursing Services
 - Vision and hearing screening
 - Immunization record keeping
 - Information on health and safety
 - Integration of special education students when appropriate
 - For participants whose residence is served by public school bussing, transportation to the site within regular school hours is available.
 - Student Services: Social Work, Psychology
- B. The food service (USDA) snack will be provided by the PS/CCP

VIII. STANDARDS

- A. The following Standards apply:
 - To WUSD: DPI Standards, State Statutes, WUSD Board Policies and Procedures and PS/CCP policies and procedures where not in conflict with Watertown Unified School District Board Polices and Procedures.
 - To PS/CCP: DPI Standards, State Statutes, State Day Care Licensing, and Watertown Unified School District Board Policies and Procedures.

IX. EVALUATION

- A. Program: An evaluation of the Program shall be conducted annually with coordination and oversight by the WUSD Early Learning coordinator.
- B. Staff: Evaluation of WUSD staff shall be conducted as required by the negotiated teacher contract. Primary evaluation responsibility shall be assigned to a school district administrator and shall provide for input from the PS/CCP Administrator. The WUSD reserves all rights over its employees.

X. INSURANCE

- A. Before commencing any services under this Agreement, the PS/CCPP shall furnish the Watertown Unified School District (Attn: Director of Business Services) a certificate in a form satisfactory to the District, from an insurer that the following lines of insurance are in force, stating policy numbers, dates of expiration and limits of liability, and providing that the insurance will not be cancelled or changed except upon ten (10) days' written notice to the District. All certificates of insurances shall contain a clause providing that "Watertown Unified School District and its Board and employees are added as an additional insured". The PS/CCP's failure to procure or maintain insurance shall not affect its liability for damages or indemnification as provided in XI.H. of this Agreement. The required insurance shall include the following:
- Commercial General Liability covering premises, operation, contractual liability and personal injury (false arrest, false imprisonment, malicious prosecution, defamation of character, libel or slander);
 - \$1,000,000 General Aggregate
 - \$1,000,000 Personal Injury
 - \$1,000,000 Each Occurrence
 - Umbrella Liability
 - \$1,000,000 Each Occurrence

XI. MISCELLANEOUS

- A. All notices or communications required or permitted to be given by either Party to the other under this Agreement shall be in writing to the following addresses:
- Notice to preschool/child care provider.
 - Notice to School District.
 - Or such other place as such party may subsequently designate in writing.

Notice shall be deemed to have been received on the date of mailing if sent by registered or certified mail. For all other forms of transmission, notice shall be deemed received on the date of actual receipt.

- B. This Agreement and any dispute arising from or related to this Agreement shall be governed by the laws of the State of Wisconsin.
- C. The Parties agree that any claim or dispute between them, or any successor(s) or assign(s) of other, related to this agreement, including the validity of this arbitration clause, shall be resolved by binding arbitration by the National Arbitration Forum, under the Code of Procedure then in effect. Any award of the arbitrator(s) may be entered as a judgment in any court of competent jurisdiction. Information may be obtained and claims may be filed at any office of The Forum, or at PO Box 50191, Minneapolis, MN 55405. This section XI.C. shall be interpreted under the Federal Arbitration Act. Allocation of the costs of arbitration shall be an issue to be fully and finally resolved by the arbitrator. Any award of the arbitrator shall be final, binding upon the Parties and enforceable in any court having jurisdiction.

- D. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same Agreement.
- E. This Agreement shall be for the 2006-2007 school year. Annually, this Agreement shall automatically be renewed for the next school year unless either party notifies the other party in writing by March 1 of the current school year of its desire to negotiate changes. If the parties are unable to reach agreement by July 1, this Agreement shall be terminated.
- F. If either Party shall breach any term, covenant, or condition of this Agreement so that the program is no longer in compliance with the standards in section VIII of this agreement, this Agreement may be terminated by the non-breaching party, or a reasonable time may be given to permit compliance at the option of the non-breaching party. Notwithstanding anything to the contrary in this Agreement, the Watertown Unified School District reserves the right to terminate this Agreement immediately if it reasonably determines that the health or safety of participants is at risk.
- G. No breach shall be deemed to continue as long as the notified party shall be proceeding to cure the same in good faith or be delayed in, or prevented from curing the same by facts or circumstances beyond its control. This provision in no way limits the right of a Party to act under the preceding paragraph.
- H. To the extent authorized by law, each Party shall defend, indemnify and hold harmless the other Party from and against any and all claims, demands, losses, suits, causes of action, damages, injuries, costs, expenses and liabilities whatsoever, including reasonable attorneys' fees (such liabilities referred to as "Liability") arising out of its performance of this Agreement including, without limitation, Liability for property or personal injury. This indemnity will not apply where such liability arises solely from the negligence or other fault of a Party. This general indemnification shall not be construed as limiting or qualifying other indemnification rights available under law. All rights are reserved.
- I. This Agreement and attached exhibits constitute the entire Agreement between the Parties and shall supersede all previous communications and commitments, whether written or verbal, between the Parties regarding the subject matter of this Agreement. No agreement or understanding changing, modifying, or extending this Agreement, shall be binding on either Party unless in writing signed by both Parties' authorized representatives.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed in duplicates, each constituting an original, by their duly authorized representatives.

Date this _____ day of _____ the year _____.

PRESCHOOL/CHILDCARE PROVIDER

WATERTOWN UNIFIED SCHOOL DISTRICT

BY: _____

BY: _____

Name:

Name

Title:

Title:

Educational Service Center
111 Dodge Street
Watertown, WI 53094
920-262-1460
Fax 920-262-1469

Ivan A. Thompson
Director of Instructional Support



Christine Enockson
Early Childhood Coordinator

**Watertown Unified School District
Watertown 4 Kids Preschool Programs
Model 3 Agreement**

This Agreement (Agreement) is between a preschool/child care provider (PS/CCP) and the Watertown Unified School District (WUSD). It is agreed as follows:

I. OPERATIONS

- A. The PS/CCP partner is: _____
- B. PS/CCP shall provide a DPI licensed kindergarten teacher, teacher's assistant, and Site for Preschool Services under this Agreement (Hereinafter "Program")
- C. The minimum student contact time shall be 437.5 hours per year.
- D. An outreach program (e.g. home visits, training, team planning, parent outreach, etc.), mutually agreed to by WUSD, shall be available for 87.5 hours per year for a total of 524.5 hours per year.
- E. Watertown 4 Kids Program hours are _____ (PS/CCP specific).
- F. The four-year-old child care hours are _____ (PS/CCP specific).
- G. Child care services at parent/guardian expense are an option for preschool participants and are not a condition of enrollment in the Program at a PS/CCP facility.
- H. Participants arriving or remaining more than 15 minutes before or after defined preschool hours are subject to child care fees, which may be assessed by the PS/CCP, directly to the participant's parent(s) or guardian(s). PS/CCP shall provide appropriate advance notification to parent(s)/guardian(s) and WUSD of all fees and all financial obligations.
- I. The parties to this Agreement shall engage in regular participation in meetings of the District Collaboration Team. The Collaboration Team includes, at a minimum, an administrator and staff member from each party and a parent representative.

II. LOCATION/FACILITIES

- A. The facilities at which the services to be provided pursuant to this agreement are located at _____ (Herein "Site").
- B. The parties shall maintain an appropriate environment, approved by both parties, for four-year-olds including but not limited to:
- Appropriate classroom space
 - Mutually agreed upon storage space
 - Indoor play space and equipment appropriate for early childhood
 - Space which complies with the first amendment to the United States Constitution regarding separation of church and State
 - Appropriate space for support services and parent/guardian meetings or other similar activities
 - Site should be accessible to persons with disabilities
 - Maintenance of classroom and materials as appropriate
 - Repairs of materials and equipment as needed

III. STAFF

- A. The WUSD Early Learning Coordinator is Christine Enockson.
- B. The PS/CCP Site Coordinator is _____.
- C. A teacher with one of the following Department of Public Instruction licenses shall be provided by the PS/CCP for the Program:
- | | |
|------------------------------------|-----------------------------|
| 080: Pre-Kindergarten | 102: Kindergarten - Grade 2 |
| 083: Pre-Kindergarten - Grade 3 | 103: Kindergarten - Grade 3 |
| 086: Pre-Kindergarten - Grade 6 | 104: Kindergarten - Grade 4 |
| 088: Pre-Kindergarten - Grade 8 | 105: Kindergarten - Grade 5 |
| 090: Pre-Kindergarten/Kindergarten | 106: Kindergarten - Grade 6 |
| 100: Kindergarten | 107: Kindergarten - Grade 7 |
| 101: Kindergarten - Grade 1 | 108: Kindergarten - Grade 8 |
- D. The teacher assistant is required to have a high school diploma and an Associate Degree in Early Childhood Education or equivalent course work.
- E. The target Program enrollment is 17 four-year-olds to one teacher and one teacher assistant, maximum of 20. Maximum staff to child ratio will not exceed 10:1. Additional students to the Program may be made during the school year to sustain the 17 child target enrollment.
- F. The WUSD Early Learning Coordinator shall be provided with current enrollments, attendance reports, and all other reports required by District.
- G. Participation in joint training and professional development shall occur for all PS/CCP staff providing services pursuant to this Agreement. It is expected that all PS/CCP staff will be available for 12 meeting times outside of school hours (unpaid).

- H. Reimbursement for substitute teachers will be available to the PS/CCP for teacher time during school hours when teacher is participating in required district training/meetings. Cost of substitutes is the responsibility of the PS/CCP at all other times. Substitutes shall meet the same education level as the teacher they are replacing.
- I. CPR and First Aid trained staff shall be available during the scheduled preschool Program hours.

IV. ACTIVITIES/CURRICULUM

- A. A developmentally appropriate preschool curriculum will be developed and provided by WUSD. District benchmarks will be provided, with training and support for all staff.
- B. PS/CCP classrooms shall not be segregated by program type, family income, or child's ability/disability.
- C. Cultural/family values shall be incorporated into the Program.
- D. A basic set of classroom equipment and instructional materials shall be the joint responsibility of the PS/CCP and WUSD. The school district will provide up to \$4,000 per classroom to purchase the initial basic set of classroom equipment and instructional materials if the PS/CCP does not currently have the required equipment and materials. Classroom equipment purchased by the school district shall remain the property of the school district and will be returned to the school district by the PS/CCP upon dissolution of the partnership between the WUSD and the PS/CCP.

Supplemental materials and supplies for the PS/CCP WUSD Early Learning Program shall be provided by WUSD. After the initial year each Program is allocated \$500 yearly for supplemental materials and supplies. Basic consumables are the responsibility of the PS/CCP. The child will not be assessed any fee for materials or supplies under the Program. Individual supplies may be requested from parents using a school supply list.

- E. PS/CCP is prohibited from impermissibly advancing or inhibiting religion in the performance of this agreement and, further, shall comply with the Establishment Clause of the First Amendment of the U.S. Constitution.

V. FUNDING

- A. No enrollment fees may be required of a parent(s) or guardian(s) to enroll their child in the four-year-old preschool program. The District will charge a \$15.00 school fee to each participant.
- B. Provider shall provide appropriate notification to parent(s) or guardian(s) of all fees for which parent(s) or guardian(s) will be responsible. Collection of fees and child care subsidies for all services rendered by the PS/CCP pursuant to the Agreement shall be the responsibility of the PS/CCP. The PS/CCP acknowledges that the WUSD is making no representation or warranties regarding the collectibility of fees and child care subsidies and, further disclaims any liability therefore for child care services rendered by the PS/CCP.
- C. The schedule of payments to be provided by WUSD to the PS/CCP for the 2006-2007 school year is shown on Exhibit "A" attached hereto and incorporated herein by reference. While this Agreement

remains in effect, the Parties shall review and, if necessary, mutually agree to amend the schedule by May 1 of each year.

VI. FAMILY OUTREACH PROGRAM

- A. The Family Outreach program will be developed and conducted through joint cooperation between the PS/CCP and WUSD. Each PS/CCP will have a minimum of eight outreach events per year, four events coordinated by the school district and four events coordinated by the partnering PS/CCP. The Family Outreach program may include such events as:
- Workshops
 - Home Visits
 - Family Nights
 - Parent-Teacher Conferences
 - Community Program
- B. Parents shall have input into planning their student's education program and care.
- C. Parents are to be involved in an advisory role.
- D. Parents and/or community members may serve as volunteers. Background checks will be required of any volunteer in the classroom. The WUSD reserves the right to determine whether volunteers are suitable for the intended purpose of the Program.

VII. SUPPORT SERVICES

- A. The following support services shall be provided. Services may be provided by either the WUSD or the PS/CCP, as indicated on the space provided.
- Nursing Services provided by the WUSD.
 - Vision and hearing screening provided jointly by the WUSD and PS/CCP.
 - Immunization record keeping provided by WUSD.
 - Information on health and safety provided by PS/CCP.
 - Integration of special education students when appropriate provided by WUSD.
 - Participants whose residence is within the bussing area of WUSD may receive transportation to the site within regular school hours from the District. The Provider may provide additional transportation.
- B. Food service (USDA) snack will be provided by the PS/CCP.
- C. Facility and equipment maintenance will be provided by the PS/CCP.

VIII. STANDARDS

- A. The following Standards apply:
- To WUSD: DPI Standards, State Statutes, WUSD Board Policies and Procedures and PS/CCP policies and procedures where not in conflict with Watertown Unified School District Board Policies and Procedures.
 - To PS/CCP: DPI Standards, State Statutes, State Day Care Licensing, and Watertown Unified School District Board Policies and Procedures.

IX. EVALUATION

- A. Program: An evaluation of the Program shall be conducted annually with coordination and oversight by the WUSD Early Learning Coordinator.
- B. Staff: Evaluation of staff shall be conducted as required by teacher (and teacher assistant) provider contracts. Primary responsibility for teacher and assistant evaluations shall be the PS/CCP with provisions for input and review from the WUSD Early Learning Coordinator.

X. INSURANCE

- A. Before commencing any services under this Agreement, the PS/CCPP shall furnish the Watertown Unified School District (Attn: Director of Business Services) a certificate in a form satisfactory to the District, from an insurer that the following lines of insurance are in force, stating policy numbers, dates of expiration and limits of liability, and providing that the insurance will not be cancelled or changed except upon ten (10) days' written notice to the District. All certificates of insurances shall contain a clause providing that "Watertown Unified School District and its Board and employees are added as an additional insured". The PS/CCP's failure to procure or maintain insurance shall not affect its liability for damages or indemnification as provided in Section XI (H) of this Agreement. The required insurance shall include the following:
 - Commercial General Liability covering premises, operation, contractual liability and personal injury (false arrest, false imprisonment, malicious prosecution, defamation of character, libel or slander);
 - \$1,000,000 General Aggregate
 - \$1,000,000 Personal Injury
 - \$1,000,000 Each Occurrence
 - Umbrella Liability
 - \$1,000,000 Each Occurrence

XI. MISCELLANEOUS

- A. This Agreement shall be for the 2006-2007 school year. Annually, this Agreement shall automatically be renewed for the next school year unless either party notifies the other party in writing by March 1 of the current school year of its desire to negotiate changes. If the parties are unable to reach agreement by July 1, this Agreement shall be terminated.
- B. All notices or communications required or permitted to be given by either party to the other under this agreement shall be in writing.
- C. Notice shall be deemed to have been received on the date of mailing if sent by registered or certified mail. For all other forms of transmission, notice shall be deemed received on the date of actual receipt.

- D. This Agreement and any dispute arising from or related to this Agreement shall be governed by the laws of the State of Wisconsin.
- E. The parties agree that any claim or dispute between them, or any successor(s) or assign(s) of either, related to this agreement, including the validity of this arbitration clause, shall be resolved by binding arbitration by the National Arbitration Forum, under the Code of Procedure then in effect. Any award of the arbitrator(s) may be entered as a judgment in any court of competent jurisdiction. Information may be obtained and claims may be filed at any office of The Forum, or at PO Box 50191, Minneapolis, MN 55405. This section XI.C. shall be interpreted under the Federal Arbitration Act. Allocation of the costs of arbitrator shall be an issue to be fully and finally resolved by the arbitration. Any award of the arbitrator shall be final, binding upon the Parties and enforceable in any court having jurisdiction.
- F. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same Agreement.
- G. If either party shall breach any term, covenant, or condition of this Agreement so that the program is no longer in compliance with the standards in Section VIII of this agreement, this Agreement may be terminated by the non-breaching party, or a reasonable time may be given to permit compliance at the option of the non-breaching party. Notwithstanding anything to the contrary in this Agreement, the Watertown Unified School District reserves the right to terminate this Agreement immediately if it reasonably determines that the health or safety of participants is at risk.
- H. No breach shall be deemed to continue as long as the notified party shall be proceeding to cure the same in good faith or be delayed in, or prevented from curing the same by facts or circumstances beyond its control. This provision in no way limits the right of a party to act under the preceding paragraph.
- I. To the extent authorized by law, each Party shall defend, indemnify and hold harmless the other Party from and against any and all claims, demands, losses, suits, causes of action, damages, injuries, costs, expenses and liabilities whatsoever, including reasonable attorneys' fees (such liabilities referred to as "Liability") arising out of its performance of this Agreement including, without limitation, liability for property or personal injury. This indemnity will not apply where such liability arises solely from the negligence or other fault of a Party. This general indemnification shall not be construed as limiting or qualifying other indemnification rights available under law. All rights are reserved.
- J. This Agreement and attach exhibits constitute the entire agreement between the parties and shall supersede all previous communications and commitments, whether written or verbal, between the parties regarding the subject matter of this agreement. No agreement or understanding changing, modifying, or extending this agreement, shall be binding on either party unless in writing signed by both parties' authorized representatives.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed in duplicates, each constituting an original, by their duly authorized representatives.

Date this _____ day of _____ the year _____.

PRESCHOOL/CHILDCARE PROVIDER

WATERTOWN UNIFIED SCHOOL DISTRICT

BY: _____

BY: _____

Name:

Name

Title:

Title:



Christine Enockson
Early Childhood Coordinator

Watertown Unified School District

Educational Service Center
111 Dodge Street
Watertown, WI 53094
920-262-1460
Fax 920-262-1469

Ivan A. Thompson
Director of Instructional Support

Watertown Unified School District Watertown 4 Kids Preschool Programs Model 3 Agreement "Appendix A"

Financial Reimbursement to PS/CCP by WUSD

1. The PS/CCP will provide services as outlined in the Model 3 Agreement.
2. The PS/CCP will provide the WUSD with a verified list of students:
 - Enrolled on the third Friday of September, 2006 and
 - Enrolled on the second Friday of January, 2007.
 Such verified list of students to be provided the Monday immediately following the respective Friday.
3. The WUSD will reimburse the PS/CCP a total of \$2,602 per year for each enrolled student during the 2006-2007 school year. An initial reimbursement of \$1,301 per student will be provided to the PS/CCP on October 1, 2006, based on the third Friday of September enrollment. A second reimbursement of \$1,301 per student will be provided to the PS/CCP on February 1, 2007, based on the second Friday of January enrollment.

