

**Appendix MMM-4-20
October 25, 2010**

Date: October 18, 2010

MEMORANDUM

To: Members of the Board of Education

From: Daniel A. Nerad, Superintendent

Subject: BOE 4K Operational Meeting

Purpose:

The purpose of this Data Retreat is to provide all BOE members with an update on the progress of 4K planning and the work of subcommittees with a recommendation to start 4K September, 2011.

Research

Providing four year old kindergarten (4K) may be the district's next best tool to continue the trend of improving academic achievement for all students and continuing to close the achievement gap.

The quality of care and education that children receive in the early years of their lives is one of the most critical factors in their development. Empirical and anecdotal evidence clearly shows that nurturing environments with appropriate challenging activities have large and lasting effects on our children's school success, ability to get along with others, and emotional health. Such evidence also indicates that inadequate early childhood care and education increases the danger that at-risk children will grow up with problem behaviors that can lead to later crime and violence.

The primary reason for the Madison Metropolitan School District's implementation of four year old kindergarten (4K) is to better prepare all students for educational success. Similarly, the community and society as a whole receive many positive benefits when students are well prepared for learning at a young age. *The Economic Promise of Investing in High-Quality Preschool: Using Early Education to Improve Economic Growth and the Fiscal Sustainability of States and the Nation* by The Committee for Economic Development states the following about the importance of early learning:

High-quality preschool programs contribute to America's economic bottom line in three related, yet distinct, ways. First, the positive impact from these programs on students' lives increases the likelihood that these students will end up as net economic and social contributors to society. Second, federal, state, and local budgets will improve significantly when governments can dedicate more of their resources to productive endeavors, rather than to remediation, incarceration, and welfare. Finally, sustained preschool investments are a cost-effective way to ensure a better educated workforce, boosting long-term economic growth.

The human brain develops more rapidly between birth and age five than during any other subsequent period. Four year old kindergarten helps provide all children with a solid foundation for their

education during this critical period (National Research Council and Institute of Medicine, From Neurons to Neighborhoods: The Science of Early Childhood Development, 2000). Quality school and center based 4K programs significantly impact children's cognitive development (The Case for Pre-K in Education Reform: A Summary of Program Evaluation Findings <http://www.preknow.org/resource/ESEA.cfm>). Children who attend high quality 4 K programs perform better in school and throughout life, and have more advanced language and math skills upon entering kindergarten (<http://www.preknow.org/resource/abc/highquality.cfm>). High-quality preschool programs enhance the development of children's cognitive, social, and emotional skills, while decreasing the possible later need for grade retention or special education services. In addition, 4K helps to close the achievement gap and saves taxpayers' money (An Economic Analysis of Four-Year-Old Kindergarten in Wisconsin: Returns to the Education System <http://www.dpi.state.wi.us/ec/ec4yrpag.html>).

Studies show that children who attend quality 4K programs show measurable improvement in early language, literacy and math skills at kindergarten entry. These students also perform significantly better in math, comprehension, and vocabulary skills through second grade; and are less likely to repeat a grade later in their school careers. Four year old kindergarten re-affirms Wisconsin's constitutional commitment that school districts are free to all children between the ages of 4 and 20 years old, and provides equitable benefits to all members of our community and society.

Background/Charge

Over the last year four subcommittees have been meeting to prepare for the implementation of 4K. The committees were implemented as part of a collaborative planning process for a 4K program that involved staff and community members to begin planning for a collaborative 4K program in the Madison Metropolitan School District. The work groups that were organized as a result of the Board's request on November 9, 2009, and was charged with developing recommendations and timelines to present to the BOE.

Process

The 4K work group organized itself into the following four specialized subcommittees:

1. Logistics (site selection, access, and compensation)
2. Curriculum (curriculum, instruction, and professional development)
3. Public/Community Relations (media and outreach)
4. Family Outreach and Involvement (model design, 4K yearly evaluation, family survey)

The membership of these four subcommittees is listed in Appendix B. A representative from these subcommittees will be sharing out on the work of specific subcommittee to provide the BOE with an informational update in preparation for implementation of 4K.

Timeline

The timeline for 4K implementation process is the following::

- August 3, 2010 - the RFP process closed
- September 2, 2010 - The Logistics Committee convened to review the RFPs submitted and compiled a list of recommended sites for BOE approval. The MMSD will continue to plan for 4K implementation, meet in committees and complete contracts.
- October 4, 2010 - Presentation to BOE of recommendations for ECE contracted center sites.
- October 11, 2010 - Operational committee review of the budget
- October 18, 2010 - BOE special session on 4K
- October 25, 2010 - BOE action requested on approving ECE center sites
- November 8, 2010 - Review the space capacity of qualified ECE center sites and district building locations for 4K.
- November, 2010 - The 4K outreach committee begins to advertise and reach out to families of students eligible for 4 K in 2011. Informational sessions for families will be held to provide information about 4 K sites available (will be videotaped and posted on the web).
- November, 29 2010 - Request BOE action to approve the 4K budget
- February 7, 2011 - Registration of students for 4K is held

Early Childhood Care and Education Centers (ECE):

The following ECE center sites met the RFP criteria:

Animal Crackers
Bernie's Place
Big Oak Child Care
Creative Learning Preschool
Dane County Parent Council
Eagle's Wing
Goodman Community Center
Kennedy Heights Neighborhood
KinderCare-Londonderry
KinderCare-Old Sauk
KinderCare-Raymond
LaPetite-North Gammon
MATC-Downtown
MATC-Truax
Meeting House Nursery
Middleton Preschool
Monona Grove Nursery
New Morning Nursery
Orchard Ridge Nursery
Preschool of the Arts
The Learning Gardens
University Avenue Discovery Center
University Houses Preschool
University Preschool-Linden
University Preschool-Mineral Point
Waisman EC Program
YMCA-East
YMCA-West

Administration Recommendation

It is recommended that the district continue to work with the community in planning the implementation of 4K with the start date of September 2011.

Attachments

Attached are the following documents for your review:

1. Appendix A: Cover Letter for BOE 4K Operational Meeting and RFP Forms
2. Appendix B: Visual of Subcommittees and Membership
3. Appendix C: Curriculum Information
4. Appendix D: Professional Development Information
5. Appendix E: Family Outreach Information
6. Appendix F: Logistics Information



ADMINISTRATIVE SERVICES

4711 Pflaum Rd. Madison, Wisconsin 53718-6765 608.663.5931 www.mmsd.org
Mary Teppo, Director Daniel A. Nerad, Superintendent of Schools

REQUEST FOR PROPOSAL

For

Provision of a Four-Year-Old Kindergarten Program

THIS IS NOT AN ORDER

ADDRESS

Unless otherwise noted, public openings will be on the date and time specified. Proposals will be open to public inspection after award(s).

Revisions to this proposal may be made by an official written amendment issued by Purchasing Services.

All correspondence must reference the proposal number. Return the original of this document to this office via U.S. mail or delivery service.

PROPOSAL NUMBER: 3168

ISSUE DATE: June 4, 2010

DUE DATE: July 1, 2010 2:00 PM Local Time

All proposals must be received by the receptionist in the above office. All proposals must be stamped in by MMSD Purchasing Services prior to the stated opening time. Proposals not so stamped shall be considered late. Late proposals shall be rejected.

Proposal prices and terms shall be firm for sixty days from the date of proposal opening.

If NOT PROPOSING (please check here) and return this page only.

The MMSD is exempt from Federal Excise and Wisconsin State Sales tax.

In signing this proposal, we also certify that we have not, either directly or indirectly, entered into any agreement or participated in any collusion or otherwise taken any action in restraint of free competition; that no attempt has been made to induce any other person or firm to submit or not to submit a proposal; that this proposal has been independently arrived at without collusion with any other proposer competitor or potential competitor; that this proposal has not been knowingly disclosed prior to the opening of proposals to any other proposer or competitor; that the above statement is accurate under penalty of perjury.

The undersigned, submitting this proposal, hereby agrees with all the terms, conditions, and specifications required by the Madison Metropolitan School District in this Request for Proposal, and declares that the attached proposal and pricing are in conformity therewith.

SIGNATURE: DATE
TYPE OR PRINT NAME:
TITLE: TELEPHONE NUMBER:
FEIN or TAX ID NUMBER: FAX NUMBER:
EMAIL ADDRESS:

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1.0 GENERAL INFORMATION

1.1 Introduction and Background

The purpose of this document is to provide interested parties with information to enable them to prepare and submit a proposal for Provision of a Four-Year-Old Kindergarten Program Located at a Community Site. The District as represented by Educational Services intends to use the results of this solicitation to award a contract for provision of a four-year-old kindergarten programming at a community site.

The Madison Metropolitan School District includes 47 school buildings in a 72 square mile area including the City of Madison and all or parts of several surrounding municipalities. The 32 elementary schools include kindergarten through 5th grade. The eleven middle schools include grades 6 through 8. The five high schools, one of which is a small alternative high school, include grades 9 through 12. The District also has early childhood programs and alternative programs at the secondary level (6-12). The District maintains additional sites including the Administration Building, the Maintenance/Food Service Building, the Mansfield and Lussier Stadiums, the Hoyt School, and the Affiliated Alternatives.

There are nearly 25,000 students currently enrolled making the MMSD the second largest school district in the State of Wisconsin. The student population is nearly 49% minority. The District employs approximately 4,300 full time people including over 2,780 teachers, 145 administrators and 1,300 support personnel, plus over 2,500 part time people including over 550 substitute teachers and over 2,000 summer recreation workers. The District's operating budget is approximately \$373 million, 85% of which is devoted to salaries and benefits.

Because of the District's sound financial management practices. Madison is one of only a few Wisconsin districts to have an "Aa1" bond rating.

MMSD has schools at elementary, middle, and high school levels rated as National Schools of Excellence by the U.S. Department of Education.

Additional (basic) information about the District can be found at:

<http://www.madison.k12.wi.us/node/637>

Madison Metropolitan School District (MMSD) currently contemplates providing four-year-old kindergarten ("4K") in the fall of 2011. A portion of the classrooms serving MMSD four-year-olds will be in MMSD elementary school buildings, however some of the programs may be held in community Early Care and Education (ECE) Centers in Madison.

1.2 Scope of the Project

1.2.1 Project Description

MMSD is seeking ECE centers that would provide four-year-old kindergarten at their centers.

- All centers contracting with MMSD must be accredited.

- All non-MMSD 4K providers who serve MMSD four-year-olds in a 4K program must be state licensed.
- All ECE centers contracting with MMSD must be located within the MMSD boundaries.
- All programs must submit an accreditation certificate (or written evaluation using the format of City of Madison accreditation), proof of State of Wisconsin licensure, with this proposal.

1.2.2 Objectives

1) 4K Program Accessibility

- a) Provider will strive to serve a diverse population of children reflecting the student body of the MMSD. The MMSD and centers should collaborate to assure access for all students, including those traditionally marginalized by society due to income, language, race, special needs, etc.
- b) Center will have an outreach plan in place to assure access for all students to represent the school population.
- c) No child may be denied access to the 4K program providing there is space. Enrollment in 4K shall not be contingent on enrolling in child care/wrap around services.
- d) If providers have concerns about a specific child's needs, an individual plan may be implemented in consultation with school district staff and parent/guardian.
- e) Centers shall submit a report to MMSD containing information regarding any child denied enrollment.

2) 4K Program Quality - Maintain a program that:

- a) Is developmentally appropriate
- b) Is safe
- c) Is nurturing
- d) Is challenging
- e) Is non-biased
- f) Is sensitive to home language, cultural and family needs, and flexible to meet the needs of a diverse population
- g) Is fully integrated for students with special needs
- h) Has facilities that are appropriately maintained and clean
- i) Complies with all licensing and accreditation requirements at all times
- j) Has a system for keeping secure files and student records, both paper and electronic.

3) 4K Program Content

- a) Provide both indoor and outdoor space appropriate for four year-olds, including those with physical disabilities
- b) Implement curriculum that is developmentally appropriate, non-biased and sensitive to home language, cultural and family needs, and flexible to meet the needs of a diverse population.
- c) Has appropriate materials and supplies to support the curriculum
- d) No religious instruction or religious practices are to be conducted during the 4K programming.

4) 4K Program Evaluation

An annual evaluation of the 4K program will be conducted by an MMSD administrator through review of an end of year report, evaluations done through the accreditation process, results of parent surveys as requested by MMSD, and student progress reports as requested by MMSD.

5) 4K Program Outcomes

The vision of the MMSD 4K program is:

To provide **high quality** early learning experiences so that **ALL** children enter kindergarten with the resources to succeed.

The guiding principles of operating a MMSD 4K program include:

- *Strengthen and extend* the existing Birth-5 early learning system in Madison.
- *Develop collaborative* community-based planning, governance, and implementation in connection with WI Child Care Licensing Rules, Head Start Performance Standards and other applicable regulations.
- *Guarantee access* for all children and that services are provided in an inclusive manner
- *Utilize* research and play-based, developmentally appropriate, culturally responsive **curriculum** as delineated in the Wisconsin Model Early Learning Standards.
- *Establish* a **professional development** system based on a comprehensive, coordinated framework of pre-service and continuing educational opportunities for professionals in all early childhood settings.
- *Reflect and honor* the **diversity** within children, families, and the community.

- *Support consistent* education and care, while minimizing transitions for children.
- *Offer comprehensive services*, which include family support and education, resource and referral, and ongoing assessment and accountability.
- *Design and deliver* programming that may vary to meet community needs, but has uniformly adequate and equitable **funding** to assure quality services in all settings.
- **Positively impact** our community now and in the future.

6) Dates, times and hours of Program

The 4K program should run concurrently with the MMSD school year. In centers in which MMSD provides the instructor, the program should be offered 4 days per week for 3 hours and 1 minute per day (7:45-10:46 and 11:31-2:32 or 8:30-11:31 and 12:16-3:17).

Centers in which the center provides the teacher, will have discretion around the weekly days and times of the program as long as the DPI minimum requirement of 437 hours per year is met and the time is consistent with needs of young children as approved by MMSD administration. If transportation must be provided by the District, the center may have significantly less discretion.

1.3 Request for Proposal Process

This document is a Request for Proposal. It differs from a Request for Bid in that the District is seeking a solution as described herein, **not a bid** meeting firm specifications for the lowest price. As defined in the American Bar Association Model Procurement Code, Competitive Sealed Proposals will be evaluated based upon criteria formulated around the most important features of a product or service, of which quality, testing, references, and availability or capability, may be overriding factors, and price may not be determinative in the issuance of a contract or award. The proposal evaluation criteria should be viewed as standards, which measure how well a vendor's approach, meets the desired requirements and needs of the District.

1.4 Procuring and Contracting Department/Division

This Request for Proposal (RFP) is issued by Madison Metropolitan School District, Purchasing Services, which is the sole point of contact for the District during the selection process. The person responsible for managing the procurement process is Mick Howen, Assistant Director of Administrative Services.

Any contract(s) resulting from this RFP will be administered by Madison Metropolitan School District, Assistant Superintendent -- Elementary Department. The contract administrator will be Susan Abplanalp.

1.5 Definitions

The following definitions are used throughout the RFP.

RFP means Request for Proposal

4K or 4K program means a quality program designed to serve MMSD residence who turn four years old between September 2, 2010 and September 1, 2011.

District/MMSD means Madison Metropolitan School District.

Center means an Early Care and Education (ECE) provider within the MMSD boundaries

Proposer/vendor means a center submitting a proposal in response to this RFP.

Contractor means proposer awarded the contract.

1.6 Clarification and/or revisions to the specifications and requirements

Any questions concerning this RFP must be submitted in writing by mail, fax or e-mail (preferred) on or before June 15, 2010 to:

Mick Howen
Purchasing Services
Madison Metropolitan School District
4711 Pflaum Road
Madison, WI 53718-6765

E-MAIL: mjhowen@madison.k12.wi.us

VOICE: (608) 663-5287 FAX: (608) 204-0375

An electronic version of the RFP is available on the District's web site: www.madison.k12.wi.us/doingbusiness/

Vendors are expected to raise any questions, exceptions, or additions they have concerning the RFP DOCUMENT at this point in the RFP process. If a vendor discovers any significant ambiguity, error, conflict, discrepancy, omission, or other deficiency in this RFP, the vendor should immediately notify the above named individual of such error and request modification or clarification of the RFP document

In the event that it becomes necessary to provide additional clarifying data or information, or to revise any part of this RFP, revisions/amendments and/or supplements will be provided to all recipients of this initial RFP.

Each proposal shall stipulate that it is predicated upon the terms and conditions of this RFP and any supplements or revisions thereof

1.7 Reasonable Accommodations

The District will provide reasonable accommodations, including the provision of informational material in an alternative format, for qualified individuals with disabilities upon request. If you need accommodations at a proposal opening/vendor conference, contact the Purchasing Services at (608) 204-5287).

1.8 Calendar of Events

Listed below are specific and estimated dates and times of actions related to this Request for Proposal (RFP). The actions with specific dates must be completed as indicated unless otherwise changed by the District. In the event that the District

finds it necessary to change any of the specific dates and times in the calendar of events listed below, it will do so by issuing a supplement to this RFP. There may or may not be a formal notification issued for changes in the estimated dates and times.

DATE	EVENT
June 1, 2010	Date of issue of the RFP
June 15, 2010	Last day for submitting written inquiries
June 18, 2010	Response to center/vendor questions, supplements or revisions posted on the District's Website
July 1, 2010	Proposals due from interested centers/vendors
August 9, 2010	Board of Education approval of recommended centers
August 13, 2010	Notification of intent to award sent to centers/vendors

1.9 Contract Term and Funding

The contract shall be effective on the date indicated on the purchase order or the contract execution date and shall run for two years from that date, with an option by mutual agreement of the District and contractor, to renew for additional one-year periods unless amended, cancelled or re-bid.

1.10 VendorNet Registration

The District makes use of the State of Wisconsin's purchasing information and vendor notification service. Anyone may access VendorNet on the Internet at <http://vendornet.state.wi.us>.

2.0 PREPARING AND SUBMITTING A PROPOSAL

2.1 General Instructions

The evaluation and selection of a contractor and the contract will be based on the information submitted in the vendor's proposal plus references and any required on-site visits or oral presentations. Failure to respond to each of the requirements in the RFP may be the basis for rejecting a proposal.

Elaborate proposals (e.g. expensive artwork) beyond that sufficient to present a complete and effective proposal, are not necessary or desired.

2.2 Proprietary Information

All restrictions on the use of data contained within a proposal and all confidential information must be clearly stated on the attached "Designation of Confidential and Proprietary Information" form. Proprietary information submitted in a proposal, or in response to the RFP, will be handled in accordance with the applicable Wisconsin State Statute(s).

To the extent permitted by law, it is the intention of the District to withhold the contents of the proposal from public view until such times as competitive or bargaining reasons no longer require non-disclosure, in the opinion of the District. At that time, all proposals will be available for review in accordance with the

Wisconsin Open Records Law.

2.3 Incurring Costs

The District is not liable for any cost incurred by proposers in replying to this RFP.

2.4 Submitting the Proposal

Proposers must submit an **original electronic copy** and an original hardcopy (identified as such) with five (5) complete copies of all materials required for acceptance of their proposal by **July 1, 2010** to:

Purchasing Services
Madison Metropolitan School District
4711 Pflaum Road
Madison, WI 53718-6765

At proposal opening only the names of responding vendors are provided. No further information will be available until contract award.

Proposals must be received in the above office by the specified time stated above. All proposals must be stamped in by Purchasing Services by the stated time. Proposals not so stamped will not be accepted. Receipt of a proposal by the District's mail system does not constitute receipt of a proposal by Purchasing Services, for purposes of this RFP.

All proposals must be packaged, sealed and show the following information on the outside of the package:

- Proposer's name and address
- Request for proposal number
- Proposal due date

2.5 Proposal Organization and Format

Proposals should be typed and submitted on 8.5 by 11 inch paper bound securely. Proposals should be organized and presented in the order and by the number assigned in the RFP. Proposals must be organized with the following headings and subheadings. Each heading and subheading should be separated by tabs or otherwise clearly marked. The RFP sections which should be submitted or responded to are:

- Cover page (See Section 4 of this RFP)
- Introduction (See Section 4 of this RFP)
- Response to general requirements (See Section 4 of this RFP)
 - Organizational qualifications
 - Staff qualifications and Facilities
 - References
- Required forms (See Section 7 of this RFP)
 - Attachment A Vendor Information
 - Attachment B Vendor Reference
 - Attachment C Designation of Confidential and Proprietary

Attachment D	Information Application Interest Survey: Four-Year-Old Kindergarten (“4K”)
Appendix A	Affirmative Action Requirements for Contractors and Vendors
Appendix B	Equal Employment Opportunity / Affirmative Action Employer Information Report
Appendix C	Affirmative Action & equal Employment Opportunity Policy Statement

2.6 Multiple Proposals

Multiple proposals from a vendor will be permissible; however each proposal must conform fully to the requirements for proposal submission. Each such proposal must be separately submitted and labeled as Proposal #1, Proposal #2, etc. on each page included in the response. Alternate acquisition plans do not constitute multiple proposals.

2.7 Oral Presentations and Site Visits

Top scoring vendors based on an evaluation of the written proposal may be required to participate in interviews and/or site visits to support and clarify their proposals, if requested by the District. The District will make every reasonable attempt to schedule each presentation at a time and location that is agreeable to the proposer. Failure of a proposer to conduct to interview or permit a site-visit on the date scheduled may result in rejection of the vendor’s proposal.

2.8 Demonstrations

Top-scoring vendor(s) may be required to install and demonstrate its product(s) and/or service(s) at a District site. Product(s) being demonstrated must be delivered to the District site upon two (2) weeks notice by the District to the vendor(s) and must be installed and ready for the demonstration within one (1) week of delivery. The District will furnish detailed specifications concerning the demonstration site and the particular test it will use to exercise the vendor’s product(s) and/or service(s). Failure of a vendor to furnish the product(s) and/or service(s) it has proposed for demonstration within the time constraints of the preceding paragraph may result in rejection of that proposal. Failure of any product(s) and/or service(s) to meet the District’s specified requirements during the demonstration may result in rejection of the vendor’s proposal.

The successful demonstration of the vendor’s product(s) and/or service(s) does not constitute acceptance by the District. Any product(s) and/or service(s) furnished by the vendor for the purposes of this demonstration must be identical in every respect to those which will be furnished if a contract results.

2.9 Withdrawal of Proposals

Proposals shall be irrevocable until contract award unless the proposal is withdrawn. Proposers may withdraw a proposal in writing at any time up to the proposal closing date and time or upon expiration of 10 days after the due date and time if received by

the RFP project manager. To accomplish this, the written request must be signed by an authorized representative of the proposer and submitted to the RFP project manager. If a previously submitted proposal is withdrawn before the proposal due date and time, the proposer may submit another proposal at any time up to the proposal closing date and time.

3.0 PROPOSAL SELECTION AND AWARD PROCESS

3.1 Preliminary Evaluation

The proposals will first be reviewed to determine if requirements in Section 2.0 are met, and if additional mandatory requirements are met. (see Section 4.0). Failure to meet mandatory requirements will result in the proposal being rejected. In the event that all vendors do not meet one or more of the mandatory requirements, the District reserves the right to continue the evaluation of the proposals and to select the proposal which most closely meets the requirements specified in this RFP.

3.2 Proposal Scoring

Accepted proposals will be reviewed by an evaluation committee and scored against the stated criteria. The committee may review references, request interviews, and conduct an on-site visit and use the results in scoring the proposals.

3.3 Right to Reject Proposals and Negotiate Contract Terms

The District reserves the right to reject any and all proposals and to waive minor irregularities and technicalities. The judgment of the District on such matters shall be final.

The District shall not be bound by any terms and conditions included by any proposer which attempts to impose any conditions at variance with or in addition to the terms and conditions contained herein. If the proposer objects to any term or condition that shall relate to a contract resulting from this solicitation, the objection shall be clearly stated on a separate page entitled "Objections to Term or Condition". If the objection is accepted by the District, it will be stated in any resultant contract. If not stated in the contract, the terms and conditions shall remain as written in the RFP.

The District further retains the right to negotiate the terms of the contract, including the award amount, with the selected proposer prior to entering into a contract. If contract negotiations cannot be concluded successfully with the highest scoring proposer, the District may negotiate a contract with the next highest scoring proposer.

3.4 Evaluation Criteria – Rubric for Scoring RFP for Four-Year-Old Kindergarten

Necessary Qualifications	1	3	5
Plan for serving a diverse student body and increasing access	Does not have a viable plan for increasing diversity in the center.	Has a clear plan for outreach to underserved students. Has plan to increase capacity through scholarships.	Has a successful track record of outreach to underserved students. Ability to provide scholarships for wrap around care for some students.
Quality of Program	Program is safe and clean. Does not have a viable plan for serving children with disabilities or English language learners.	Program is developmentally appropriate, safe, nurturing, challenging, non-biased with a commitment to individualization. The program has a plan to increase capacity for serving children with disabilities and English language learners.	Program is developmentally appropriate, safe, nurturing, challenging, non-biased, sensitive to home language, cultural and family needs, and flexible to meet the needs of a diverse population, is fully integrated for students with special needs, has facilities that are appropriately maintained and clean.
Content of Program, including curriculum	Plan for curriculum is unclear, lacks specificity, or requires improvement. Program is not responsive to diverse needs, and there is no viable plan for improvement.	Has indoor and outdoor spaces appropriate for four-year-olds, has appropriate materials and supplies to support the curriculum, presents an appropriate plan for curriculum that is developmentally appropriate and individualized. Program has plan to increase programming and curricular responsiveness to meeting the needs of diverse culture and language and is fully integrated for students with special needs.	Has indoor and outdoor spaces appropriate for four-year-olds, has appropriate materials and supplies to support the curriculum, presents an appropriate plan for curriculum that is developmentally appropriate, non-biased, sensitive to home language, cultural and family needs, and flexible to meet the needs of a diverse population, is fully integrated for students with special needs.
Staff members of color and/or bilingual staff	Staff is not diverse and there is no viable plan for increasing diversity.	Has a clear plan for increasing the diversity of staff at the center. Is actively recruiting staff of color and/or bilingual staff.	Racial diversity reflects the demographics of MMSD students. Has one or more staff members that are bilingual in Spanish or Hmong.
Parent Outreach	Minimum parent outreach and no viable plan for increasing.	Has in place parent outreach activities that occur on a semi-regular basis.	Has a comprehensive plan for supporting families, providing family education and opportunities for involvement. Has a systematic method of providing resources and referral to those in need.
Transportation site	Center is not able to be a transportation site.	Center may be able to be a transportation site for either the AM or PM.	Center is willing to be a transportation site (aligning their programming days/times with MMSD).
Area of high need	Center is an area where there is little need for a contracted center and/or center is only able to provide minimal spaces for MMSD four year-olds.	Center is in an area where there is some need for a contracted center and/or center is able to provide a reasonable number of spaces for MMSD four year-olds.	Center is in an area of high need (an area where no school space is available, and there are few or no other accredited centers) and/or the center is able to provide a large number of spaces for MMSD four year-olds.
References	References are less than satisfactory.	References are satisfactory.	All references are exemplary.

3.5 Award and Final Offers

The District may recommend award to the vendor with the highest total score as outlined in section 3.4. Alternatively, two or three of the vendors with the highest total scores may be requested to submit final and best offers. If final and best offers are requested, they will be evaluated against the stated criteria, scored and ranked in the same manner described above to determine the vendor with the highest total score.

3.6 Notification of Intent to Award

As a courtesy, the District may send a notification of award memo to responding vendors at the time of the award.

4.0 GENERAL PROPOSAL REQUIREMENTS

4.1 Introduction

Please provide an appropriate brief introduction as it pertains to your organization.

4.2 Organization Capabilities

Describe your experience and capabilities in providing similar services to those required. Be specific.

4.3 Staff Qualifications

Provide resumes describing the educational and work experiences for each of the key staff who would be assigned to providing services under this agreement.

4.4 Proposer References

Proposers must include in their RFPs a list of organizations, including points of contact (name, address, and telephone number), which can be used as references for work performed in the area of service required. Selected organizations may be contacted to determine the quality of work performed and personnel assigned to the project. The results of the references will be provided to the evaluation team and used in scoring the written proposals.

4.5 Mandatory Requirements

The following general requirements are mandatory and must be complied with. Proposals **MUST** address each of the following items:

4.5.1 Plans for program accessibility in regards to racial diversity, economic diversity, children with disabilities and/or language needs and those requiring no additional child care.

4.5.2 Quality control methods.

- 4.5.3 Program description including the curriculum that will be implemented and the schedule for programming.
- 4.5.4 A completed application (Attachment D)
- 4.5.5 Plan to implement outcomes listed in 1.2.2. Objectives (#5) of the RFP.
- 4.5.6 Staffing plan to reflect the racial diversity of Madison Schools.
- 4.5.7 City of Madison/NAEYC accreditation certificate or written evaluation using the format of City of Madison/NAEYC accreditation.
- 4.5.8 Copy of State of Wisconsin childcare license.
- 4.5.9 Copy of insurance to include Child Abuse/Molestation, liability and property insurance coverage insuring 4K provider and District in the minimum amount of \$1,000,000 against claims, demands and causes of action arising from or relating to any acts or omissions by 4K provider and /or its employees, staff, agents, and representatives, in order that the general public or any representative of the District may have recourse against responsible party of injuries or damages.

5.0 SPECIAL CONTRACT TERMS AND CONDITIONS

5.1 Liquidated Damages

The contractor acknowledges that damages will be incurred by the District, in the amount of \$450.00 per working day, for every day past the scheduled start date of the 4-K program in which contractor does not actually deliver services, except total amount of liquidated damages shall not to exceed double the total of the contract. The contractor agrees that the District shall have the right to such damages through deduction from payments to the contractor.

5.2 Limited Ability to Subcontract

Contractor may not subcontract out the provision of a 4K program without the express, written consent of the District. If subcontractors are allowed by District, they must abide by all terms and conditions of the contract.

5.3 Hold Harmless

In submitting a proposal, contractor understands that the District and its representatives will determine which proposal is accepted. Contractor waives any right to claim damages of any nature, whatsoever, based on the selection process, and any communications associated with the selection of the successful contractor. All completed proposals and supporting documentation submitted shall be the property of the Madison Metropolitan School District.

5.4 Additional Terms

The District reasonably believes that sufficient funds are available or can be obtained to make payments due under this contract; however, the contract will

terminate immediately and absolutely if appropriated and otherwise unobligated funds are no longer available to satisfy the obligations of the District under this contract

The District shall not be bound by any terms and conditions included in any proposer's packaging, service catalog, brochure, technical data sheet or other document which attempts to impose any conditions at variance with or in addition to the terms and conditions contained in this solicitation or contract. If the proposer objects to any term or condition that shall relate to a contract resulting from this solicitation, the objection shall be clearly stated on a separate page entitled "Objection to Term or Condition."

If the objection is accepted by the District it will be stated in any resultant contract. If not stated in the contract the terms and conditions shall remain as written in the RFP.

5.5 Termination of Contract

The District may terminate the contract at the conclusion of a school year, at its sole discretion by delivering 45 days written notice to the contractor. The District may also terminate for cause by delivering 30 days written notice to the contractor, except if contractor loses its license; District has the option to immediately terminate the contract. Upon termination, the District's liability will be limited to the pro rata cost of the services performed as of the date of termination. In the event that the contractor terminates the contract, for any reason whatsoever, it will refund to the District within 15 days of said termination, all payments made hereunder by the District to the contractor for work not completed. Such termination will require written notice to that effect to be delivered by the contractor to the District not less than 60 days prior to said termination. If contractor gives less than 60 days notice of termination, Contractor shall be subject to the liquidated damages described above.

6.0 STANDARD TERMS AND CONDITIONS

The District reserves the right to incorporate standard contract provisions into any contract negotiated with any proposal submitted responding to this RFP (Standard Terms and Conditions and Supplemental Standard Terms and Conditions for Procurements for Services. Failure of the successful proposer to accept these obligations in a contractual agreement may result in cancellation of the award.

7.0 REQUIRED FORMS

The following forms must be completed and submitted with the proposal in accordance with the instructions given in Section 2.0. Blank forms are attached.

Cover Sheet	RFP 3168
Attachment A	Vendor Information
Attachment B	Vendor References
Attachment C	Designation of Confidential and Proprietary Information
Attachment D	Application Interest Survey: Four-Year-Old Kindergarten ("4K")

Appendix A	Affirmative Action Requirements for Contractors and Vendors
Appendix B	Equal Employment Opportunity / Affirmative Action Employer Information Report
Appendix C	Affirmative Action & Equal Employment Opportunity Policy Statement

Madison Metropolitan School District

STANDARD TERMS AND CONDITIONS (NON-CONSTRUCTION)

1. GENERAL: "Madison Metropolitan School District," "District," and "MMSD" are synonymous and mean the Madison Metropolitan School District. The MMSD reserves the right to accept or reject any or all bids/proposals, to waive any informality or technicality in any bid/proposal submitted, and to accept any part of a bid/proposal deemed to be in the best interest of the District. The MMSD reserves the right to reject any or all bids/proposals without indicating a reason for such rejection.

2. TAX EXEMPTION: The MMSD is exempt from the payment of Federal Excise Tax and State Sales Tax. The MMSD's tax-exempt number is ES42341.

3. PRICING AND DISCOUNTS: The MMSD qualifies for governmental and educational discounts. Unit prices shall reflect these discounts. Unit prices shall govern in the bid/proposal evaluation and contract administration.

4. SPECIFICATIONS: All bidders must be in compliance with all specifications and any drawings provided with this solicitation. Any reference to brand names and numbers is descriptive, but not restrictive, unless otherwise specified. When specific manufacturer and model numbers are shown, they are used to establish a design, type of construction, quality, functional capability and/or performance level desired. The MMSD reserves the right to determine whether an alternate offer is equivalent to and meets the standard of quality indicated by the brand name referenced. When alternates are bid/proposed, they shall be identified by manufacturer, stock number, and such other information necessary to establish equivalency. The MMSD shall be the sole judge of equivalency!

5. DEVIATIONS AND EXCEPTIONS: Deviations and exceptions from the original text, terms, conditions, or specifications shall be described fully, on the bidder's/proposer's letterhead, signed and attached to this request. In the absence of such a request, the bid/proposal shall be accepted as in strict compliance with all terms, conditions, and specifications.

6. CHANGES AND WITHDRAWALS: The MMSD reserves the right to change due dates and openings for its own convenience and to withdraw solicitations at any time without prior notice.

7. APPLICABLE LAW: This contract shall be governed under the laws of the State of Wisconsin.

8. ASSIGNMENT: No right or duty in whole or in part of the contractor under this contract may be assigned or delegated without prior written consent of the MMSD.

9. HOLD HARMLESS: The contractor will indemnify, save harmless, and defend the MMSD and all of its officers, agents and employees from all suits, actions, or claims of any character brought for or on account of any injuries or damages received by any persons or property resulting from the operations of the contractor, or any of its contractors, in prosecuting work under this agreement.

10. PUBLIC RECORDS ACCESS: It is the intention of the MMSD to maintain an open and public process in the solicitation, submission, review and approval of procurement activities. Bid/proposal openings are public unless otherwise stated. Records are not generally available until after an award has been made.

11. INSURANCE RESPONSIBILITY: The contractor performing services for the MMSD shall:

Maintain worker's compensation insurance as required by law for all employees engaged in the work.

Maintain commercial liability, bodily injury and property damage insurance against any claims(s) that might occur in carrying out this agreement/contract. Minimum coverage shall be one million (\$1,000,000) liability for bodily injury and property damage including product liability and completed operations. Provide motor vehicle insurance for all owned, non-owned and hired vehicles that are used in carrying out this contract. Minimum coverage shall be one million (\$1,000,000) per occurrence combined single limit for automobile liability and property damage.

The MMSD reserves the right to require higher or lower limits where warranted. All insurance required by this contract shall be maintained during the entire length of the contract.

12. CANCELLATION: The MMSD reserves the right to cancel any contract in whole or in part without penalty due to non-appropriation of funds or for failure of the contractor to comply with terms, conditions and specifications of this contract.

The MMSD also reserves the right to cancel any contract with a federally debarred contractor or a contractor which is presently identified on the list of parties excluded from federal procurement and non-procurement contracts.

13. SAFETY REQUIREMENTS: All materials, equipment, and supplies provided to the MMSD must comply fully with all safety requirements as set forth by the Wisconsin Administrative Code, Rules of the Industrial Commission on Safety, and all applicable OSHA Standards.

14. MATERIAL SAFETY DATA SHEETS: If any item(s) on order(s) resulting from this award(s) is a hazardous chemical, as defined under 29CFR 1910.1200, provide one (1) copy of a Material Safety Data Sheet for each item with the shipped container(s) and one (1) copy to MMSD - Risk Management, 4711 Pflaum Road, Madison, WI 53718-6721.

15. RESPONSIVENESS AND RESPONSIBILITY: Award will be made to the responsible and responsive bidder whose bid is most advantageous to the MMSD with price and other factors considered. For the purposes of this project, responsiveness is defined as the bidder's conformance to the requirements of the solicitation. Being not responsive includes the failure to furnish information requested.

Responsibility is defined as the bidder's potential ability to perform successfully under the terms of the proposed contract. Briefly, a responsible bidder has adequate financial resources or the ability to obtain said resources; can comply with required delivery taking into account other business commitments; has a satisfactory performance record; has a satisfactory record of integrity and business ethics; and has the necessary organization, experience and technical skills.

The MMSD reserves the right to refuse to accept any bid from any person, firm or corporation that is in arrears or is in default to the MMSD, or has failed to perform faithfully any previous contract with the MMSD. If requested, the bidder must present within five (5) working days evidence satisfactory to the MMSD of performance ability and possession of necessary facilities, financial resources, adequate insurance, and any other resources required to determine the bidder's ability to comply with the terms of this solicitation document.

16. WARRANTY: Unless otherwise required equipment purchased as a result of this request shall be warranted against defects by the bidder/proposer for one year from the date of receipt. Equipment manufacturer's standard warranty shall apply as a minimum and shall be honored by the Contractor.

17. QUANTITIES: The quantities shown on this request are based on estimated needs. The MMSD reserves the right to increase or decrease quantities to meet actual needs.

18. QUALITY: Unless indicated in the request, all material shall be first quality. Items which are used, demonstrators, obsolete, seconds, or which have been discontinued are unacceptable without the prior written consent of the MMSD.

19. AWARD CRITERIA: In comparing bids and making awards, the MMSD may consider such factors as relative quality and adaptability of supplies and services, the bidder's financial responsibility, skill, experience, record or integrity, ability to furnish repairs and maintenance services, the time of delivery or performance offered, contract compliance requirements, and any other element or factor in addition to that of the price which would affect the final cost to the MMSD and whether the bidder has complied with the specifications.

20. AWARD: Award(s) will be made, as determined by the MMSD, to the lowest responsive and responsible bidder/proposer meeting MMSD award criteria.

21. ENTIRE AGREEMENT: These Standard Terms and Conditions shall apply to any contract or order awarded as a result of this request except where special conditions are stated elsewhere in the request; in such cases, the special conditions shall apply. Further, the written contract and/or order with referenced parts and attachments including these Standard Terms and Conditions shall constitute the entire agreement and no other terms and conditions in any document, acceptance, or acknowledgement shall be effective or binding unless expressly agreed to in writing by the MMSD.

VENDOR INFORMATION

1. **Proposing Company Name** _____

Telephone _____ Toll Free Telephone _____ Fax _____

Address: _____

City: _____ State: _____ Zip + 4: _____

Federal Employee Identification Number (FEIN): _____

2. **Contact Person in the event there are questions about your proposal**

Name: _____ Title: _____

Telephone: _____ Toll Free Telephone: _____

Address: _____

City: _____ State: _____ Zip + Four: _____

3. **All vendors that have 16 or more employees and that are awarded \$25,000 or more on this contract will be required to submit Affirmative Action information to the District Contract Compliance Office. Please list the Person in your Company we can contact about this plan.**

Name: _____ Title: _____

Telephone: _____ Toll Free Telephone: _____

Address: _____

City: _____ State: _____ Zip + Four: _____

4. **Mailing address where District purchase orders/contracts are to be mailed and person the Department can contact concerning orders and billing.**

Name: _____ Title: _____

Telephone: _____ Toll Free Telephone: _____

Address: _____

City: _____ State: _____ Zip + Four: _____

VENDOR REFERENCES

Provide company name, address, contact person, telephone number, and appropriate information on the product(s) and/or service(s) used for four (4) or more installations/services with requirements similar to those included in this solicitation document. If vendor is proposing any arrangement involving a third party, the named references should also be involved in a similar arrangement.

Company Name: _____
Address: _____
Telephone: _____ Contact Person: _____
Product(s) and/or Service(s) Used: _____

Company Name: _____
Address: _____
Telephone: _____ Contact Person: _____
Product(s) and/or Service(s) Used: _____

Company Name: _____
Address: _____
Telephone: _____ Contact Person: _____
Product(s) and/or Service(s) Used: _____

Company Name: _____
Address: _____
Telephone: _____ Contact Person: _____
Product(s) and/or Service(s) Used: _____

Company Name: _____
Address: _____
Telephone: _____ Contact Person: _____
Product(s) and/or Service(s) Used: _____

ATTACHMENT C

DESIGNATION OF CONFIDENTIAL AND PROPRIETARY INFORMATION

The attached material submitted in response to Proposal Number XXXX includes proprietary and confidential information which qualifies as a trade secret, as provided in Sect 19.36(5), Wisconsin State Statutes. As such, we ask that certain pages, as indicated below, of this proposal response be treated as confidential material and not be released without our written approval or as required by law. Attach additional sheets if needed.

Prices and this page always become public information when proposals are opened, and therefore cannot be kept confidential.

Other information cannot be kept confidential unless it is a trade secret. Trade secret is defined in s. 134.90(1)(c) Wis. Stats. as follows: "Trade secret" means information, including a formula, pattern, compilation, program, device, method, technique or process to which all of the following apply:

1. The information derives independent economic value, actual or potential, from not being generally known to, and not being readily ascertainable by proper means by other persons who can obtain economic value from its disclosure or use.
2. The information is the subject of efforts to maintain its secrecy that are reasonable under the circumstances.

We request that the following pages not be released:

Section	Page Number	Topic

In the event a public records request is made to the District, the parties agree and understand that the District is an "authority" as defined in Wis. Stats. section 19.32 and subject to the Wisconsin Public Records law, Wis. Stats. sections 19.31 et. seq. The District will notify the undersigned of a request made pursuant to the Public Records law which involves records containing information of a type described as confidential and proprietary herein, and will notify undersigned of its intent to comply as well as the manner in which compliance will occur. The District shall release records, including records that may contain confidential information, pursuant to the Public Records law. Such release shall not be considered a breach of this agreement.

Failure to include this form in the proposal response may mean that all information provided as part of the proposal response will be open to examination or copying. The District considers other markings of confidential in the proposal document to be insufficient. The undersigned agree(s) to hold the District harmless for any damages arising out of the release of any material required to be released pursuant to the public records law or material not specifically identified above.

Signature-Authorized Representative

Company Name

Print Name-Authorized Representative

Date

Application Interest Survey: Four-Year-Old Kindergarten ("4K")
Step I: Interest Survey to Become A Contracted 4K Provider for 2011-2012

I. Community Site Information

Center Name	as appears on State License	Phone at Center
E-mail		FAX
Center Address	City	Zip
Contact Person at Center		
Person Authorized to make commitments for Center		Phone Number

II. Center Organization

Nonprofit (Chapter 181)

Private nonprofit single-service child care agency OR
 Service component of a multi-service private nonprofit

Business Corporation (Chapter 180)

Single service child care business corporation OR
 Service component of a multi-service business corporation

Sole Proprietorship

Government or Educational Institution

Child care program sponsored by or under contract to a public educational or governmental entity

Church/Religious Affiliated

Religious Training is part of the curriculum Yes No
 Child care program sponsored by a religious organization

III. Type of 4K program which the Center is interested in providing.

A. A 4K program taught by a DPI licensed preschool teacher employed by the contracting 4K provider. Additional services, such as all wrap around programming, are the responsibility of the contracting 4K provider. The provider is paid three times a year for each Madison resident served in the centers 4K program that is age four years by September 1, 2011. That schedule is as follows: 1) 30 days after the 3rd Friday in September (Membership Count Date); 2) March 1st; 3) 30 days after June 30th (the District's Fiscal Year End), with periodic adjustments to amounts based on student enrollment.

OR

B. A 4K program taught by a DPI licensed teacher employed by MMSD at the 4K provider's site with payment schedule as described in option A. Additional services, such as wrap around programming, are the responsibility of the contracting center.

If option B is not available, would you still be interested in participating in option A yes no

IV Community Site Description Check all that apply.

NAEYC Accredited Date of most current accreditation: _____

Accredited by the City of Madison Date of most current accreditation _____

Accreditation in Process: NAEYC City of Madison

Date materials submitted to accrediting agency: _____

Days/hours of Operation of your center: _____
Days/hours of operation of 4K: _____ (Must be Sept-June and include 437 hours)

Number of currently enrolled students that will be four years old by Sept 1, 2011 _____

How many ADDITIONAL MMSD four-year-olds can center serve in 2010-11? _____ AM _____ PM

Would you be willing to serve as a transportation site (your 4K days/hours would need to run concurrent with MMSD 4K days and hours) _____ YES _____ NO _____ Possibly

Does center currently serve children with disabilities? _____ YES _____ NO

Do children with disabilities currently receive services from an MMSD special education teacher at center?
_____ YES _____ NO

Does center currently serve children speaking English as a second language?
_____ YES _____ NO

V. State Licensing Status

In the last twelve months has center been fined by State Licensing for non-compliance?
_____ YES _____ NO

If yes, indicate date of the fine and explain the substance of the citation:

Has Center received a "substantiated complaint" in the last 12 months?
_____ YES _____ NO

If yes, indicate the date of the complaint and the subsequent outcome.

VI. Staffing

Number of teachers/caregivers employed at center who are certified by DPI for 4K with the following licenses:

#090 PK-K	___ current ___ lapsed	#086 PK-6	___ current ___ lapsed
#083 PK-3	___ current ___ lapsed	#106 K-6	___ current ___ lapsed
#100 KG	___ current ___ lapsed	#088 PK-8	___ current ___ lapsed
#103 K-3	___ current ___ lapsed	#108 K-8	___ current ___ lapsed

Does the center employ an on-site coordinator/director _____ YES _____ NO

VII. Current Staff-child ratios at your center:

How many 4 year olds are currently being served by center? _____

Is center's preschool program multiage? _____

What is the ratio of adults to four year-olds in the center's program? _____

What is center's maximum group size for 4-year-olds? _____

VIII. This application should be signed by the individual who is authorized to sign for the center.

Date: _____

Signature: _____

Name: _____
(print)

Title: _____
(print)

Please return this application with the attached RFP postmarked no later than July 1, 2010:

Mick Howen
4711 Pflaum Road
Madison, WI 53718

AFFIRMATIVE ACTION REQUIREMENTS
FOR
CONTRACTORS AND VENDORS

1. VENDOR NOTIFICATION:

The Board of Education of the Madison Metropolitan School District is committed to fair and equal employment opportunities for all persons. Equal opportunities, policies and procedures govern the hiring of District staff. By this policy, the Board requires contractors and vendors to adopt and implement similar policies as a condition of doing business with the District.

Vendors/contractors, **not exempt**, shall indicate (1) with what agency their Affirmative Action Plan is on file, (2) whether or not the Plan is certified, and (3) whether the employment goal(s) stated in the Plan has/have been achieved. If the vendor/contractor has not met each of the above stated requirements, the vendor/contractor can sign and adopt the District's Affirmative Action & Equal Opportunity Policy Statement (Appendix C); and complete the Employer's Information Report (Appendix B); and submit a copy of vendor/contractor's Affirmative Action Plan. In addition the completed Affirmative Action Requirements for Contractors and Vendors Form (Appendix A) should be submitted with the bid or proposal.

If needed, assistance is available through the District including what constitutes a good faith effort. Technical assistance regarding contract compliance issues can be obtained from Amos Anderson, Contract Compliance Officer, at (608) 663-1530 or (608) 204-0343 (Fax).

The complete Board Of Education Policy 6600, Affirmative Action Requirements for Vendors and Contractors, is available on the Internet at www.madison.k12.wi.us/policies/6600.htm.

2. VENDOR RESPONSE:

_____ I am an exempt vendor by reason of _____;
therefore, the following does not apply.

_____ I am a **non-exempt** vendor and have answered accordingly below:

I have an Affirmative Action Plan on file with _____

My Plan is certified with _____

___ Yes ___ No The employment goals in the plan have been achieved.

Please submit a copy of your Affirmative Action Plan with your bid/proposal.

If a vendor has not met each of the above requirements, they can sign and adopt the District's Affirmative Action & Equal Opportunity Policy Statement (Appendix B) and complete the Employer's Information Report (Appendix C); and submit a copy of its Affirmative Action Plan.

Madison Metropolitan School District

Equal Employment Opportunity/Affirmative Action

EMPLOYER INFORMATION REPORT

Workforce Utilization Profile

Job Categories											
	Overall Totals (Sum of Columns B-K)	Male					Female				
		White (Not Hispanic)	Black (Not Hispanic)	Hispanic	Asian/ Pacific Islander	American In Alaskan Native	White (Not Hispanic)	Black (Not Hispanic)	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native K
Officials & Managers											
Professionals											
Technicians											
Sales Occupations											
Clerical and Administrative											
Craft Workers											
Operatives											
Laborers, Helpers, Material Handlers											
Service Workers											
Total											
Number of Employees, by race and gender, employed within the Madison School District geographic area.											
Total											

Madison Metropolitan School District
 Equal Employment Opportunity/Affirmative Action -- Employer Information Report

NAME OF COMPANY/ORGANIZATION	ADDRESS	CITY, STATE AND ZIP CODE
CONTACT PERSON/NAME & TITLE	AREA CODE & TELEPHONE NUMBER	AREA CODE & FACSIMILE NUMBER
NAME OF PARENT OR AFFILIATED COMPANY	ADDRESS	CITY, STATE AND ZIP CODE
CONTACT PERSON/NAME & TITLE	AREA CODE & TELEPHONE NUMBER	AREA CODE & FACSIMILE NUMBER

ESTABLISHMENT INFORMATION

HOW WAS THE INFORMATION ON RACE OR ETHNIC GROUP OBTAINED? VISUAL SURVEY EMPLOYMENT RECORDS OTHER --SPECIFY: _____

DATES OR PERIOD USED: _____ DOES THE ESTABLISHMENT EMPLOY APPRENTICES? YES NO

IS THE LOCATION THE SAME AS LAST YEAR? YES NO PREVIOUS REPORT DATE: _____ NO PREVIOUS REPORT _____

BUSINESS TYPE: (DESCRIPTION OF THE MAJOR ACTIVITY OF THIS ESTABLISHMENT, INCLUDING THE SPECIFIC TYPE OF PRODUCT OR SERVICE PROVIDED.)

THIS ORGANIZATION HAS A CURRENT AFFIRMATIVE ACTION PLAN ON FILE WITH: STATE OF WISCONSIN DANE COUNTY CITY OF MADISON

U. S. GOVERNMENT (SPECIFY AGENCY: _____) OTHER (SPECIFY: _____)

CERTIFICATION

1. THE CONTRACTOR OR VENDOR CERTIFIES THAT THE INFORMATION CONTAINED IN THIS EMPLOYER INFORMATION REPORT IS ACCURATE.
2. THE CONTRACTOR OR VENDOR HAS AGREED THAT, AS PROVIDED IN THE CONTRACT OR PURCHASE ORDER, IF NOT EXEMPT, WITHIN TEN DAYS AFTER THE EFFECTIVE DATE OF MADISON METROPOLITAN SCHOOL DISTRICT CONTRACTS OR PURCHASE ORDERS, THAT IT WILL COMPLETE AND PROVIDE THE ABOVE INFORMATION AND EITHER AN APPROVED AFFIRMATIVE ACTION PLAN OR AN AFFIRMATIVE ACTION POLICY STATEMENT THAT MEETS THE DISTRICT'S RECOMMENDED FORMAT.
3. THE CONTRACTOR OR VENDOR FURTHER AGREES THAT, AS PROVIDED IN THE CONTRACT OR PURCHASE ORDER, FOR THE DURATION OF THIS OR SUBSEQUENT CONTRACTS WITH THE DISTRICT, ACCURATE AND TIMELY INFORMATION WILL BE FILED ON AN ANNUAL BASIS.

Date Completed: _____ Completed By: _____

Affirmative Action & Equal Employment Opportunity Policy Statement

Statement of Commitment

As an employer, this company welcomes the opportunity to affirm our continuing policy to provide equal employment or advancement opportunity and to dedicate ourselves to establishing a work environment which is free from discrimination.

Equal Employment Opportunity

It is the policy of this company that all employees and applicants for employment are guaranteed equality of employment opportunity. Essentially, this means that, as an employer, we will not discriminate against any worker or job applicant on the basis of race, color, religion, gender, age, national origin, ability status or veteran status.

Recruitment, selection, placement, transfer, promotion, reinstatement, training and education, tuition assistance, compensation, benefits and layoff decisions made by the supervisors or managers of this company will be based upon the job-related qualifications and abilities of candidates. In some cases, seniority may be treated as a factor to be considered in the selection process. Employees who apply for a promotion or transfer will be given equal consideration.

It is our policy that supervisors shall be made aware that they must use only objective, job-related criteria when selecting workers for any employment-related action, including hiring, training, promotions and terminations. They also shall be informed that certain types of pre-employment inquiries may lead to problems when interviewing candidates for positions.

All other personnel policies and practices of this company, including compensation, benefits, discipline, safety and health programs, as well as other activities, will be administered and conducted without regard to an individual's race, color, religion, gender, age, national origin, ability status or veteran status.

To the extent possible, reasonable accommodation shall be made for religious needs and for individuals with ability challenges.

As an employer, we will continually review our personnel practices and procedures to ensure that all supervisors and managers are adhering to our commitment to Equal Employment Opportunity principles.

Affirmative Action

As an employer, it is our policy to utilize Affirmative Action as a tool to ensure Equal Employment Opportunity.

_____ has been designated as the Affirmative Action Officer and shall maintain responsibility for establishing, monitoring and evaluating our Affirmative Action efforts at all company establishments.

Our commitment to Affirmative Action means that we will do more than examine our policies and procedures to ensure against discrimination on the basis of race, color, religion, gender or national origin.

We will make a good faith effort to provide hiring opportunities for minorities and women.

- A. In order to demonstrate that we will make a good faith effort in a timely manner as determined by the MMSD, we will:

Properly analyze appropriate job classifications within the organization to determine if women or minorities are being underutilized (i.e., if fewer minorities or women are employed in a particular job classification than would be expected by their availability in the labor market area). (Seek technical assistance from the District's Contract Compliance Officer if you do not know how to properly analyze the job classifications or if you are not sure which job classifications are appropriate).

B. In order to demonstrate that we will make a good faith effort after such analysis, if there is an underrepresentation of minorities or women in any job classification we will in a timely manner as determined by the MMSD:

1. Develop realistic goals for the employment of women and minorities who are underrepresented in such job classifications.
2. Develop a timetable for achieving the goals.

3. a) Develop a written recruitment activity plan which is a detailed strategy that outlines specific steps that will be taken to attract minorities and women in the appropriate job classifications in which minorities and women are underrepresented and
- b) Implement the written recruitment activity plan at a minimum by:
 - i) Prominently displaying on your bulletin boards or in common areas the fact that you are an equal opportunity employer.
 - ii) Minorities are underrepresented in certain job classifications, for each vacancy in such job classification place an advertisement in a media outlet that caters to minorities. Such advertisement should describe the job and indicate that the vendor is an equal opportunity employer and that minorities are encouraged to apply.
 - iii) If women are underrepresented in certain job classifications, for each vacancy in such job classification place an advertisement in a media outlet that caters to women. Such advertisement should describe the job and indicate that the vendor is an equal opportunity employer and that women are encouraged to apply.
 - iv) If minorities are underrepresented in certain job classifications, correspond in writing to local advocacy agencies such as community-based organizations, minority trade unions, etc., that you have job vacancies in job classifications for which minorities are underrepresented, describe the job and indicate that you are an equal opportunity employer and that minorities are encouraged to apply.
 - v) If women are underrepresented in certain job classifications, correspond in writing to local advocacy agencies such as community-based organizations, local trade unions, etc., that you have job vacancies in job classifications for which women are underrepresented, describe the job, indicate that you are an equal opportunity employer and that women are encouraged to apply.
 - vi) Write a letter encouraging current racial/ethnic minorities and women employees to assist in the recruitment of prospective racial/ethnic minorities and women employees.
 - vii) Ensure that all job descriptions reflect actual job duties and are job related.

- viii) Have a written discrimination complaint procedure in place that is publicized to all employees.
- ix) Review all hiring policies and practices to ensure that they are non-discriminatory.
- x) Hire, where possible, minorities and women in job classifications in which they are underrepresented.

It is our expectation that all employees shall demonstrate respect for and awareness of the diversity of all our employees and model our corporate commitment to diversity.

EEO/AA Communication

This Affirmative Action and Equal Employment Opportunity Policy Statement shall be communicated to all supervisors and managers. It shall also be posted conspicuously (on company bulletin boards or common areas) and in areas where applicants are typically screened, interviewed and tested. The intent of this communication of the Policy Statement is that all of the company's employees are alerted and that job applicants are informed of our commitment. It is also the company's intent to include this Policy Statement in employee handbooks or orientation literature and to keep employees informed of Policy Statement changes or updates.

The terms "Equal Opportunity Employer" shall be utilized in recruitment advertisements and literature.

EEO Complaint Handling Procedures

It is this company's policy to regularly inform employees that the organization's dispute resolution system is available for handling discrimination complaints or problems. Employees who have Equal Employment Opportunity-related questions, problems or complaints should first communicate their concern to their immediate supervisor. If they are dissatisfied with the supervisor's handling of the matter, they may pursue their complaint in the company's formal dispute resolution procedure.

All complaints will be handled fairly and expeditiously. No employee shall suffer reprisals for seeking resolution of a problem through the procedure.

Disqualification

As a condition of being awarded contracts for goods and services the District needs in the future, it is understood that by signing this Statement, the vendor agrees that the District may disqualify the vendor from being awarded such contracts, if it is determined by the District that no good faith effort was made in that the vendor cannot demonstrate to the District's satisfaction that it has in a timely manner as determined by the MMSD:

1. Properly analyzed appropriate job classifications within the organization to determine if women or minorities are being underrepresented.
2. Developed realistic goals for the employment of women and minorities who are underrepresented in such job classifications.
3. Developed a timetable for achieving the goals.
4. a) Developed a written recruitment activity plan which is a detailed strategy that outlines specific steps that will be taken to attract minorities and women in the appropriate job classifications in which minorities and women are underrepresented and
 - b) Implemented the written recruitment activity plan at a minimum by having:
 - i) Prominently displayed on your bulletin boards or in common areas the fact that you are an equal opportunity employer.

- ii) (If minorities are underrepresented in certain job classifications, for each vacancy in such job classification) placed an advertisement in a media outlet that caters to minorities and that the advertisement described the job and indicated that the vendor is an equal opportunity employer and that minorities are encouraged to apply.
- iii) (If women are underrepresented in certain job classifications for each vacancy in such job classification) placed an advertisement in a media outlet that caters to women and that the advertisement described the job and indicated that the vendor is an equal opportunity employer and that women are encouraged to apply.
- iv) (If minorities are underrepresented in certain job classifications) corresponded in writing with local advocacy agencies such as community-based organizations, minority trade unions, etc., that you have job vacancies in job classifications for which minorities are underrepresented, described the job and indicated that you are an equal opportunity employer and that minorities are encouraged to apply.
- v) (If women are underrepresented in certain job classifications) corresponded in writing with local advocacy agencies such as community-based organizations, local trade unions, etc., that you have job vacancies in job classifications for which women are underrepresented, described the job, indicated that you are an equal opportunity employer and that women are encouraged to apply.
- vi) Written a letter encouraging current racial/ethnic minorities and women employees to assist in the recruitment of prospective racial/ethnic minorities and women employees.
- vii) Reviewed all job descriptions to ensure that they reflect actual job duties and are job related.
- viii) Created a written discrimination complaint procedure that is publicized to all employees.
- ix) Reviewed all hiring policies and practices to ensure that they are non-discriminatory.
- x) Hired, where possible, minorities and women in job classifications in which they are underrepresented.

Vendors shall maintain and submit records at the request of the District for the purposes of the District, among other things, determining if the vendor has made a good faith effort. The District may disqualify a vendor from being awarded a contract if the vendor fails to maintain or provide the information requested by the District.

Date

Company Name

Location Address, Telephone Number

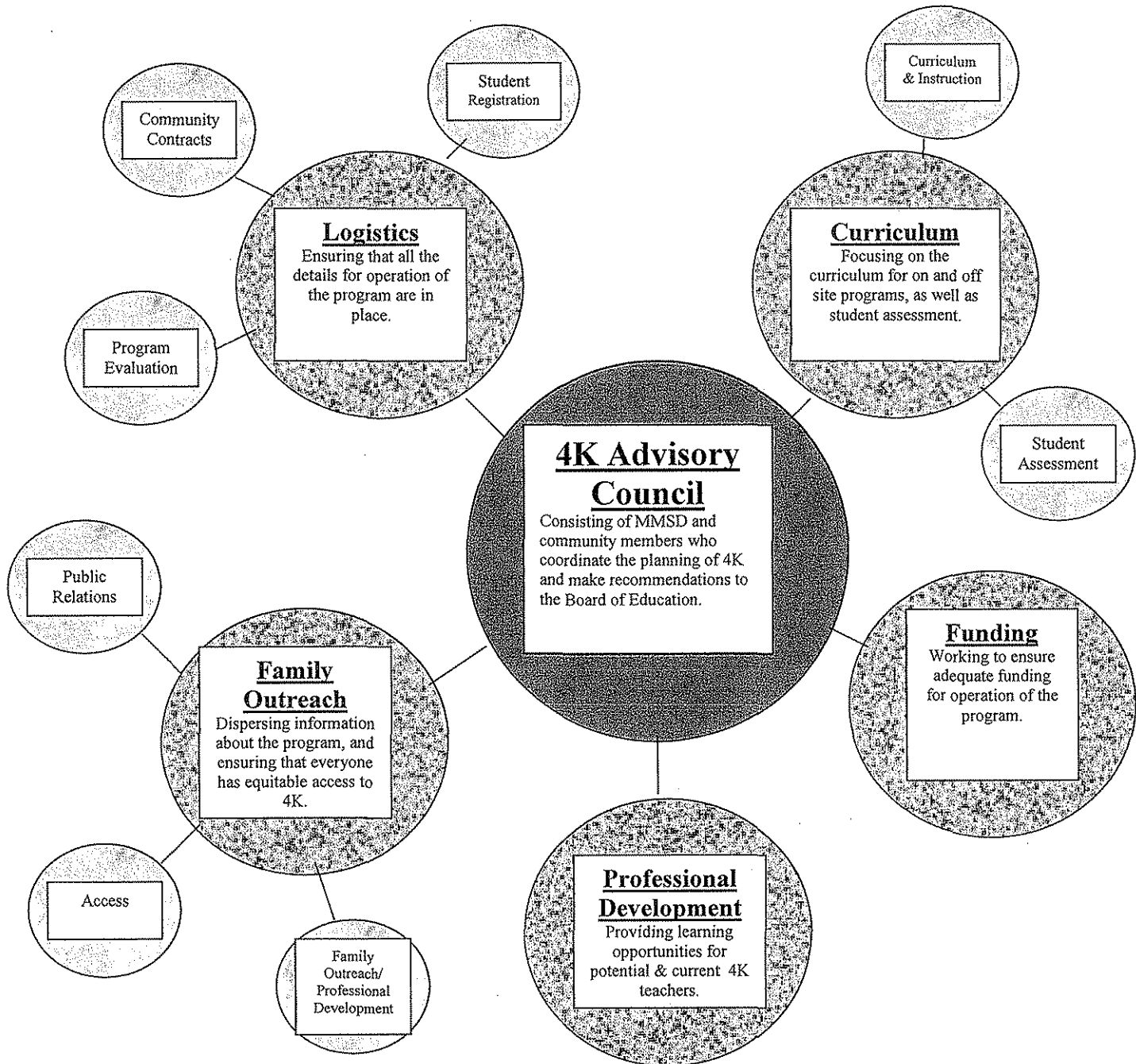
CEO's Typed Name & Title

Signature

Human Resource Officer or Affirmative Action Officer's Typed Name & Title

Signature

MMSD Four Year-Old Kindergarten Planning Structure



4K Work Committee Preferences

Curriculum

Judy Ballweg, Chair
jballweg@madison.k12.wi.us

Carr, Sue
Romero-Johnson, Silvia
Roush, Peggy

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maroush@madison.k12.wi.us

Professional Development

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Ballweg, Judy
Edlefson, Lynn
Graue, Beth
Parker, Joanna
Ramminger, Ann
Romero-Johnson, Silvia
Roush, Peggy
Stopplesworth, Joan

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maroush@madison.k12.wi.us

Family Outreach

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Klawikowski, Barbie
Miller, Kyle
Niesen, Meg
Sondel, Emilie
Spitzer-Resnick, Jeff
Wolfe, Daithi

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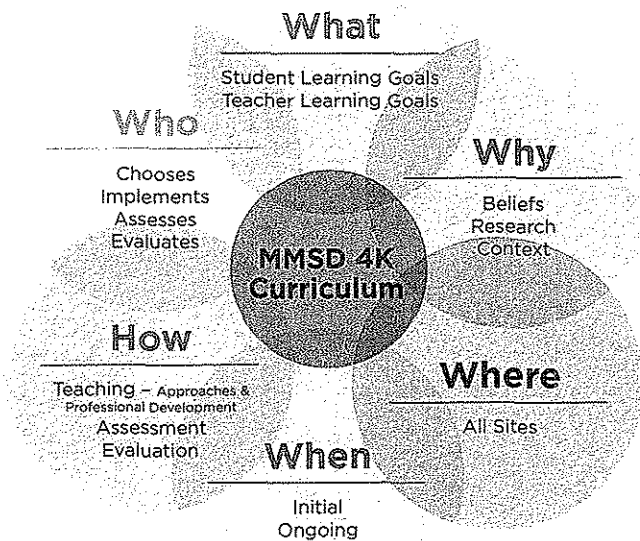
Logistics

Joanna Parker, Chair
joanna.parker@stginternational.com

Briggs, Sheila
Dill, Sarah
Edlefson, Lynn
Huemoeller, Marcia
Ibeling, Jolene
Niesen, Meg
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The MMSD 4-K Curricula reflect student & teacher learning goals in all participating sites. In conjunction with the essential components for 4-K curricula the curricula are 1) based on our collective beliefs, 2) research based, and 3) developed in the context of the Madison community. This foundation guides how we teach students, provide professional development, student assessment and program evaluation. These components guide curriculum decisions and implementation, program evaluation and student assessment.



Essential components of 4-K curricula are:

- Aligned with Wisconsin Model Early Learning Standards – which reflect health and physical development, social and emotional development, language development and communication, approaches to learning and cognition and general knowledge.
- Aligned with the curricula components of locally, City of Madison Accreditation and nationally with NAEYC accreditation.
- Play based and sees teachers and children as active learners.
- Inclusive of all children, cultures, languages and needs.
- Based on research and data.
- Designed for children to learn individually and in groups according to their developmental needs and interests.
- Developmentally appropriate.
- Designed to promote partnerships of families.

4-K Professional Development Opportunities Summer and Fall 2010

5/4/2010

Institution	UW Madison- 4K Professional Development-	UW Madison- Coursework Toward Licensure	Launching Into Literacy and Math	Edgewood- 4K Certification- Coursework Toward Licensure	UW Whitewater- 4K Certification- Coursework Toward Licensure
Intended Audience	Licensed as a teacher for 4-K but has little or no experience teaching 4 year olds	Licensed as a teacher for 4-K but license has lapsed	Licensed or non-licensed teachers	Not licensed as a 4K teacher; or license has lapsed	Not licensed as a 4K teachers; or license has lapsed.
Process for Admission/ Application	Apply as a special student http://www.dcs.wisc.edu/info/applySpecial.htm after grant has been approved. More to come.	Apply as a special student http://www.dcs.wisc.edu/info/applySpecial.htm	Enroll at 4-C when announcement comes out each year.	Contact Edgewood at http://www.edgewood.edu/p/respective/default.aspx Once eligible, contact Tami Koepsel at 663-3403	Contact Robin Fox at foxr@uww.edu
Location	Madison Public Schools Location—Olson Elementary	UW Madison Campus	Bishop O'Connor Center Madison	Edgewood College Campus	UW Whitewater campus and on -line
Cost	Free Credit Cost- Grant Funded	Full Credit Cost	\$25 per session and full cost credit at Edgewood College, UW Platteville, or Cardinal Stritch	Full Credit Cost but may inquire about financial aid with Edgewood	Full Credit Cost
Courses Offered	Refer to MMSD/UW Course Information PDF	C&I 660 Early Childhood Education C&I 6575 Re-conceptualizing Early Childhood Education	Variety of topics each year; focus on literacy and math development in young children.	Individually based- TBD with Edgewood	Refer to attached PDF document for course descriptions.
Contact	Beth Graue graue@education.wisc.edu	Mimi Bloch mbloch@wisc.edu	Pam Bennett pbennett@meriter.com website: http://oldweb.madison.k12.wi.us/tnl/film	Tami Koepsel tkoepsel@edgewood.edu	Robin Fox foxr@uww.edu
On line courses	NO	NO	NO	NO	YES



EDGEWOOD COLLEGE

Information Regarding the 4K Certification Process

February, 2010

Edgewood College offers a licensing program in preparation for the DPI license in Early Childhood (70) Regular Education (777) and Special Education (809) – Birth through Age 8. We are offering an individualized approach to current license holders who are seeking to add- on a license and first time degree and license seekers (see below).

For those who do not hold a bachelor’s degree, a traditional plan can be put in place leading to an undergraduate degree and appropriate licensing. Credit may be given for prior experience. To find out more about prior experience credit go to: <http://www.edgewood.edu/prospective/adultAccelerated/priorLearning.aspx> .

STEP 1: All interested persons must be eligible to qualify for admissions to Edgewood College. Information regarding admissions is available at <http://www.edgewood.edu/prospective/default.aspx> .

We are currently accepting applications for the Summer and Fall 2010 semesters.

Admissions for Summer will be taken through May 1, 2010. Summer classes begin May 24, 2010.

The admissions deadlines for Fall Semester 2010 are:

Student Type	Application Deadline
Transfer students (those wishing to transfer from another institution)	August 13, 2010
Post Baccalaureate (those who already hold a degree with or without a valid license)	August 13, 2010

* Fall classes begin on Wednesday, August 25, 2010

All application materials, including all high school transcripts, college transcripts and test scores (if applicable), should be received by the deadline listed above to be considered for admission.

- STEP 2: Eligible persons can contact Tami Koepsel 663-3404 or tkoepsel@edgewood.edu to begin the next step of inquiry. Prospective students will be asked to send copies of all transcripts and documentation of relevant work experience prior to scheduling an appointment for faculty or advisor review.
 - For persons who already hold a valid Wisconsin teaching license and who are seeking to add-on a license appropriate for teaching 4K:
 - an initial conversation with advising staff can be scheduled prior to completing the admission step to determine the fit of the program with the license seekers needs
 - a review of transcripts and prior experience documentation will help determine an individualized licensing program plan
 - informational sessions may be scheduled depending upon the number of inquiries
 - For persons seeking an initial degree and license, a review of transcripts and prior experience will be used to individualize a degree plan.
 - Eligible candidates are allowed to transfer applicable credits from other institutions including approved professional development credits. The number and types of credits allowed for transfer will be determined on an individual basis.
 - Currently enrolled Edgewood College students interested in 4K licensing should see an assigned advisor.

Financial Aid may be available. For more information go to: <http://www.edgewood.edu/prospective/undergraduate/transfer/costs.aspx>

MMSD 4K Professional Development

The 4K professional development (PD) program is designed to support staff engaged in teaching in MMSD's 4K program. Its design assumes that teachers are currently EC certified and need work that will orient them to the particular needs of four year olds. Given the anticipated numbers of teachers needed for 4K, the PD program will support cohorts of 20-25 teachers per year across three years.

The program is designed to culminate in a departmental certificate in Early Childhood Education, with 12/15 credits required. The content of the courses provide a foundation for high quality 4K practice. We envision 3 content courses: *Early Childhood Environments, Early Childhood Methods, and Early Childhood Issues* paired with supervised practicum work in K Ready sites and then in the teachers' own 4K classrooms.

Grant supported work

In addition, we hope to include a thread throughout the courses that will build what we are calling *reciprocal funds of knowledge in mathematics*. This approach will support 4K teachers in engaging resources available in families to support children's knowledge of number. We will extend knowledge of CGI to four years olds and in a developmentally appropriate way, help teachers learn to understand children's thinking and to recognize the rich learning resources available in all families. Our hope is that the content will enrich family practices and the family practices will inform content instruction. We have no doubt that helping teachers recognize and incorporate family resources in their instruction and the careful observation and questioning that are at the center of CGI will have positive effects beyond children's mathematical development. We want to be clear that this is not to develop a 4K math program. We see mathematics as a thread in a broader, developmental program—this is an opportunity to do what NAEYC is currently calling *intentional teaching* – content based and developmentally appropriate instruction. As part of the grant, we would facilitate a Classroom Action Research focused on reciprocal funds of knowledge in mathematics during the second academic year. Teachers will have the choice to participate in the action research portion of the program.

Beth Graue & Anita Wager have written an NSF grant proposal with Tom Carpenter & Meg Meyer which would support components of the PD, allowing cost sharing between MMSD and UW.

Design of the PD

Summer 2010	Fall 2010	Spring 2010	Academic Year 2
C&I 663 EC Environments Placements in K Ready sites	C&I 550 EC Methods Teaching in 4K	C&I 425 EC Issues Teaching in 4K	Reciprocal Funds of Knowledge Action Research

Delivery of instruction. The PD courses will be taught off-site, in MMSD schools and community partner sites. Courses will be a blend of face-to-face and distance teaching and learning with a central piece being a web based social network of 4K teachers to share ideas. If the grant is funded, all teachers will receive a netbook that can be used for record keeping and to connect to the web for the social networking site. Courses will be developed collaboratively by Anita Wager and Beth Graue.

This professional development program is a collaborative effort among the Department of Curriculum & Instruction, the Madison Metropolitan School District, and the Office of Education Outreach & Partnerships. If the grant receives funding, the collaboration will include NSF/WCER. These groups will provide resources that will reduce the costs of this professional development to 4K teachers, provide them with important professional support, and lay the foundation for further educational work towards a masters degree if they choose.

What follows is a design for the supports needed to run the program.

1. Teachers apply to the PD program in the spring of 2010
2. MMSD and ? choose a cohort of 25 teachers (criteria to be determined)
3. Ed Outreach & Partnerships supports dissemination of PD materials; teachers choose whether to go into general track (4 courses only with the option to do the Action Research course) as special students or admitted graduate students who intend to supplement the ECE PD certificate with courses to complete a masters degree.

General Track Admitted as special students	Foundation for masters Admitted as graduate students Ideally will indicate on admission – must do so prior to completing 8 credits
<ul style="list-style-type: none"> • Curric 663 Learning environments for initial education programs • Curric 550 Methods, materials & activities in ECE • Curric 350 Intro to child care & early childhood education • Curric 363 Practicum in ECE in kindergarten • Potential to add Action Research course 	<ul style="list-style-type: none"> • Curric 663 Learning environments for initial education programs • Curric 550 Methods, materials & activities in ECE • Curric 350 Intro to child care & early childhood education • Curric 363 Practicum in ECE in kindergarten • Action Research course (foundation for masters project) • Plus 3 more courses to complete a masters in early childhood education
<p>Cost: \$100/credit Total cost per student 12 credits x \$300 = \$3600 25 teachers \$90,000/year</p>	<p>Total cost per student 15 credits @ \$100 = \$1500 (can the reduced tuition rate follow through to end of masters? If yes total cost for PD plus</p>

Minimum cost w/ no teachers doing masters plan \$90000/cohort. Three cohorts \$270,000

Use cost sharing among teachers, MMSD, & grant. Teachers pay \$100/credit for a total of \$1200 for PD sequence, which moves people from to new column on MMSD salary schedule

courses for masters = \$2400)

Use cost sharing among teachers, MMSD, & grant. Teachers pay \$100/credit for a total of \$1500 for PD sequence, plus 9 credits for masters which moves people from to masters or 2nd masters on salary schedule. Total cost to teacher \$2400 for masters.

Year 1	Year 2	Year 3	Year 4
12 credits/person @ \$100/credit For 25 teachers	3 credits for Action Research 12 credits/person @ \$100/credit For 25 teachers	3 credits for Action Research 12 credits/person @ \$100/credit For 25 teachers	3 credits action research
\$30,000	\$37500	\$37500	\$7500

Total for 3 cohorts: \$112,500 (not counting student adding courses for masters degree)

Cost share:

Teachers pay \$100/credit

MMSD/grant/EOP - remainder

UW-Whitewater College of Education
Program Plan Prepared by Dr. Robin Fox
2010 Summer Accelerated Early Childhood Licensure Graduate Level (online)

Name _____

The following courses will be taken in the summer of 2010:

- EARLYCHD 711, **Early Childhood Education: From Theory to Practice** – Three Credits
A study of the historical and theoretical foundations, current models and practices, and significant research regarding early childhood education.
- EARLYCHD 713, **Trends in Curriculum for the Preschool/Primary Child** – Three Credits
This course is designed to give students sufficient skills to develop, implement and evaluate curriculum for children from ages 3-8.
- EARLYCHD 714, **Current Issues in Early Childhood Education** – Three Credits
Identification of significant issues and consideration of research having an impact on emerging trends as well as current practices in early childhood education.
- CIFLD 793, **Practicum (Elementary)** – Three Credits
Prereq: Graduate status, application and interview, completion of 9 credits at UW-Whitewater, and designated curriculum check sheet requirements (Not to be used for first-time certification.)

Additionally, the student will need to pass the PRAXIS II test (0014) along with passing the above listed courses before UW-Whitewater will support the additional licensure.

If there are questions, please contact Dr. Robin Fox at foxr@uww.edu or 262.472.5821

UW-Whitewater College of Education to Offer Accelerated Add-on
Early Childhood (reg. ed./grad. only) Licensure in the Summer 2010

Practicum Application
This form must be submitted as a hard copy.

Please mail to
Dr. Robin Fox
3049 Winther Hall
800 West Main Street
Whitewater, WI 53190

questions: foxr@uww.edu or 262.472.5821

Office Use Only
Date Received: _____
Date Approved and Email Sent to Student: _____
Follow up Needed: Y N
If yes, notes on back

Name: _____

Address: _____

Phone number: _____

Email address: _____

Name and address of the site where the practicum will be completed:

Description of the site and the group of children the student will be working with throughout this practicum, along with specific dates and hours of the practicum:

Name of the director/principal, email address, and phone number:

Name of the cooperating teacher, email address, and phone number:

Experience/education of the cooperating teacher:

As the cooperating teacher I understand that I will need to observe the practicum student at least once and send/email the observation notes to the instructor of the practicum (student will provide me with the name, address, email).

Cooperating Teacher's Signature

Date

As the principal/director I approve of this placement and will insure that the student has approval from all families to videotape in the classroom.

Principal/Director's Signature

Date

I understand that I must send a copy of the *Permission to Videotape Form* to Dr. Robin Fox by May 1st, 2010 and I understand that it is my responsibility to keep the signed copies of the consent forms. Each student will write her/his own form to reflect the culture of the school. Students should ask the advice of the cooperating teacher and/or principal in writing the letter to families.

Practicum Student's Signature

Date

Please write any questions or comments on the back of this form. Thank you.

UW-Whitewater College of Education to Offer Accelerated Add-on Early Childhood (regular education) Licensure in the Summer 2010

Are you a teacher in Wisconsin who holds a current MC/EA license and you would like to add an Early Childhood: Regular Education license (Early Childhood Education 777)? Because of the number of schools offering four year old kindergarten and the increased awareness of the important of early childhood education, the faculty members at UW-Whitewater have developed an accelerated program in early childhood education at the graduate level.

Details about the add-on licensure coursework for the summer of 2010:

- All courses will be offered on-line via Desire to Learn (D2L)
- The courses will be offered between June 14 and August 13 (three, three-week courses and a nine-week practicum)
 - All of the required coursework must be completed by July 23. Further explanation will be given to those students enrolled in this program
- There will be two face to face meeting with the faculty on June 14 and July 26 (4:00 pm to 7:00 pm), in the computer lab in Winther Hall
 - At the first meeting we will cover the content of the courses and offer training on the use of D2L for new users. During the second meeting we will discuss the electronic portfolio.
- Students must enroll in all four of the courses
- Students must complete a practicum during the summer of 2010
 - The practicum is a minimum of 100 hours
 - Students are responsible for finding a practicum placement and the coordinator (Dr. Robin Fox) will review the proposed placement. Proposed practicum sites must be emailed to Dr. Fox by May 1, 2010 (foxr@uww.edu). Please consider the following criteria:
 - Public school summer school for children four or five years old OR
 - Childcare setting for children four or five years old OR
 - Preschool for children four or five years old OR
 - Other placement approved by coordinator
 - Additional placement approval criteria:
 - Must receive approval (from the school/families) to videotape in the placement
 - Must video tape teaching three times during the placement
 - Must have someone on site with at least three years of teaching experience who would be able to observe the student's teaching at least once and offer written feedback to be emailed to the instructor of the practicum

Additional Requirements (to be addressed in this suggested order to insure all criteria are met for licensure):

- Must hold a current MC/EA Wisconsin Teaching License
 - Those who hold other licenses in elementary education:
 - If teachers hold a license that is neither a Wisconsin or MC/EA, a meeting with the coordinator will need to be scheduled to determine if this is the most appropriate program plan
- Students should pass the Praxis II (0014) prior to beginning courses (required for licensure and UWW will not endorse your application for licensure until this exam is passed)
 - Please see the following website for information regarding the test
 - <http://www.uww.edu/coe/advising/licensure/tests.html#praxis>

- Students must be admitted to the University of Wisconsin (Graduate School) before they will be allowed to register for classes
 - Please see the following:
 - <https://apply.wisconsin.edu/>
 - Additional information about Graduate School can be found:
 - <http://www.uww.edu/gradstudies/gradprogapps.php>
- Students must complete the "Application form for Licensed Teachers" before they will be allowed to register for classes
 - Please see the following :
 - http://www.uww.edu/coe/admission/prof_ed_admin/docs/Licensed%20Teacher%20GREEN%20Form.pdf
- Students will be allowed to register only after the Practicum Application has been completed and returned to Dr. Robin Fox
- Students must pass all courses in order to be recommended for the add on license

These are the courses students will take in the summer of 2010:

- EARLYCHD 711, **Early Childhood Education: From Theory to Practice** – Three Credits
A study of the historical and theoretical foundations, current models and practices, and significant research regarding early childhood education.
- EARLYCHD 713, **Trends in Curriculum for the Preschool/Primary Child** – Three Credits
This course is designed to give students sufficient skills to develop, implement and evaluate curriculum for children from ages 3-8.
- EARLYCHD 714, **Current Issues in Early Childhood Education** – Three Credits
Identification of significant issues and consideration of research having an impact on emerging trends as well as current practices in early childhood education.
- CIFLD 793, **Practicum (Elementary)** – Three Credits
Prereq: Graduate status, application and interview, completion of 9 credits at UW-Whitewater, and designated curriculum check sheet requirements (Not to be used for first-time certification.)

Some possible questions:

- *Why must all classes be taken during the summer of 2010?*
 - Although there are four separate courses – there will be a D2L site where all of the information for all of the classes will be found. All assignments will integrate the content from all of the courses and all of the courses will be team taught by two instructors. Each course will be assigned specific assignments so that grading will be possible but otherwise, it is the instructors' hope that the courses will be seamless. If a student only takes one the online discussions and assignments may be difficult to complete.
- *I am very interested in this add-on licensure but I am not able to do it this summer – will it be offered again in 2011?*
 - Whether or not this will be offered in 2011 will be based on interest and the current early childhood education faculty in the College of Education. The decision to offer or not offer this add-on license in the summer of 2011 will be determined by November 1, 2010.
- *Can these courses be taken at the undergraduate level?*
 - These courses are being offered only at the graduate level because of the intensity and rigor of the course work. This level of work would not be appropriate for undergraduate students. If students wish to take the Early Childhood classes (at the undergraduate level) of the Early Childhood/Middle Childhood this can be arranged but it would be a

minimum of 27 credits and would take at least a full year of study to complete. Additionally, the cost of this graduate add on licensure program is a savings of at least \$4,000-\$5,000 (this cost does not include transportation to and from UW-Whitewater).

- *I am interested in the add-on licensure but can I also use these courses toward a Master's Degree?*
 - Yes, the twelve credits can be applied to the Master's of Science: Professional Development in Education in the Curriculum and Instruction Department. The core courses are listed below:

CIGENRL/EDFOUND 723, Issues, Perspectives & Directions: A Professional Seminar in Education (3 credits)
 EDFOUND 780, Reading, Analyzing and Evaluating Educational Research (3 credits)
 EDUINDP 724, Planning for Change: Seminar in Research, Practice and Voice (2 credits)
 EDUINDP 726, Capstone Advising I: Project Planning and Review of Literature (1 credit)
 EDUINDP 727, Capstone Advising II: Data Collection and Analysis (1 credit)
 EDUINDP 789, Capstone Project Seminar (2 credits)

Additional Courses in Content Area to Reach a Minimum of 30 Credits (to be decided upon in conjunction with advisor, minimum of six credits needed):

- CIGENRL 770, Supervision of Student Teachers (3 credits)
- COMDIS 555, Language Development and Disorders in Children (3 credits)
- EDFOUND 675, Understanding and Dealing with Disruptive Behaviors (3 credits)
- EDUINDP 790*, Individualizing Inclusion through Consultation in Early Childhood Education (3 credits)
- SPECED 560, Behavior Management for the Inclusive Classroom (3 credits)
- SPECED 576*, Medical Aspects of Disabilities (3 credits)
- SPECED 626, Introduction to Individualized Diagnostic Assessment of Exceptional Educational Needs (3 credits)
- SPECED 682, 683, 684, Current Topics in Special Education – Summer Institute (3 credits)

*=online courses

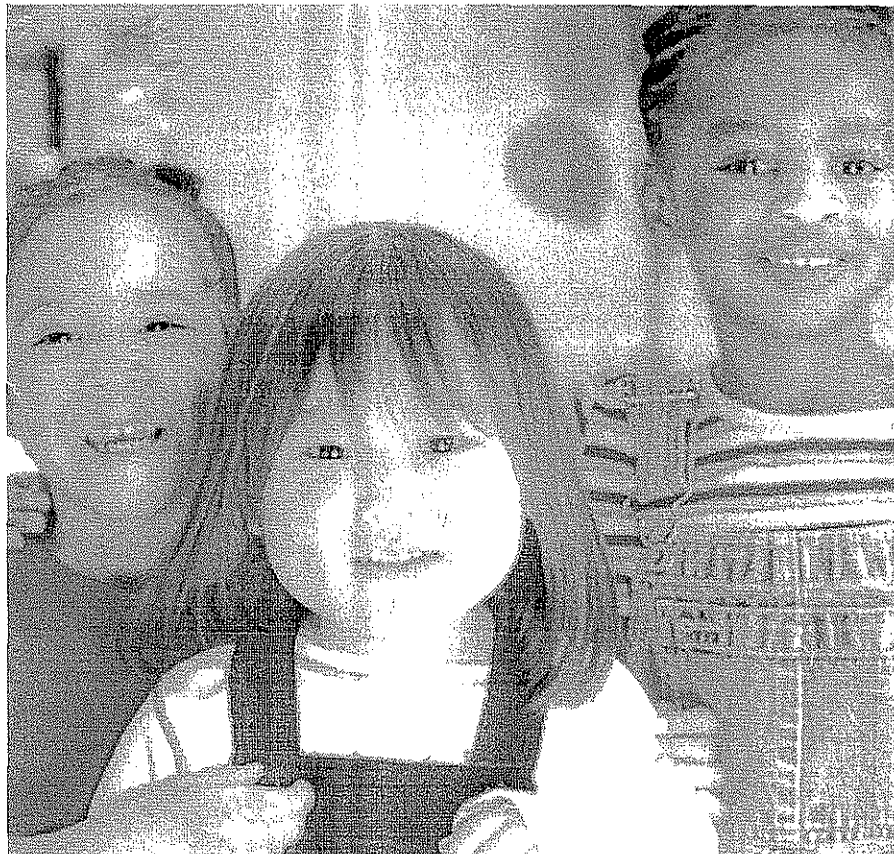
Additional Information about the MSE-PD can be found at:

<http://www.uww.edu/gradstudies/msepd/overview.php>

- *Can I complete the entire MSE-PD online?*
 - At this point several of the core courses for the MSE-PD are online or will be offered online. Those courses with an * under "additional courses in content area" are courses that are currently being offered online.
- *What do I do once I receive passing grades on all four courses to obtain my additional license?*
 - Please see the College of Education Licensing website (<http://www.uww.edu/coe/advising/licensure/applying.html>). Please take the time to review all of the materials and if you can't find your answer, please email Becky Wintermute (College of Education Licensing Officer) at wintermb@uww.edu.

Questions regarding this add on license should be directed to Dr. Robin Fox (foxr@uww.edu). Please note that there is a cap on the number of people who can enroll for this program and it is suggested that people enroll as soon as possible (summer enrollment will begin in February 2010).

Teaching 4K



MMSD, UW & the Nat'l Science Foundation join forces to support 4K teachers

Madison's implementation of 4K is coming – are we ready?

After years of discussion, Madison is set to implement 4K in the fall of 2011. In an effort to support teachers of Madison's four year olds, MMSD, UW & NSF are collaborating to develop an exciting professional development opportunity for potential teachers certified to teach 4K. Part of a research project, all members of the PD will be participants in the research.

Designed to bridge the knowledge of home and school, the PD program will weave together knowledge of early childhood education, culturally relevant teaching, & developing early mathematics with children & families. Led by Anita Wager & Beth Grave, the PD program will include 4 courses scheduled at teacher-friendly times that will introduce practices with four year olds that build on the resources children bring from home. Working from knowledge of

developmentally appropriate practices, we will explore the world from a four year old's perspective to better understand how to meet their needs.

25 teachers will be admitted to the PD program each year for three years. During the 2010-11 school year, one course a semester will be offered to the 4K PD cohort, an additional course will be scheduled for the summer, and a practicum will provide supervised support in the first year of 4K.

Participants will receive:

Early Childhood Education
Methods, materials & activities in ECE
Learning Environments
Workshop (practicum)

- UW tuition for 4 courses
- An Early Childhood certificate issued by the UW Dept of Curriculum & Instruction
- A netbook
- Digital camera
- Stipends for participating in 2 interviews
- Opportunity to be part of research

Teaching 4K FAQs



1. Who is eligible to apply?

The program is designed for those who (a) already have K certification, (b) are interested in teaching in Madison's forthcoming 4K program, and (c) are committed to two years of PD.

2. What will this cost me?

Your tuition for four 3-credit graduate courses will be paid for through a collaboration with UW-Madison, MMSD, and the National Science Foundation.

3. Where and when will classes be held?

Courses will be held off-campus at either an elementary school and/or a community center in Madison. Classes in the fall and spring will be held on Wednesdays from 4:30-7:00.

4. What is the time-line for the courses?

There will be a course in fall, spring, and summer of the 2010-2011 school year. The final course will be an action research and practicum to be held in Fall/Spring 2011/2012.

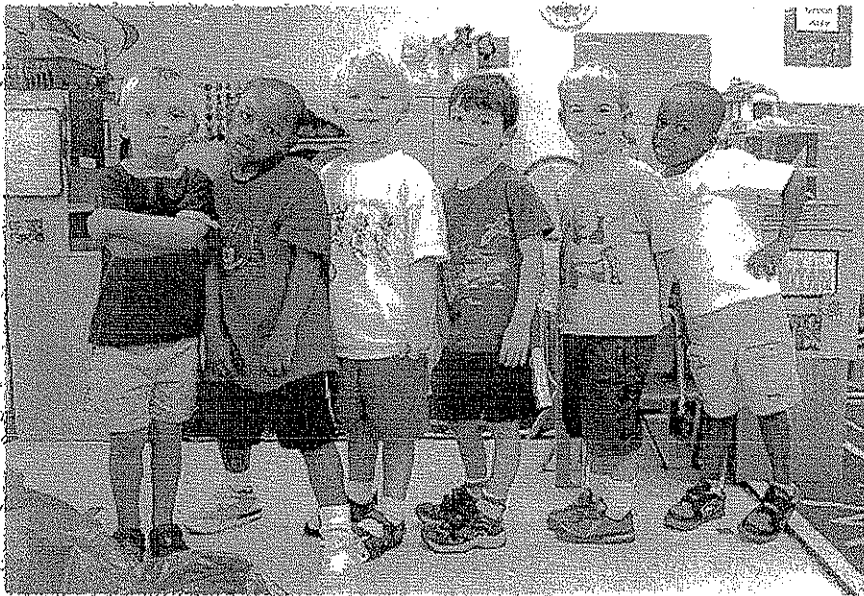
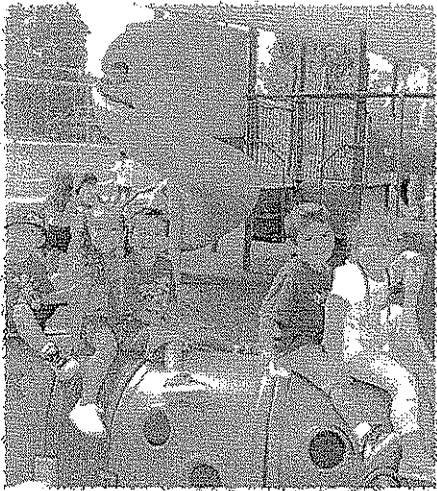
5. What's this about a research study?

The professional development program is part of a National Science Foundation funded research project. The project is designed to develop teaching and learning communities that will provide 4K students with quality learning opportunities in and out of school. In particular, we are interested in building opportunities that are mathematically rich and culturally sensitive. We will work to support teachers to (a) access children's out-of-school experiences through instruction that is equitable & culturally relevant and (b) develop culturally effective ways to support families in understanding how to mathematize their children's out-of-school activities.

While the explicit goals of the study are to attend to children's mathematics learning, the courses will use mathematics as the lens for studying early childhood learning. Based on knowledge of developmentally appropriate practices, we will work together to think about how 4 year olds think and play, how their families provide a context for learning, and how mathematics learning is linked to other areas of development.

Your participation in the study is required in order to participate in the professional development. More details about the study can be found in the consent form.

4K PD Information Session



Information Session for the UW 4K Professional Development Program

MMMSD, UW School of Ed, and the Nat'l Science Foundation are supporting an exciting FREE professional development program for teachers interested in teaching 4K. Designed for teachers with K certification, the PD program will explore how to blend knowledge of developmentally appropriate practice with the resources that children bring from home to build culturally relevant mathematics learning. It should be an professionally & educationally rich community of learners interested in 4K and best of all, it's FREE! Join us for an information session to learn more about the program.

Wednesday, July 21 5:00-6:00 PM Lapham Elementary 1045 E. Dayton

For more information, check the 4K site on the MMMSD website.

4K Professional Development Survey

MMSD, UW & NSF are collaborating to develop an exciting professional development opportunity for potential 4K teachers who are certified to teach kindergarten.

Designed to bridge the knowledge of home and school, the PD program will focus on early childhood education, culturally relevant teaching, & early mathematics with children & families. Led by Anita Wager & Beth Graue, the PD program will include 4 courses scheduled in school & community sites.

Part of a research project, all members of the PD will be participants in the research. 25 teachers will be admitted to the PD program each year for three years. During the 2010-11 school year, one course a semester will be offered to the 4K PD cohort (Wednesdays 4:30-7:00), an additional course will be scheduled for the summer, and a practicum will provide supervised support in the first year of 4K.

Acceptance into and/or completion of the UW 4K Professional Development program does not constitute an offer of employment by the MMSD nor does it guarantee that a participant will be selected to be a 4K teacher for the MMSD or any contracted center.

If you are interested in participating in this exciting program, please go on to the next page of this application.

We appreciate your time. Thanks for your interest.

Anita Wager & Beth Graue
UW Madison

1. Name

First Name

Last Name

2. Address:

Street Address

City, State Zip

3. Describe your teaching history, including position, years, school/center, age level.

4. Describe your education history. Please include each degree and institution.

4K Professional Development Survey

5. What languages do you speak?

English

Spanish

Hmong

Other (please specify)

6. Teacher Certification

This professional development program is designed for teachers who are currently certified to teach 4K. If you are not certified, please consult the MMSD 4K website for information on other professional development opportunities.

Please go to the DPI certification website www2.dpi.wi.gov/lic-tll/home.do and provide your DPI Educator file number.

DPI Educator file number:

I am certified to teach
kindergarten

I am NOT certified to teach
kindergarten

I don't know if I am certified
to teach kindergarten.

7. What professional development have you had in the last 10 years?

8. Why would you like to teach 4K?

4K Professional Development Survey

9. This program requires a commitment to teaching 4K & to learning about your own practice. Why would you like to be part of this PD program & how will your colleagues benefit from your participation?

10. We are on a very short timeline for selecting participants for this program. Please provide us with contact information that the selection committee can use to contact you on July 30th.

Thanks so much for your interest & commitment to 4K!

email address:

phone:



UNIVERSITY OF WISCONSIN-MADISON
Research Participant Information and Consent Form
4K Cohort One teachers

Title of the Study: Professional development for culturally relevant teaching & learning in preK mathematics

Principal Investigator: Thomas Carpenter (phone: 608 263-4266) (email: tcarpen@facstaff.wisc.edu)

DESCRIPTION OF THE RESEARCH

You are invited to participate in a research study about the development, implementation, and outcomes of a professional development program for 4K teachers to learn culturally relevant mathematics teaching within a developmentally responsive preK program. You have been asked to participate because you are a 4K teacher in the Madison Metropolitan School District.

The purpose of the research is to design professional development for culturally relevant mathematics and developmentally responsive pedagogy in 4K settings and to explore how and why the design works.

This study will include 4K teachers in MMSD, 4K students, and a sample of 4K families. The research will take place in the professional development sessions in which you have agreed to participate, in your classroom, and in some students' homes.

You will be audio taped during your participation in professional development. The audiotapes will only be heard by members of the research team. The audiotapes will be destroyed upon transcription.

WHAT WILL MY PARTICIPATION INVOLVE?

The project will last for four years. This consent form relates to the first year of the project. If you decide to participate in this research you participate in 3 professional development courses involving 3 credit hours of work per course, and participate in two interviews,.

ARE THERE ANY RISKS TO ME?

There is minimal risk to your participation.

ARE THERE ANY BENEFITS TO ME?

Participation should enhance your professional skills and knowledge about preschool mathematics development and working in culturally relevant ways between home and school.

WILL I BE COMPENSATED FOR MY PARTICIPATION?

University of Wisconsin-Madison FWA00005399 Protocol: SE-2010-0245 Approved: 6/15/2010 Expires: 6/14/2011

You will receive a high quality professional development program, UW tuition for the professional development program, a netbook, and a digital camera for participating in this study. In addition you will receive \$100 for interviews.

HOW WILL MY CONFIDENTIALITY BE PROTECTED?

All participant identities will be protected through the use of pseudonyms for individuals and sites.

If you participate in this study, we would like to be able to quote you directly without using your name. If you agree to allow us to quote you in publications, please initial the statement at the bottom of this form.

WHOM SHOULD I CONTACT IF I HAVE QUESTIONS?

You may ask any questions about the research at any time. If you have questions about the research after you leave today you should contact the Co-Principal Investigator Meg Meyer at 608-263-1798. If you are not satisfied with response of research team, have more questions, or want to talk with someone about your rights as a research participant, you should contact the Education Research and Social & Behavioral Science IRB Office at 608-263-2320.

Your participation is completely voluntary. If you begin participation and change your mind you may end your participation at any time without penalty.

Your signature indicates that you have read this consent form, had an opportunity to ask any questions about your participation in this research and voluntarily consent to participate. You will receive a copy of this form for your records.

Name of Participant (please print): _____

Signature

Date

_____ I give my permission to be quoted directly in publications without using my name.

University of Wisconsin-Madison FWA00005399 Protocol: SE-2010-0245 Approved: 6/15/2010 Expires: 6/14/2011

Benefits of Four Year-Old Kindergarten

- ✍ The human brain develops more rapidly between birth and age five than during any other subsequent period. 4K helps get all children off to a solid foundation in their education. (Source: *National Research Council and Institute of Medicine, From Neurons to Neighborhoods: The Science of Early Childhood Development, 2000*)
- ✍ Children who attend high quality pre k programs perform better in school and throughout life. They have more advanced language and math skills and enter kindergarten prepared to succeed. Children who start early start strong. Source: <http://www.preknow.org/resource/abc/highquality.cfm>
- ✍ High-quality pre-kindergarten improves children's cognitive, social and emotional skills: decreases the need for grade retention and special education services, helps to close the achievement gap and saves taxpayers money. Source: *An Economic Analysis of Four-Year-Old Kindergarten in Wisconsin: Returns to the Education System* <http://www.dpi.state.wi.us/ec/ec4yrpag.html>
- ✍ Studies show children who attend quality 4K programs show measurable improvement in early language, literacy and math skills at kindergarten entry: do significantly better in math, comprehension, and vocabulary skills through second grade; and are less likely to repeat a grade. Quality 4K programs, based in both schools and centers, make significant impacts on children's cognitive development. Source: *The Case for Pre-K in Education Reform: A Summary of Program Evaluation Findings.* <http://www.preknow.org/resource/ESEA.cfm>

Contact Information:

Scott Zimmerman
Director of Early & Extended Learning
Madison Metropolitan School District
545 West Dayton St.
Madison, WI 53703
(608) 663-8428

MMSD website at <http://elemedweb.madison.k12.wi.us/4k>

DRAFT



MADISON METROPOLITAN
SCHOOL DISTRICT

Fall 2010

MMSD Four Year-Old Kindergarten (4K) Program



Calling all parents of
children who will be 4
years old on or before
September 1, 2011!

MADISON METROPOLITAN SCHOOL DISTRICT



The Madison Metropolitan School District and the community early care and education centers are excited to announce that we are planning to implement a publicly funded four year-old kindergarten (4K) in the 2011-2012 school year. The 4K program is offered with the MMSD and the community early care and education centers in the Madison Area. The 4K program uses a curriculum where children learn through play. It will benefit your child by providing him or her with a jump start for school. Socially your child will learn to thrive in a school setting and intellectually your child will learn the basic skills needed for entering kindergarten.

Who can participate?

ALL students in MMSD who are four years old on or before September 1, 2011 are eligible to participate in 4K. 4K is not required, but is available to all students living within the Madison Metropolitan School District, including children who are learning English as a second language and children who have a disability. Children attending a participating early care and education center in Madison but residing outside the school district may also participate, if 4K is offered in their school district, through the open enrollment process.

What is the cost of the 4K program?

In Wisconsin, 4K must be offered free of charge for families so there is no cost to participate. However, any extended/full-day programming used beyond the 4K program hours, is the family's responsibility.

Will transportation be provided?

Transportation is provided by MMSD unless parents choose to participate in a 4K program other

than their designated site (based upon elementary school attendance area). Parents must then provide transportation to the 4K site.

What will the schedule of the 4K classes look like?

The 4K program is half-day with A.M. and P.M. sessions. The exact days and hours will depend upon the site your child attends. Your child may attend in the morning or the afternoon session. At registration you will be able to indicate your preference for a 4K site.

Who will be teaching the 4K classes?

All 4K lead teachers must be fully certified, state-licensed teachers with a 4-year college degree.

Where will these classes be held?

Classes will be held in participating MMSD elementary schools, accredited preschools, and accredited early care and education centers. You may enroll your child in the

closest center or school or at the child care center s/he is now attending if that learning center is participating.

How can you register your child?

Registration for 4K is scheduled to begin in February 2011. You will be able to sign up at any MMSD elementary school. Parents must bring your child's birth certificate and proof of residence.

Other Questions?

Several informational forums will be held in November, 2010 for families to ask questions and receive more information about 4K.

Please contact Scott Zimmerman, the Director of Early & Extended Learning at 663-8428 with additional questions, or see the MMSD website at <http://elemweb.madison.k12.wi.us/4k>.



Four Year-Old Kindergarten Logistics

Model

MMSD will use a combination of Model I, II and III programs. The following is an explanation of all three models:

Model I: Programming taking place in an MMSD building, taught by an MMSD teacher.

Model II: Programming taking place in an accredited early care and education (ECE) center, taught by an MMSD teacher.

Model III: Programming taking place in an accredited ECE center, taught by a DPI licensed center teacher.

Community Partners

The MMSD/MTI collective bargaining agreement allows for MMSD to partner with qualifying City or NAEYC accredited ECE centers that serve MMSD students. We expect to operate with a combination of Model I, II, and III programs. The collective bargaining agreement stipulates that we may never have a greater full time equivalent (FTE) of non-MMSD 4K teachers than MMSD 4K teachers at any given time. Teachers must hold a DPI licensure that includes kindergarten, to teach in the 4K program.

Requirements of DPI for MMSD's 4K:

437 hours of instruction PLUS 87.5 hours of parent outreach

Elementary School Hours—(Model I and II):

Early start schools: M: 7:45-1:00 T-F: 7:45-2:32 MMSD TEACHER DAY—7:30-3:02

Late start schools: M: 8:30-1:45 T-F 8:30-3:17 MMSD TEACHER DAY—8:15-3:47

Proposed Schedule for MMSD 4K Teachers (Model I and II):

A teacher in a 4 day model (which is what the committee is recommending for programs with MMSD teachers),

(late start)	T-F 8:30-11:31 (181 min)	AM	
	T-F 12:16-3:17 (181 min)	PM	Total 1448 minutes/week

(early start)	T-F 7:45-10:46 (181 min)	AM	
	T-F 11:31-2:32 (181 min)	PM	Total 1448 minutes/week

Model III Programs:

Model III programs will be required to provide the total hours of instruction (437) and parent outreach (87.5), but have flexibility in what days and times of day the program is

provided. The program must be completed within the school year calendar (September-June).

Enrollment/Transportation

Families needing transportation to and from 4K will need to go to their neighborhood elementary school to register their child for 4K. They will be placed in the site closest to their home that will receive transportation—most likely MMSD school buildings. Families only requiring 4K programming (no wrap around child care) will have two choices. They can go to their neighborhood school to register their child for 4K or go directly to one of our partner sites that offer 4K programming with no child care requirements. Families that do not need transportation, and are interested in additional child care services, will be given a list of partnering ECE centers, and will go directly to the ECE centers to enroll. Families will be required to complete MMSD registration forms (that will be provided to partnering ECE centers), in addition to whatever requirements the ECE center has for enrollment. ECE centers will be able to accept or refuse enrollment based upon space available or full/part time enrollment requirements, but may not discriminate based upon sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

Support for Partners

Partnering ECE centers will receive support from MMSD in many ways. Special education teachers, therapists, ESL teachers, will be available to support students. Additionally, there will be some limited psychology, social work, and nursing support available to support students in partnering ECE centers. Child Find will be available to assist with questions about early identification of students with disabilities. Professional development support will be provided to teachers in partner ECE centers. Finally, some parent outreach activities may be coordinated centrally, for all partner ECE centers to participate.

Reimbursement Rates

For the year 2011-2012, Model III programs will receive a reimbursement of \$3,399.00 per MMSD four year-old. Model II programs will receive \$2,100.00 per student. ECE centers will be required to provide all materials and equipment necessary to implement the 4K program. The 4K program must be free for families. MMSD is still finalizing the details of a payment schedule, but it is expected to be in three or four payments throughout the school year.

Becoming a Community Partner

A Request for Proposals (RFP) will be available in spring of 2010. Final determination and notification of partners will be made by fall of 2010.

For more information, see the Q & A document posted on the website at <http://elemweb.madison.k12.wi.us/4k>.

Community Partners Forum Regarding 4 year old kindergarten in Madison

On January 11, 2010, the Madison Metropolitan School District Board of Education voted to begin collaborative (community and MMSD) 4 year old kindergarten in the fall of 2011!

We know that you have many questions about the next steps in planning for 4-K, community partnerships, reimbursement and programs/services for children. As a first step, the 4-K Advisory Council has developed two community forums to answer questions and provide information for potential community partners.

The Advisory Council includes community, child care, university and school district representatives who will continue to work collaboratively with the ongoing community sub-committees that have been in place and working towards 4-K since last summer.

FORUM INFORMATION:

Wednesday, February 10th 6:30-8:00 pm
Monona Grove Preschool
4200 Buckeye Road
Monona, Wisconsin 53716
(608) 222-4633

Monona Grove Nursery School is located inside the Lake Edge United Church of Christ. There is parking in the back of the church off Hegg Road. The forum will be in the fellowship hall in the main church.

Thursday, February 11th 6:30-8:00 pm
Dane County Parent Council
2096 Red Arrow Trail
Madison, Wisconsin 53711
(608) 275-6740

The forum at Dane County Parent Council will be held in the first floor conference room.

WE LOOK FORWARD TO SEEING YOU!

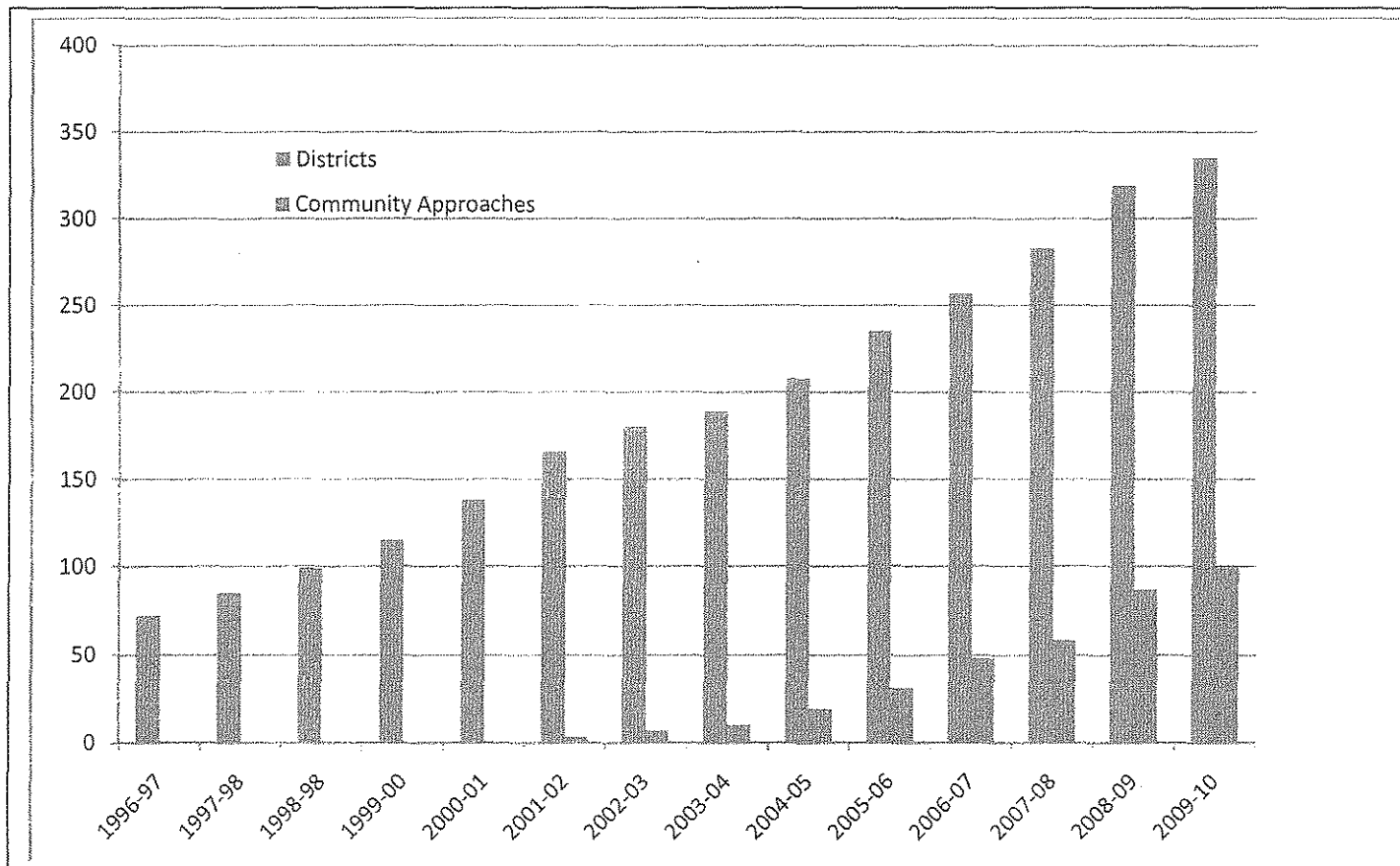
Please refer to www.madison.k12.wi.us to review documents, meeting minutes and other 4-K information. Note: a 4-K link is posted on the home page.

If you are unable to attend, or have questions prior to the events, you may contact Sarah Dill, Director at Meeting House Nursery School at (608) 233-9776.

Trends in 4-Year-Old Kindergarten

The number of Wisconsin school districts offering 4-year-old kindergarten, 1996-2010 and
The number of Wisconsin school districts using the Community Approach, 2001-2010

Year	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Districts	72	85	99	115	138	166	180	189	208	235	257	283	319	335
Community Approaches						3	7	10	19	31	48	58	87	100



What is 4K?

4K is an optional program that will be available to all MMSD students that will turn four, on or before September 1, 2011. 4K is a part-day program, designed to focus on social emotional and cognitive skills that will help prepare children for kindergarten. The program is offered in a developmentally appropriate setting that is play-based and child-centered. 4K will be offered in both MMSD school buildings as well as in child care centers in the community. Transportation to and from 4K will be available to those that request it, and those children requiring child care before or after school, will be able to work with our partner centers to purchase those services.

4K in Wisconsin

With this Board action, Madison will now join the other 319 (76%) school districts in Wisconsin that offer 4K as an option to their families. Click to see a [list of all districts offering 4K in 2009-10](#) as well as a graph showing [trends in numbers of districts offering 4K](#) (DPI Website, 2010).

Rationale for 4K

In a report entitled *The Economic Promise of Investing in High-Quality Preschool: Using Early Education to Improve Economic Growth and the Fiscal Sustainability of States and the Nation*, put together by The Committee for Economic Development, they state the following about the importance of early learning:

High-quality preschool programs contribute to America's economic bottom line in three related, yet distinct, ways. First, the positive impact from these programs on students' lives increases the likelihood that these students will end up as net economic and social contributors to society. Second, federal, state, and local budgets will improve significantly when governments can dedicate more of their resources to productive endeavors, rather than to remediation, incarceration, and welfare. Finally, sustained preschool investments are a cost-effective way to ensure a better educated workforce, boosting long-term economic growth. [\(full report\)](#)

According to the Department of Public Instruction's website (2010), some of the key reasons for implementing 4K in public school include:

- Return to Wisconsin's constitutional commitment that school districts are free to all children between the ages of 4 and 20 years.
- Community perspective—common school for the common good.
- Provides equity since it is available to all children in a community; the child does not have to be labeled as low income or with a special condition to be enrolled.
- Affordable to parents regardless of financial means as cost distribution across community.

- Many families would like school-based services for their children.
- Brings additional funding to school districts and communities as state shares in cost.
- Applies research on early brain development and cost benefits of early learning opportunities.
- Teachers with BA or higher degrees in early childhood education have the experience and training to provide quality learning opportunities.
- Teacher salaries & work environment create more stable work force.
- Support services are available to address special needs: e.g. school nurse, psychologists, specialty teachers, and special education services.
- Access to special resources and quality learning materials enhances curriculum: e.g. libraries, art, music, and technology.
- School standards provide protection and safe environment.
- Availability of older children as peer models/tutors/coaches.
- Sense of continuity for child as they move into the next grade level.

Several Wisconsin school districts were involved in a national study evaluating the impact of 4K called, State-Wide Early Education Programs ([SWEEP](#)). Early results are showing positive effects. ([summary of the study](#))

For more information about cost-benefit, the following [pre\[k\]now study](#) outlines the benefits of investing in Wisconsin's children earlier rather than later. For example, they find that in the Milwaukee Public Schools, for every \$1 invested in 4K, the school system saves 76 cents in the future (by not having to provide more expensive services to failing students later).

The [WisBiz4Kids website](#) is dedicated to an understanding of the importance of investing in early childhood education. They state that "A growing body of research at the national and state level provide irrefutable evidence of the connection between quality early childhood education and the future health of our economy" (2010). For a [thorough review of the research on early childhood education outcomes](#), this matrix (Public Policy Forum, 2010) provides the research, and significant outcomes in the areas of cognitive, behavioral, sociability, educational, external benefits to society, and benefit-cost ratio.

For more information about 4K in Wisconsin, see the [Wisconsin Department of Public Instruction's 4K Webpages](#).

Click for more information about the [collaborative community planning process](#) for implementing 4K in Madison.

Madison Metropolitan School District Proposed Four-Year-Old Kindergarten Models I, II and III

General Description		
Model I: Public School Staff School Site	Model II: Public School Staff Community Site	Model III: Contracted Services Community Site
<p>Option IA: One classroom</p> <ul style="list-style-type: none"> • AM and PM classes provided by district staff. • Children will be enrolled based on: <ul style="list-style-type: none"> • living in school attendance area • child care in attendance area • parents work in an attendance area • homelessness • other • Early Childhood Special Education district programs would provide inclusion/self-contained options as appropriate. • Children are not enrolled in an early education and care program for any other part of the day. <p>Option IB: 2 or more classrooms</p> <ul style="list-style-type: none"> • AM and PM classes provided by district staff. • Children will be enrolled based on: <ul style="list-style-type: none"> • living in school attendance area • child care in attendance area • parents work in attendance area • homelessness • Early Childhood Special Education district programs would provide inclusion/self-contained options as appropriate. • Extended education and care programming provided by non-district staff contracted with accredited non-district early learning centers on school site. <p>Option IC: 1 classroom and child care community site</p> <ul style="list-style-type: none"> • AM and PM classes provided by district staff. • Children will be enrolled based on: <ul style="list-style-type: none"> • living in school attendance area • child care in attendance area • parents work in attendance area • homelessness • Early Childhood Special Education district programs would provide inclusion/self-contained options as appropriate. • Extended education and care 	<ul style="list-style-type: none"> • AM and PM classes. • Public school teacher works within existing part-day or full-day community early childhood site. • Site must be city/nationally accredited. • Minimum of 437 hours of "instruction" time provided for each child. Site would have flexibility in scheduling within the school year. • Meet the family outreach component. • Site could serve children from outside of the MMSD, but only MMSD children would be funded. • MMSD support services would follow the children. • Collaboration team comprised of all partners to create appropriate match of teacher to center. 	<ul style="list-style-type: none"> • Community sites (center based programs, Head Start, Family Child Care, part-day preschool programs) will have their own 4-year degreed/DPI licensed teacher. • Sites would need to hold NAEYC or City of Madison accreditation. • Funds could be contracted on a per child basis, so sites could serve any number of eligible four-year olds. • The contracted per child funding could be used by the site in whatever way the site administrator chooses (i.e., enhanced salaries for staff, operational expenses, etc.). • Minimum of 437 hours of "instruction" time provided for each child. Site would have flexibility in scheduling. • Site could provide the program for children in a multi-aged group, getting funding only for the four-year old children. • Site could serve children from outside of the MMSD but only MMSD children would be funded. • Site would have flexibility in class size, staffing, developmentally appropriate curriculum (which meets the designated minimum standard criteria), etc. • MMSD support services would follow the children. • Collaborative team comprised of all partners.

<p>programming provided by a community agency off site. (A network of accredited family childcare providers and centers will be available to provide extended education and care as needed for families).</p> <ul style="list-style-type: none"> The district follows the same transportation agreement used for eligible students of MMSD. 		
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Location/Facilities		
Model I: Public School Staff School Site	Model II: Public School Staff Community Site	Model III: Contracted Services Community Site
<p>Option IA, IB and IC:</p> <ul style="list-style-type: none"> Where space allows. Developmentally appropriate environment. Environments which meet accreditation guidelines for four-year old kindergarten programs. Outdoor/indoor play space and equipment appropriate for four-year olds. Accessible to all. 	<ul style="list-style-type: none"> Developmentally appropriate environment. Safe, creative, nurturing yet challenging indoor and outdoor spaces. City/Nationally approved. Site would need to meet all DHFS licensing standards and accreditation facility criteria (i.e., access to bathrooms, age-appropriate indoor and outdoor play space, etc.). Public school staff would use existing set-up space. Accessible to all. 	<ul style="list-style-type: none"> Developmentally appropriate environment. Safe, creative, nurturing yet challenging indoor and outdoor spaces. City/Nationally approved. Site would need to meet all DHFS licensing standards and accreditation facility criteria (i.e., access to bathrooms, age-appropriate indoor and outdoor play space, etc.). Accessible to all.

Staff		
Model I: Public School Staff School Site	Model II: Public School Staff Community Site	Model III: Contracted Services Community Site
<p>OPTION IA:</p> <ul style="list-style-type: none"> DPI certified to meet 4K license requirement An educational assistant if needed All district staff will attend school staff meetings and follow school district contract. Recommended using a 1:10 ratio using accredited site regulations. Maximum Class size of 20 Annual teacher evaluation by MMSD administrator <p>OPTION IB and 1C:</p> <ul style="list-style-type: none"> DPI certified to meet 4K license requirement Teacher assistants qualified per accreditation regulations All district staff will attend school meetings and follow school district contract. Staff will be provided opportunities for ongoing professional development Annual 4K teacher evaluation by MMSD administrator. 	<ul style="list-style-type: none"> DPI certified to meet 4K license requirement. Teacher assistants qualified per accreditation regulations. Co-teacher/assistant may be existing staff who would benefit from training and support from MMSD to work toward licensing. Staff will be provided opportunities for ongoing professional development. Recommended using a 1:10 ratio using accredited site regulations. Maximum Class size of 20. Annual 4K teacher evaluation by MMSD administrator. Staff will be provided opportunities for ongoing professional development. Accreditation agency may observe 4K program as part of the center's annual review. 	<ul style="list-style-type: none"> DPI certified to meet 4K license requirement. Teacher assistants qualified per accreditation regulations. Joint training and professional development for MMSD 4-year-old kindergarten staff and community site staff. Staff will be provided opportunities for ongoing professional development through professional communities established with MMSD sites. Recommended using a 1:10 ratio using accredited site regulations Maximum Class size of 20. Annual 4K teacher evaluation by center administration.

Activities/Curriculum		
Model I: Public School Staff School Site	Model II: Public School Staff Community Site	Model III: Contracted Services Community Site
<p>OPTION IA AND IB and IC:</p> <ul style="list-style-type: none"> Curriculum is developmentally appropriate within city/national guidelines for 4-year-olds. Curriculum is sensitive to and flexible in order to meet the needs of a diverse population of children, families and communities. All programs will have fully integrated curriculum (with no need for pullout programs or specials). Integrated services for children with special needs with support services from MMSD. Culturally appropriate along with a focus on anti-bias curriculum and home language. All programs will follow the instructional design of current MMSD 5-year old Kindergarten programs, including Special Education and ESL. 	<ul style="list-style-type: none"> Curriculum is developmentally appropriate within city/national guidelines for 4-year-olds. Curriculum is sensitive to and flexible in order to meet the needs of a diverse population of children, families and communities. All programs will have fully integrated curriculum (with no need for pullout programs or specials). Integrated services for children with special needs with support services from MMSD. Culturally appropriate along with a focus on anti-bias curriculum and home language. 	<ul style="list-style-type: none"> Curriculum is developmentally appropriate within city/national guidelines for 4-year-olds. Curriculum is sensitive to and flexible in order to meet the needs of a diverse population of children, families and communities. All programs will have fully integrated curriculum (with no need for pullout programs or specials). Integrated services for children with special needs with support services from MMSD. Culturally appropriate along with a focus on anti-bias curriculum and home language.

Funding		
Model I: Public School Staff School Site	Model II: Public School Staff Community Site	Model III: Contracted Services Community Site
<p>OPTION IA: Programming will be funded by MMSD.</p> <p>OPTION IB:</p> <ul style="list-style-type: none"> The AM and PM half-day component provided by the district teacher will be funded by MMSD. The extended education and care component contracted with an accredited early learning center will provide the funding as agreed upon via contract. Space will be provided by MMSD. <p>OPTION IC:</p> <ul style="list-style-type: none"> The AM and PM half-day component provided by the district teacher will be funded by MMSD. Extended education and care programming provided by a community agency off site will be funded by the off site agency. The district follows the same transportation agreement used for eligible students of MMSD. 	<ul style="list-style-type: none"> MMSD Contracted Teacher. Center Funding. MMSD will reimburse the center on an agreed upon cost. Grants. Federal Funds. Child Care subsidies. Head Start. State. The district follows the same transportation agreement used for eligible students of MMSD. 	<ul style="list-style-type: none"> State. MMSD Contracted Per Pupil Agreement. Special education funding. City fund-raising. Grants. Federal funds. Child care subsidies. Parent fees for extended day. MMSD will reimburse the center on an agreed upon cost. Funding will include consideration of all overhead costs including administration, space use, materials, salaries, special education allotment. The district follows the same transportation agreement used for eligible students of MMSD unless the center agrees not to be part of the transportation network.

Parent Involvement		
Model I: Public School Staff School Site	Model II: Public School Staff Community Site	Model III: Contracted Services Community Site
<p>OPTION IA and IB and IC:</p> <ul style="list-style-type: none"> Family Outreach Program will be provided by the 4K teacher with the support of additional staff support as necessary. Parent Involvement will follow the center sites family programming with increased support from the district as necessary. Parent Advisory and/or governance to follow newly developed guidelines by the 4K planning committee. (End-of-the-year report, number of hours requirement, etc.). 	<ul style="list-style-type: none"> Family Outreach Program will be provided by the 4K teacher with the support of additional staff support as necessary. Parent Involvement will follow the center sites family programming with increased support from the district as necessary. Parent Advisory and/or governance to follow newly developed guidelines by the 4K planning committee. (End-of-the-year report, number of hours requirement, etc.) 	<ul style="list-style-type: none"> Family Outreach Program will be provided by the 4K teacher with the support of additional staff support as necessary. Parent Involvement will follow the center sites family programming with increased support from the district as necessary. Parent Advisory and/or governance to follow newly developed guidelines by the 4K planning committee. (End-of-the-year report, number of hours requirement, etc.)

Support Services		
Model I: Public School Staff School Site	Model II: Public School Staff Community Site	Model III: Contracted Services Community Site
<p>OPTION IA, IB and IC:</p> <ul style="list-style-type: none"> Available services for 4K: <ul style="list-style-type: none"> Nurse Psychologist Social worker ESL, bilingual, bicultural Special education Homeless Vision and hearing screening. USDA Food Service: <ul style="list-style-type: none"> OPTION IA, IB, and IC: <ul style="list-style-type: none"> Breakfast – AM program Lunch – PM program Midday-snacks 	<ul style="list-style-type: none"> Available services for 4K <ul style="list-style-type: none"> Nurse Psychologist Social worker ESL, bilingual, bicultural Special education Homeless Vision and hearing screening USDA food service <ul style="list-style-type: none"> Breakfast – AM program Lunch – PM program Midday-snacks 	<ul style="list-style-type: none"> Available services for 4K: <ul style="list-style-type: none"> Nurse Psychologist Social worker ESL, bilingual, bicultural Special education Homeless Vision and hearing screening USDA food service <ul style="list-style-type: none"> Breakfast – AM program Lunch – PM program Midday-snacks

Partnering Agencies

Model I: Public School Staff School Site	Model II: Public School Staff Community Site	Model III: Contracted Services Community Site
<ul style="list-style-type: none"> • Head Start. • Early Childhood community sites (part- and full-day). • School District. • City of Madison. <p>Support</p> <ul style="list-style-type: none"> • 4C's. • City Child Care Unit. • Registry. • WCCIP. • Community Services. • Other. 	<ul style="list-style-type: none"> • Head Start. • Early Childhood community sites (part- and full-day). • School District. • City of Madison. <p>Support</p> <ul style="list-style-type: none"> ▪ 4C's. ▪ City Child Care Unit. ▪ Registry. ▪ WCCIP. • Community Services. • Other. 	<ul style="list-style-type: none"> • Head Start. • Early Childhood community sites (part- and full-day). • School District. • City of Madison. <p>Support</p> <ul style="list-style-type: none"> • 4C's. • City Child Care Unit. • Registry. • WCCIP. • Community Services. • Other.

Standards

Model I: Public School Staff School Site	Model II: Public School Staff Community Site	Model III: Contracted Services Community Site
<ul style="list-style-type: none"> • DHFS licensing standards. • City of Madison accreditation standards. • NAEYC accreditation standards. • Head Start performance standards. • DPI standards. • Annual review similar to that of city accreditation. 	<ul style="list-style-type: none"> • DHFS licensing standards. • City of Madison accreditation standards. • NAEYC accreditation standards. • Head Start performance standards. • DPI standards. • Annual review similar to that of city accreditation. • NAFCC accreditation standards. 	<ul style="list-style-type: none"> • DHFS licensing standards. • City of Madison accreditation standards. • NAEYC accreditation standards. • Head Start performance standards. • DPI standards. • Annual review similar to that of city accreditation. • NAFCC accreditation standards.

MEMORANDUM OF UNDERSTANDING
Four Year Old Kindergarten (4-K)

The undersigned, on behalf of MMSD and MTI agree as follows:

1. Providing an excellent 4-K program is in the best interest of the families and children of the District.
2. Initiating such a program should proceed without unnecessary delay.
3. To provide the excellent 4-K program which the children deserve, it must be consistent with the quality of instruction and programming which is provided by MMSD teachers; i.e. it is understood that students learn best from qualified teachers.
4. To accommodate the number of children who will commence 4-K during the term of this Memorandum, the 4-K program will consist of both sites within District buildings (owned, rented, leased) [Model I and II] and locally licensed and accredited preschool/child care (PS or CCP) providers' site instruction [Model III]. Locally licensed and accredited PS/CCP (hereinafter referred to as "PS/CCP") shall be defined for these purposes as a PS/CCP licensed in the City of Madison or other legally recognized licensing entity and accredited by either the National Association of Education of Young Children or the City of Madison Child Care Center Accreditation. The term "certified teacher" as used herein shall be defined as a Wisconsin DPI 4-K certificated teacher.

There shall be three (3) models of instruction, as follows:

a) Model I

The District shall provide the certified teacher and site for District based 4-K program instruction under this Memorandum. The District and Union agree that certified teachers as defined above are District employees and, therefore, are members of the Union's bargaining unit. As such, they are subject to all terms and conditions of the Collective Bargaining Agreement between the District and the Union, and shall receive all wages, benefits and rights set forth in said Collective Bargaining Agreement.

b) Model II

The District provides the certified teacher and the PS/CCP provides the site for PS/CCP based 4-K program instruction under this Memorandum. The District and Union agree that certified teachers as defined above are District employees and, therefore, are members of the Union's bargaining unit. As such, they are subject to all terms and conditions of the Collective Bargaining Agreement between the District and the Union, and shall receive all wages, benefits and rights set forth in said Collective Bargaining Agreement.


Any reduction in force by a PS/CCP [Model III] provider shall only result from the provider giving due consideration to each employee's seniority and qualifications.

5. MTI's representation rights under Section I B of the MTI/MMSD Collective Bargaining Agreement and under the Municipal Employment Relations Act continue without modification, and that any agreement to enable District funds to employ DPI Model III teachers will not be used in any way to claim precedent or exemption to the afore-referenced Contract provision. As regards any claims regarding employment under Model III, the District agrees to hold MTI harmless.
6. To support the prompt commencement of 4-K programming, MTI agrees that, for the duration of this Memorandum; i.e. ending June 30, 2015, it will forbear from any action demanding that 4-K teachers employed by 4-K providers PS/CCP (Model III) be deemed within its collective bargaining unit; i.e. Model III teachers are not members of MTI's bargaining unit for the duration of this Memorandum provided that,
 - (a) at no time during the term of this Memorandum will the number of such non-unit 4-K teachers (DPI Model III [FTE]), whose employment is/was enabled by District funds, exceed the number of 4-K teachers (FTE) employed by the District to perform 4-K services for the District pursuant to Models I and II. Full-time equivalent (FTE) for the purpose of this paragraph is defined as 7.5 hours per day, including a thirty (30) minute duty free lunch.
 - (1) That the total number of non-bargaining unit PS/CCP based 4-K teachers shall be reviewed by November 1 and March 1 each school year, during the term of this Memorandum, by a joint MTI-MMSD Task Force, three (3) appointed by the MTI Executive Director and three (3) appointed by the Superintendent, to assure compliance with the criteria set forth in 6(a) above, and to explore the potential to maximize the number of bargaining unit members performing said services under Model I or Model II.
 - (b) The District and Union agree that Section I B of the Collective Bargaining Agreement does not permit the District to allow or enable anyone other than an MTI represented District "teacher" to perform duties that require Department of Public Instruction certification. The parties further agree that the exception noted herein expires June 30, 2015.
7. That effective commencing with the period following expiration of this Memorandum, i.e. June 30, 2015, the 4-K teachers who were employed by providers under Model III, via funds made available by MMSD, shall be provided preferential hiring by the District for vacant positions for which they are certified/certificated, qualified, and for which external applications are being received. Upon said hiring, such individuals will become members of MTI's teacher bargaining unit. Seniority of said individuals will be established as of the date his/her service to the referenced provider (Model III) was impacted by District funds.

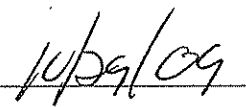
10. That this Memorandum, except as provided in paragraph #11 below, has no value as precedent and may not be cited as precedent by either the District or the Union in any interest arbitration proceedings or in any other disputes between the parties, except for the sole purpose of enforcing the terms of this Memorandum, and that this Memorandum will not be considered the status quo, if any, during any contract hiatus period after the expiration of this Memorandum as defined herein.

11. That other than to enforce the terms of this Memorandum which continue past June 30, 2015, i.e. Section 6(b), 7, 7(a), 7(b), this Memorandum expires June 30, 2015. If there is a delay in commencing 4-K later than 2010, the aforementioned expiration dates will be adjusted to enable the 4-K program to remain in effect for five (5) consecutive years.

For Madison Metropolitan School District



Duane M. McCrary
Director of Labor Relations

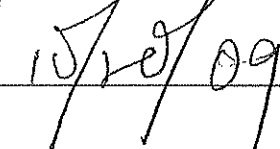


Date

For Madison Teachers Inc.



John A. Matthews
Executive Director



Date