

Nita M. Lowey 21st Century Community Example Monitoring Documents



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Program Leadership & Staffing

Professional Development Template

Montana 21st CCLC Professional Development

Montana requires that no less than five percent of each site's total budget be reserved by the grantee for training, staff development, and technical assistance. This is monitored by the SEA during the monitoring visit. A professional development template was created to assist grantees in documenting all professional development for 21st CCLC Staff. It is required that each site sends at least one representative to each regional training and state conference.

Categories of Professional Development	Date(s)	Who Attended	Hours (Length of PD)	Verification from Presenter	Additional Information
1. Regional Trainings- (2 required)					
2. State Conference- (1 Required)					
3. Whole Child Professional Development (Social, emotional, mental, medical, behavior management)					
4. Family Engagement (ways of supporting the family or improving engagement within program)					
5. Academic (Literacy, math, STEM, etc.)					
6. Enrichment (physical education, art, music, chess, etc.)					
7. Out of State Conferences (Pre-approved by SEA if not on master calendar)					

Training Registration



Dear Katie:

Your registration has been confirmed. Please save this email for future reference.

Event: Beyond School Hours 24 National Education Conference

Attending: Katie Wardisiani

Number in Party: 1

Time: 8:00 am

Date: Wednesday, February 17, 2021

Confirmation Number: KXNF63NWY28

Invoice: Print the invoices [cvent.com]

Job Descriptions

Job DESCRIPTION

Position:	Program Director
Supervisor:	Executive Director
Working Schedule:	Full Time: Monday - Friday 9AM-6PM, Weekends and evenings as needed
Employment Status:	Exempt, Salaried w/ Benefits

Organization Description: Friendship House of Christian Service is a Faith Based Community Development Agency located in the heart of the Billings' "South Side" neighborhood. Since 1957, we have served as a family and community resource center dedicated to improving the spiritual, social, emotional and economic conditions of the South Side by providing services and opportunities for children, youth, teens, adults, and families.

Our primary focus is building a healthy community based on holistic family programming. We accomplish this goal by providing the following wrap around service programming: Preschool; Youth Afterschool & Summer Enrichment; Teen Programs; Adult Life Skills & Education; Child, Adult and Family Counseling. With our programming and the intentional interaction with other service partners, we touch every area of a client's life to steer them toward positive outcomes. Through this approach, we serve clients from age 3-103 with best practices programming aimed at transforming a community one person at a time.

Service Responsibilities:

Administration and Oversight:

- Oversee and direct all FHCS (Friendship House of Christian Service) programming as a representative of the Executive Director
- Actively disciple, manage, coach and develop all Program Coordinators in our 5 core programs- Preschool, Youth, Teen, Adult and Counseling
- Meet regularly with Program Coordinators of FHCS ministries/programs
- Evaluate and report on program effectiveness
- Assist in preparing program budgets
- Evaluate Program Coordinators and provide support as they evaluate their staff on an annual basis
- Hire/fire Program Coordinators as necessary in consultation with the Executive Director and Operations Coordinator
- Approve all new front-line program staff
- Work with Program Coordinators in expanding (or reducing) their ministries staff.

- Track program statistical data for grant reporting purposes
- Proofread and/or edit various correspondence, publications, and grant proposals
- Engage public and private donors and grantors through individual and public presentations of Friendship House
- Complete month end, mid-year and year end duties including compiling and printing reports as necessary for the Executive Director
- Actively participate as a member and colleague of FHCS Executive Team- Development, Operations, Executive- including all planning meetings, agency-wide decisions, and administration of ongoing programs
- Review billing, deposits, invoices, and accounts payable and receivable as assigned
- Take on special projects and initiatives as assigned by the Executive Director
- Ensure all FHCS Programs follow all applicable local, state, and federal laws, licensing requirements and grant requirements
- Enhance and develop FHCS faith based mission within existing programs through partnerships with other ministries, agencies, and individuals
- Perform other administration and oversight duties as assigned by the Executive Director
- Attend all FHCS Board meetings

Development:

- Vet new ideas for program expansion at FHCS or partners and present a report of the strengths and weaknesses to the Executive Director
- Vet and evaluate individuals and programs coming to FHCS who want to come under our umbrella and prepare a report of the strengths and weaknesses observed and present a report to the Executive Director
- Determine fit for new ministry ideas and report to Executive Director for approval of new ministries/programs
- Raise the profile of Friendship House through speaking, networking and relationship development to ensure effective communications with potential donors, volunteers, community partners and clients
- Assist in developing and implementing the strategic plan, new initiatives or programs
- Assist in community relations duties as needed, including public presentations, church visits, conferences, ongoing training opportunities, serving on boards
- Participate in community meetings and neighborhood planning sessions, and take an active role in community matters when appropriate
- Lead the formulation, development and implementation of an agency-wide program impact plan
- Vet and implement evidence based standards and practices for existing and new programs
- Perform other development duties as assigned by the Executive Director

Grant Management

- Work closely with the Community Engagement Coordinator on grant compliance issues that impact our programs/ministries
- Work closely with Program Coordinators on managing grant budgets and compliance
- Assist Community Engagement Coordinator in grant applications and reporting for FHCS programs
- Perform other grant management duties as assigned by the Executive Director

Financial Management, Accounting and Reporting

- In collaboration with Operations Coordinator, oversee all financial aspects of FHCS programs (budgeting, monthly profit/loss statements, cost savings plans, trends, etc.)
- Review ministry financial statements in collaboration with Executive Directors
- Assist Program Coordinators and managers with budget preparation and adjustment
- Perform other financial duties as assigned by the Executive Director

Human Resources Management

- As a member of the management team, evaluate employee benefit plan/s
- Interview all new program staff (full and part time) before approving their hire/fire
- Perform other HR duties as assigned by the Executive Director
- Seek out and evaluate appropriate staff trainings and conferences
- Lead management team meetings and staff devotions as directed

Acceptable Experience and Training

- A College Degree in Ministry, Education, Business, Accounting, Management or related field required
- A Master's Degree in Divinity, Theology, Youth, Education, Public Administration, Business or Family Systems preferred
- Experience in Business, Ministry and Congregations, or Nonprofits required
- Strong proficiency in Microsoft Word, Excel, Publisher required
- Must be accurate and detail oriented; possess strong organizational and time management skills; and the ability to prioritize competing priorities in a complex and fast paced environment
- Ability to work under pressure with tight deadlines.
- Must be able to interact professionally with students, parents, staff, donors and volunteers
- Excellent written and verbal communication skills
- Excellent customer service skills
- 3-5 years' experience in a leadership role including employee oversight required
- Experience using data management software to manage data and files, calculate and analyze numbers, communicate information and produce documents and reports
- Solid and consistent demonstration of good judgment and discretion regarding highly confidential information
- Excellent verbal and written communication skills required
- Ability to prioritize tasks during periods of high activity and initiative to seek out additional projects during low activity periods
- A positive self-motivated, disciplined and results-oriented work ethic
- Proven track record of meeting deadlines and cooperating successfully with others required

All Employees' Responsibilities:

- Support the mission, vision and values of Friendship House
- Be involved in the local faith community in a substantial way
- Gain knowledge and understanding of Friendship House programs and the community needs that the agency serves

- Attend staff meetings and regular one-on-one meetings with one's supervisor
- Be an active, constructive, and supportive team member
- Demonstrate superior service to everyone you interact with at Friendship House
- Work well under pressure, meeting multiple and sometimes competing deadlines
- Adhere to all policies, systems and procedures of the organization especially in regard to confidentiality, risk management, and licensing
- Participate in required training appropriate to your position
- Become knowledgeable about the policies, procedures, systems, and processes that impact your job and your status as an employee
- Participate in developing and implementing goals and plans to prioritize, organize, and accomplish your work
- Be able to pass local, state and federal background check and random drug screening
- Be a public representative of Friendship House

Background Check Policy

Employee Licensing Procedures

- 1)** Human Resources should send over new employee paperwork: Two (2) copies of fingerprints
Person Information Form MT Background Form
Fingerprint consent & background check release Immunization record
CPR certificate
- Missing fingerprints? Have employee go to HRDC for fingerprinting
- Missing immunizations? Employee needs record of MMR and TDAP within last 10 years. Shots can be updated at Riverstone Health.
- Missing CPR? Licensing Administrator will contact Kim Hopkins to get employee registered for class. CPR/1st Aid classes usually runs 6-8 PM at AMR (1701 Montana Avenue), contact Kim for current schedule. Kim will email their completed certificate to Licensing Administrator.

- 2)** Within 30 days send all together:

Person Information Form
(complete with immunization, CPR, Infant Safety Essentials recorded) MT Background Release
Consent to Fingerprint
Two copies of completed fingerprints
Check for \$27.25 made payable to *MT Criminal Records*

Send to:

DPHHS/QAD/CCL
Afrah Alasadi
P.O. Box 202953 Billings, MT 59620

Missing Infant Safety Essentials? Visit www.childcaretraining.org register for a new account, and complete the Infant Safety Essentials online course. This needs to be done within the first 30 days of hire.

- 3)** Register on the Montana Early Childhood Registry at www.mtecp.org

The following documentation is needed to complete your registry profile:

High school or college transcript

or high school verification form if currently in high school

- CPR/ 1st Aid certificate
- Employment verification form for Orchard
- Employment verification form for Friendship House

Hiring Process

Personnel

Hiring Process and Criteria

The administrator is responsible for recruiting personnel, in compliance with Board policy, and for making hiring recommendations to the Board. The administrator will initially screen applicants for educational support positions. The District will hire highly qualified personnel consistent with budget and staffing requirements and will comply with Board policy and state law on equal employment opportunities and veterans' preference. All applicants must complete a District application form to be considered for employment.

Every applicant must provide the District with written authorization for a criminal background investigation. The administrator will keep any conviction record confidential as required by law and District policy. Every newly hired employee must complete an Immigration and Naturalization Service form, as required by federal law.

Every newly hired employee must provide the District documentation of the results of a tuberculin skin test done within the year prior to initial employment, along with the name of the tester and the date and type of test administered, unless the person provides written medical documentation that he/she is a known tuberculin reactor.

Certification

The District requires its contracted certified staff to hold valid Montana teacher or specialist certificates endorsed for the roles and responsibilities for which they are employed. Failure to meet this requirement shall be just cause for termination of employment. No salary warrants may be issued to a staff member, unless a valid certificate for the role to which the teacher has been assigned has been registered with the county superintendent within sixty (60) calendar days after a term of service begins. Every teacher and administrator under contract must bring their current, valid certificate to the personnel office at the time of initial employment, as well as at the time of each renewal of certification.

The personnel office will register all certificates, noting class and endorsement of certificates,

and will update permanent records as necessary. The personnel office also will retain a copy of each valid certificate of a contracted certified employee in that employee's personnel file.

5122 Fingerprints and Criminal Background Investigations

§ 20-4-202, MCA Teacher and specialist certification registration

§ 39-29-102, MCA Point preference or alternative preference in initial

hiring for certain applicants - substantially equivalent selection procedure

No Child Left Behind Act of 2001 (P.L. 107-110)

37.114.1010, DPHHS Employee of School: Day Care Facility Care Provider

Employee Evaluation and Appraisals

21st Century Community Learning Centers

Assistant Site Coordinator Job Description and Evaluation Tool

Assistant Site Coordinator _____ Date _____

Description of Overall Responsibilities and Skills/Traits Required:

The assistant site coordinator is responsible for supporting the site coordinator in the daily management of the after-school program, including program design and implementation; hiring, training, and supervising staff; and maintaining adequate fiscal and programmatic records and data collection for state and federal reporting requirements. In addition, the assistant site coordinator will provide direct services to the students served, including the planning and implementation of program activities. The assistant site coordinator will be in charge on the program in the case of the site coordinator's absence and will assist the site coordinator in covering school and community meetings. The assistant site coordinator reports to the Site Coordinator and Project Director. This individual should have previous experience in youth programming.

Please use scale: 1 = high priority for improvement

2 = medium priority for improvement

3 = lower priority for improvement

4 = best practice achieved

Part A: Specific Responsibilities	1	2	3	4	Goals and Comments
1. Assists in recruiting, hiring, and orienting qualified staff, including activity leaders and volunteers.					
2. Assists site coordinator in planning and implementing staff meetings and training, and in supervising staff as determined by site coordinator.					
3. Assists in design and implementation of a broad range of program activities to support social, emotional, physical and intellectual growth of students.					
4. Assists in building linkages to the school day through communication with the principal, guidance and teachers to identify and set goals for supporting individual students and to explore curriculum connections.					
5. Assists in increasing linkages with the community that will result in increased program resources and sustainability (e.g. funding, program opportunities, and people, and advisory committees).					
6. Assists with administrative details which may include payroll, ordering supplies, tracking invoices, and data collection for state and federal reporting, coordinating snack.					
7. Provides direct services with students when staffing pattern necessitates.					
8. Coordinates the program in the case of the site coordinator's absence.					
9. Interacts with the students and provides supervision.					
10. Responsible for completing Progress Monitor in Creating Change data reporting.					
11. Adhering to the general rules and policies to achieve the mission of Kid Connection.					

Program Impact, Students Served, and Program Development

Sign-in Sheets

Registration Forms

'Cowboy Academy'
Out-of-School Programs Registration Form

Student First Name: _____ Middle: _____ Last: _____

Gender: Male _____ Female _____ Age: _____ Grade: _____

Home Phone: _____ Email: _____

Father's Name: _____ Work Phone: _____ Cell Phone: _____

Mother's Name: _____ Work Phone: _____ Cell Phone: _____

Guardian's Name: _____ Work Phone: _____ Cell Phone: _____

Member lives with: Mother _____ Father _____ Grandparent _____ Other _____

Local Emergency Contact OTHER than Parent:

Name: _____ Phone: _____ Relationship: _____

Persons authorized to pick up student (for students K-6):

Name: _____ Relationship to student _____ Phone: _____

Name: _____ Relationship to student _____ Phone: _____

Name: _____ Relationship to student _____ Phone: _____

Parental Consent Form - Unaccompanied Youth Release

If you wish to grant your child permission to sign out and leave the After-School Program at a certain time, please complete and sign the form below.

I give my child permission to sign himself/herself out and leave the (circle which program releasing from, or both) after school program/public library programs at _____ PM. I accept full responsibility for the child named above.

I agree to assume all risk of any personal injury or damage or loss, which he/she may sustain as a result of his/her release from supervision by the After-School Program staff.

I agree to waive and relinquish all claims and hold harmless Conrad School District, After School Program, and its staff from any and all claims related to unaccompanied youth released from the program

Days you know your child will regularly attend the Afterschool Program: _____ Monday _____ Tuesday _____ Wednesday _____ Thursday

This will help our staff to be able to know schedules better and if your child won't be attending you can notify the After-School program teacher by using Remind.

It is our intent to provide "in town" transportation home after the dismissal from Cowboy Academy's after school program, please check whether you would utilize this service. _____ YES _____ NO

Program Acknowledgement and Consent:

I, the undersigned (as a parent, or guardian of the participant, a minor), hereby give permission for mutual exchange of information between the Cowboy Academy and the school regarding health and safety issues, food program status, immunization records and academic achievement.

Initial: _____

Digital Acknowledgment and Consent: For internal and external use, I acknowledge that the 21st Century After School Program and/or its sponsors may utilize film, print, and digital images of a student or a family, which may be taken during involvement in the 21st Century After School Program activities. I consent to such uses and hereby waive all rights to compensation. Initial: _____

Medical Information:

Doctor Name: _____ Phone: _____

Serious Health Problems: NO _____ YES _____ If YES, please explain _____

Medications: NO _____ YES _____ If YES, please explain _____

I, the undersigned (as a parent or guardian of the participant, a minor), hereby authorize the staff of the 21st Century After School Program volunteers, coaches, trainers, supervisors, instructors and drivers as my agents, to consent to medical, surgical or dental examination and/or treatment. In case of emergency, I hereby authorize treatment and/or care at any hospital or by licensed medical personnel. Staff will NOT mediate children. Parents/guardians are ENTIRELY responsible for medications and for personally arranging for or ensuring the proper and timely medicating of their child.

Signature _____ Date: _____

Please return completed form (front and back) to your child's school

Outreach/Promotional Documents

You and your family
are invited to join us at Kid
Connection in a celebration of After
School Programming with a Family
Fun Event!

Monday,
October 22nd
5:30-6:30 p.m.

In the HS Commons

We'll be carving jack-a-
lanterns, doing crafts, and
having your students cook
for you!!

We look forward to seeing you there!

Communication Plan

Communication with Families

While consistent communication with families is strongly encouraged, all written communication with parents related to the 21st CCLC program must be approved by the program director and/or site coordinator. This communication should take place in the form of progress/update notes, letters, phone calls, emails and spotlights in monthly newsletters. Families will be notified of upcoming events with flyers, monthly calendars and newsletters.

Family Referrals

The school counselor and social worker are available for consultation when/if parents or guardians require individualized referrals to outside agencies. Staff and coordinators will refer families and students with needs to the school counselor or community/parent involvement coordinator.

Staff Meeting Agendas

Staff Agenda

Monday, November 12th

- Introductions
- Schedule
- Food Safety
- Time and Place
- Tone and Volume
- Transition times
 - Leading students from room to room
 - Cleaning up before you leave
- Lesson Plans
- Call-in Procedure
- Questions

Teacher/Administrator Surveys

This form can be found in your attendance spreadsheet by clicking on the teacher student list. Once filled out you will be able to see how many surveys were distributed and how many were returned.

Memorandums of Understanding

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Montana 21st Century Community Learning Centers

MEMORANDUM OF UNDERSTANDING

BETWEEN

(ENTER 21ST CENTURY COMMUNITY LEARNING CENTER'S NAME)

AND THE

(ENTER THE SCHOOL DISTRICT'S NAME)

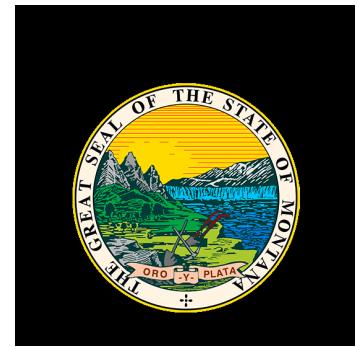
In accordance with Title VI, Part B, the 21st Century Community Learning Centers (21st CCLCs), and the "Audit or Evaluation Exception" within the Family Educational Rights and Privacy Act (FERPA), ((1) or see 20 U.S.C. 1232g(b)(1)(C), (b)(3), and (b)(5) and §99.31(a)(3) and 99.35)i, with the agreement of the 21st CCLC grantee and the local school district, *shall develop and enter into a memorandum of understanding concerning the collection and reporting of students' personal identifiable information (PII) to the Montana Office of Public Instruction's 21st Century Community Learning Centers' program.*

Pursuant to the above, this MOU shall contain provisions describing the following:

1. Designate the individual or entity as an authorized representative. Your agreement must formally designate the individual or entity as an authorized representative. *(For 21st CCLC purposes, this includes the Authorized Representative for the grant and the Authorized Representative for the School District).*
2. Specify the PII from education records to be disclosed. Your agreement must identify the information being disclosed. *(For the purposes of the 21st CLCC required reporting, this MUST include every Student's first name, last name, date of birth, race/ethnicity, gender, English Language Learner, Free/Reduced Lunch eligibility status, IEP or 504 status, and grade/teacher name).*
3. Specify that the purpose for which the PII from education records is being disclosed to the authorized representative is to carry out an audit or evaluation of Federal- or state-supported education programs, or to enforce or to comply with Federal legal requirements that relate to those programs. Your agreement must state specifically that the disclosure of the PII from education records is in furtherance of an audit, evaluation, or enforcement or compliance activity. *(For purposes of the 21st CCLC program, the PII from education records is being disclosed to the authorized representative to carry out an evaluation of the federally funded and state mandated educational 21st CCLC programs, whose main focus is to work in alignment with schools to assist in increasing achievement in English and Math for participating students. This information is needed for the grantee to be in compliance with the state reporting activity, while the state needs the data to be in compliance with the federal reporting activity.)*
4. Describe the activity with sufficient specificity to make clear that it falls within the audit or evaluation exception. This must include a description of how the PII from education records will be used. The agreement must describe in detail the methodology and why disclosure of PII from education records is necessary to accomplish the audit, evaluation, or enforcement or compliance activity.

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5. Require the authorized representative to destroy the PII from education records when the information is no longer needed for the purpose specified. Please note, your agreement should be clear about how the PII from education records will be destroyed. *(For the purposes of the 21st CLCC required reporting, the following PII (every Student's first name, last name, date of birth, race/ethnicity, gender, English Language Learner, Free/Reduced Lunch eligibility status, IEP or 504 status, and grade/teacher name)).*
6. Specify the time period in which the PII must be destroyed. You should determine the specific time period for



destruction based on the facts and circumstances surrounding the disclosure and activity. The parties to the written agreement may agree to amend the agreement to extend the time period if needed, but the agreement must include a time limit. (2019 House Bill 619 requires MOU's to expire after 18 months.)

7. Establish policies and procedures, consistent with FERPA and other Federal and state confidentiality and privacy provisions, to protect PII from education records from further disclosure (except back to the disclosing entity) and unauthorized use, including limiting use of PII from education records to only authorized representatives with legitimate interests in an audit, evaluation, or enforcement or compliance activity. The agreement must establish the policies and procedures, consistent with FEPRA and other Federal and state laws, to protect PII from education records from further disclosure or unauthorized use. (**LEGAL COMPLIANCE / RE-DISCLOSURE:** *The parties agree and acknowledge that each and all of them remain individually responsible for complying with the laws, rules and/or regulations that pertain to their specific operations, and that neither this MOU nor any of its specific terms relieves them of those legal obligations. The parties further agree and acknowledge that they will not, except as may otherwise be permitted by law, re-disclose any specific client or specific student information that has been provided to them.*)

This MOU will serve as a framework of agreed upon terms. Specific local/regional data sharing operations may vary depending on the local/regional area and shall be specified as addendums to this MOU when applicable.

21ST CENTURY COMMUNITY LEARNING CENTER'S NAME Date

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i Taken from U.S. Department of Education, Protecting Student Privacy, Guidance for Reasonable Methods and Written Agreements, Last Updated August 2015. <https://studentprivacy.ed.gov/resources/guidance-reasonable-methods-and-written-agreements>

1. Family Educational Rights and Privacy Act [FERPA]; 20 U.S.C. § 1232g; 34 C.F.R. Part 99

FERPA is a federal law that protects the privacy of students' "education records" and applies to educational agencies and institutions that receive funds under any program administered by the U.S. Department of Education. Under FERPA, an educational agency or institution may not have a policy or practice of disclosing the education records of students, or personally

identifiable information from education records, without a parent or eligible student's (i.e., one who is at least 18 years of age) written consent. FERPA also gives parents and eligible students the right to inspect and review the student's education records and to seek to have them amended in certain circumstances.

The term "education records" is broadly defined to mean those records that are: (1) directly related to a student, and (2) maintained by an educational agency or institution or by a party acting for the agency or institution. In general, it does not include information based on personal knowledge or observation.

There are a number of important exceptions to the written consent requirement, including but not limited to the following:

☒ Disclosure of pertinent education records to school officials and others with a

"legitimate educational interest." In general, a person has a "legitimate educational interest" with regard to a particular student/record if that person (1) performs administrative tasks directly related to the student; (2) performs supervisory or

instruction tasks directly related to the student; or (3) performs a service of benefit for the student or student's family such as health care or counseling.

SCHOOL DISTRICT'S NAME Date

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☒ Disclosure in response to a court order or subpoena

☒ Disclosure to State and Local Juvenile Justice Officials, in compliance with state law.

☒ Disclosure in connection with health or safety emergency involving immediate risk of harm.

SIGNATURE LINE (Superintendent) Date

SIGNATURE LINE (Principal) Date

SIGNATURE LINE (Other Individual) Date

SIGNATURE LINE (Other Individual) Date

Recruitment Plan

Target Enrollment and Student Recruitment

Each site will target all students, specifically those who demonstrate the greatest need for out-of-school time services based on the following criteria:

- Families that qualify for free or reduced-price meals;
- Students who live in single parent and/or foster homes;
- Students who are repeating a grade level or required course;
- Students who did not meet standards on the state assessment in any content area;
- Students who demonstrate weakness in any content area;
- Students with excessive disciplinary referrals;
- Students with special needs;
- First-generation college attendees;
- Students with truancy concerns;
- Students who demonstrate little or no interest in school as determined through recommendations by school counselors, social workers, principals, assistant principals, parents or teachers.

The program will send applications and registration forms home with each student before the start date.

Procedures for Student Recruitment

The following procedures will be implemented in an effort to successfully recruit and retain students in Cowboy Academy:

- Students, parents and community members will be informed of the program's implementation via news articles in the local newspaper, radio announcements, flyers and/or announcements at events.
- A family orientation will be held to provide parents, students, potential staff and community partners with an overview of program policies and procedures within 30 days of the start date.
- Student surveys will be completed to gauge student interest in anticipated program offerings and determine possible program courses.

Written correspondence with partners

Stakeholder meeting agendas/notes

Cowboy Academy Advisory Board Meeting

Agenda

April 4, 2025 3:30-5:00 Central Office

Meeting Goals

- Review "What's happening" in Cowboy Academy
- Discuss ideas for programming
- Upcoming Events

3:30	<p>Introductions and Agenda Description <i>Team Members and Role:</i></p>
3:45 (15 minutes)	<p>Meeting Guidelines:</p> <ul style="list-style-type: none">• come prepared to be present• ready to contribute• listen with an open mind.• Close decisions and identify action items
4:00 (30 minutes)	<p>What's Happening" in Cowboy Academy</p> <ul style="list-style-type: none">• STEM Maker @ CHS 7-12• Culinary Club @ US• Safe Sitter Class and Safe @ Home• Special activities and guest visitors (VFT to reef, Family Movie, Open House)• Programs @ Library• Tutoring
4:30 (15 minutes)	<p>Upcoming Events:</p> <p><i>April 4 - Divinci Night</i></p> <p><i>April 8 and 9 - Montana Shakes!</i></p> <p><i>April 11 and 18 - Safe @ Home class</i></p>
4:45 (15 minutes)	<p>Questions/Concerns, Suggestions, Closing and Next meeting</p> <p><i>Next meeting: 3rd quarter meeting, tent. June</i></p>
5:00	<p>Adjourn: Thank you for meeting!</p>

Emergency Policies/Procedures

Emergency Preparedness Procedures

In the event that Cowboy Academy closes early and/or is evacuated between the hours of 3 p.m. and 6 p.m. because of an emergency, parents will be notified via the District's automated system. If a situation requires relocating students, the police department will be contacted. Throughout the year, emergency drills are conducted during 21st CCLC program hours, and program staff will follow these same procedures in the event of an emergency. Please refer to Conrad School District's Emergency Preparedness Plan for details about evaluation routes, relocation sites and specific guidelines for each type of emergency that may occur.

Injuries

In the event that a Cowboy Academy student is injured during program hours, these actions will be taken:

- Medical personnel and the site coordinator should be contacted immediately.
- Follow first aid procedures immediately.
- Contact additional emergency personnel (if necessary) and notify parents immediately.
- Complete the school accident form and submit it to the 21st CCLC site coordinator, program director and school principal.

Emergency Drills

Each 21st CCLC site will hold a minimum of four emergency drills each school year. This process will be coordinated by the 21st CCLC program administrators.

Accommodations for Students with Special Needs

Enrollment

Enrollment Numbers: The number of students to be enrolled at each campus is determined by what was written in the original, approved grant proposal. That enrollment goal represents the number of "regular attendees" (attending 30 days or more throughout the year) the campus must serve to avoid losing funding. The number of students a campus is required to serve cannot be changed under any circumstance.

Student Individualized Education Program (IEP) Plans: Site Coordinators will work with campus administration and teachers to develop an IEP for students enrolled in the program. Strategies such as quantity of services and types of services offered to each student will be outlined in the file. The program will support students by providing guided tutoring and homework assistance in areas of highest need, and by providing opportunities for project-based learning enrichment to target knowledge and skills that most need improvement.

Transportation Logs

Transportation

Program Implementation

Program Description

Program Overview

It is our mission to offer a safe environment staffed with caring adults that provide a broad array of activities that meet the needs of our community and offer opportunities for young people to experience success. Our learning center will promote the social and emotional development while improving the levels of academic achievement. These services will be provided for students in grades kindergarten through twelve at Huntley Project. Activities as part of Kid Connection will include tutoring and supplemental instruction in basic skill attainment in reading and math; drug and violence prevention curricula and counseling; youth leadership activities; volunteer and community service opportunities; career awareness and exploration; homework assistance; mentoring; activities include supervised recreational and athletic programs and events. For students 7-12 and for community members, we will have the weight/workout facility open for our before school program. We have developed a partnership with Kids Behavioral Health that will provide counseling services for those students and families needing assistance. Currently we serve approximately 130 students in the after-school program. In the before school program, we serve approximately 50 students and 15 adults. A part time Project Director and part time Site Coordinator are responsible for insuring that objectives are being addressed and will monitor the progress toward reaching the objectives. They are responsible for the everyday operation of Kid Connection including, but not limited to, fiscal reports, scheduling and reports to the advisory board. They ensure that the program provides high-quality services that meet the needs of program staff, students, and families. Staff who are qualified (certified), committed and have appropriate experience and realistic expectations are employed by the program. Transportation will be provided for all students that need transportation home after the program each evening.

Project Abstract

The learning center provides an after-school activities program for after school tutoring, homework assistance and general activities program. High school students involved in service organizations (FCCLA, BPA, FFA) and school district staff will be utilized as homework helpers. Staff will be hired to operate an after-school program that will offer alternative after school activities. These activities will help to develop students' academic, emotional, social and cultural skills. Computer, internet and other high technology activities will be a vital part of this program as well as physical fitness, recreation and the arts. Activities will stress the development of academic success with an emphasis in reading and math. The after-school program will be offered Monday through Thursday. It will operate for two hours after school dismisses. The Accelerated Reading and Lexia are integral programs of the After School program. These self-paced individualized programs are a natural fit for extended programs. Both programs are computer based and provide on-going assessment of student progress. Students who attend the after-school program for a minimum of 30 days during the school year will show more academic growth than those not attending the program. Using NWEA test scores, Star Math, Star Reading, Dibels, and Fox in the Box assessment scores students with 30 or more days of program attendance will show more growth in math and reading grade level equivalency scores than those who did not attend the program.

Program Calendars/Schedules

Times	Monday	Tuesday	Wednesday	Thursday
4:00-4:15	Snack/Homework	Snack/Homework	Snack/Homework	Snack/Homework
4:15-4:30	Recess	Recess	Recess	Recess
4:30-5:00	<u>Centers</u> *Craft: Yarn Pumpkin *Read Aloud: Halloween Book	<u>Centers</u> *Craft: Yarn Pumpkin *Read Aloud: Halloween Book	<u>Centers</u> *Craft: Yarn Pumpkin *Read Aloud: Halloween Book	<u>Crow Culture</u> *Activity: Continue to make designs with the melted beads. Start new ones with Crow Designs and finish all others from last week.
5:00-5:30	<u>Nutrition</u> Banana Sushi -Bananas -Tortillas -Nutella Spread	<u>Legos</u> Sort Legos/use creativity to make unique builds. Each based off individual's imagination to get used to using Legos.	<u>Maker Space</u> Timed stacking cups	
Staff on Duty				

Afterschool Schedule

Times	Monday	Tuesday	Wednesday	Thursday
4:00	Meet in Cafeteria / Attendance/ Pass out Snack / Dismiss			
4:10 - 5:30				
Crow Culture	Group 1	Group 2	Group 3	Student Choice / Reading Day
STEM/STEAM	Group 2	Group 3	Group 1	Student Choice / Reading Day
Game/Recess	Group 3	Group 1	Group 2	Student Choice / Reading Day
4:10-5:30	Homework/Tutoring			

Times	Monday	Tuesday	Wednesday	Thursday
4:00	Meet in Cafeteria / Attendance/Pass out Snack/ Dismiss			
4:10 - 4:50	Crow Culture / Group 1	STEM/STEAM/Group 1	Crow Culture / Group 1	STEM/ STEAM / Group 1
4:50 - 5:30	STEM / STEAM/ Group 2	Crow Culture / Group 2	STEM / STEAM/ Group 2	Crow Culture / Group 3
4:10-5:30	Homework/Tutoring			

Curricular Materials/Outlines



grades 3-5

ST[M] Career Adventures: Archaeologist Exploring Secret Tunnels

Archaeologists uncover ~~he~~ **ets** of the past by finding items left behind by people who lived long ago. Sometimes, they find tunnels and passageways built to keep secrets. They get to study what they find and figure out why people used the tunnels. Today, you will create a secret room that contains important information about you. Then, you will think like an archaeologist to explore another person's secret room in order to learn about them.

Activity (60 minutes)

Note: Create the salt dough for Step 2 ahead of time in order to streamline the activity. See Discovery Handout: Salt Dough Recipe.

Step 1: Brainstorm and Plan (10 minutes)

- First, explain to explorers that ancient civilizations have left clues about themselves and their lives inside places like caves, pyramids, and underground shelters (show Discovery Picture: Ancient Architecture).
- Next, ask explorers to spend a few minutes thinking about a few things that are important to them such as a favorite food, hobby, sport, person, or pet.
- Next, pass out Discovery Page: Brainstorm and Plan and have explorers write down the things that are important to them and make up who they are.
- Tell explorers that they will be incorporating these ideas into their secret room as a way to tell archaeologists about themselves and how they lived.

Step 2: Create Your Secret Room (5 minutes)

- Explain to explorers that people who lived in ancient civilizations often had to build secret rooms out of materials they had on hand.
 - For this activity, let the explorers know that they had flour, salt, water and cooking oil on hand.
- Tell explorers that they will use salt-dough to build their room. Their room should have 3 walls so that there is an opening to see their items in. They may or may not have a roof.
 - Have explorers refer to Discovery Picture: Ancient Architecture for inspiration.

C.nI.tAllHn, Dlredar If (Islemer Service, wltllaar qiiSII-— i1JM-m-2561-allsol@raDylumI 1 1 1 1

Send photos of your explorers and their projects to alfson@ronvlearringcompany.com to be featured on Rozzy's website, social media pages, and blog!

Learning from Trainings

What Do I Do to help my child with career planning?

Express Interest in your child's school work. This is their "work" and it is important. Help your child understand the importance of school by showing how subjects like reading, writing, and mathematics are used in most occupations and in daily living.

Encourage your child to ask the question, "What kinds of jobs should I consider?" Allow him/her to consider all possible career choices, even if some seem questionable to you. Try to make decisions *with* your child—not *for* him/her.

Introduce your child to a wide range of sports and hobbies. Encourage your son or daughter to participate in team sports if interested. Broadening interests provides more opportunities for success.

Listen for whether your child considers certain kinds of work "masculine" or "feminine" and help your child see beyond stereotypes. Try not to assign jobs at home by gender. Look closely at your own expectations for sons and daughters. Be sure you are open minded.

Encourage your child to approach jobs at home positively and to complete them in a timely manner. Point out the relationship between home chores and careers that require the same skills.

Talk about what you and your coworkers do and what you like and dislike about your job. Talk about the education and training that prepared you and your co-workers for these jobs.

Think about the steps your child can take to reach the goals you set together on page one. Think about how you can help. Who else might help? Record your action steps on the chart.

Help Your Child Plan Steps to Reach the Goals You Have Set

Goal Number	What will your child do?	How can you help?	Who else can help?
Example	Find out about volunteer activities in the community. Decide how much time can be spent volunteering.	Help your child match his/her interests to volunteer opportunities.	School counselors, teachers, community leaders, friends who volunteer in the community.
1			
2			
3			

Behavior Policy

Section IV: Behavior Policy

The behavior policy at our site was established to help students develop self-discipline so they may function independently in a socially acceptable manner. Students will be expected to follow their school day MBI policy. Self-control and social skills are developed over time by participating in activities and interacting with others. The main reasons for establishing behavior expectations are these:

- to prevent possible harm to self or others;
- to prevent infringing on the rights of others; and
- to prevent damage to equipment and property.

To provide a safe and secure environment for everyone, the following expectations will be in effect at all times:

- Follow the rules of the school district handbook.
- Follow the directions of staff the first time they are given.
- Show respect and treat others with kindness.
- Ask permission to leave an area.

Students will be taught to be responsible for their own actions; they make the choice to follow the rules and enjoy the rewards or to ignore the rules and accept the consequences. Appropriate behavior will be encouraged by verbal praise, rewards and positive communications with parents. Whenever possible, natural and logical consequences will be provided for inappropriate behavior.

If a student has a discipline issue, the parent or guardian will receive an incident report. Parents will be informed of their child's behavior and may be asked to participate in a discussion to resolve special situations. If your child receives three of these incident reports, he or she will be suspended from Cowboy Academy for three to five days. The fourth write-up will result in termination from the program for this school year. We reserve the right to suspend or terminate a student from the program immediately if a student's behavior warrants it. Please refer to the School Handbook.

Recruiting and Retaining Partnerships

Key Strategy 1: Identify Needs

Before you start to identify partners, make sure you understand your needs. Examine three sets of data as you conduct a needs assessment and establish baseline information. Look at school-level, student-level and student voice data. This checklist suggests data to collect.

Conduct a needs assessment to identify program needs.

School-Level Data

- State assessment data
- District/campus improvement plans
- School and student report cards
- Student attendance and behavior reports
- Other: _____

Student-Level Data

- Student-level needs
- Communication with teachers, principals and family members
- Other: _____

Student Voice Data

- Student survey
- Interest inventory
- Focus groups
- Other: _____

As you write needs assessment statements, be sure to make them measurable.

Needs Assessment Statement 1:

Needs Assessment Statement 2:

Needs Assessment Statement 3:

Next, develop program and activity goals that align with your needs assessment statements. Be sure to make your goals SMART: specific, measurable, achievable, relevant and time bound!

Develop SMART program and activity goals.

Do you have program goals? Are they SMART program goals? Check your goal-setting status, and make plans to develop SMART goals with your team to ensure all your program and activity goals are outcome based.

- I have program goals.
- I have SMART program goals.
- I have no program goals.

Use the Y4Y tool **Program and Activity SMART Goals** from the Continuous Education course to document and develop program and activity SMART goals.

Key Strategy 2: Use Community Asset Mapping

Now that you've uncovered your needs and developed your goals, it's time to begin identifying some strategic partners to help you accomplish your mission. Community asset mapping will help your program team identify businesses, organizations, individuals and resources in your community to help you reach your goals. You can use a community map and put pins on it to mark key organizations, or use a resource mapping tool, such as the Y4Y **Identifying Partners** or **Community Resource Map**.

Here are some questions to guide your team's discussions about potential partners.

- Are there areas where our program needs additional resources to accomplish goals?
- Are there potential partners who work in an area of identified need?
- What does our program have to offer a partner?
- Would the partnership require funds from our budget?
- What level of engagement could we expect from a partner?

Use the Y4Y **Community Asset Mapping** tool to identify potential partners for your program.

Key Strategy 3: Implement an Outreach Plan

Now that you've identified potential partners, think about an outreach plan. To begin, consider what you will ask each partner to do for or with your program. This will help you determine where the partnership belongs on the continuum of engagement: networking, coordinating, cooperating, collaborating or integrating.

Potential Partner	Continuum Level

After identifying potential partners and desired engagement levels on the continuum, it's time to develop your outreach plan. Be sure to do your research so you can speak confidently about the partner's work when you reach out. Here are some actions you should consider. Discuss each one with your team and record your ideas.

- Identify the benefits of the partnership.
- Define roles.
- Plan and practice how to make the ask.
- Create and practice an elevator speech.

Put your plan in action

- Contact desired partners to schedule meetings.

Use the Y4Y **Identifying Partnership Benefits**, **Partnership Roles** and **Creating an Elevator Speech** tools to help with your outreach plan. Use the **Elevator Speech Training to Go** to get your staff developing their speeches.

Partner Communication Plan

Communications

Monthly Administrative Meetings: The Director and Grant Administrator will meet to discuss enrollment, performance goals, current issues and upcoming activities. An agenda will be provided by the Director to guide the meeting. Enrollment and attendance updates will be provided to Site Coordinators by the Director to ensure goals are met.

Program Advisory Board: The Cowboy Academy Advisory Board will meet quarterly to review progress toward performance goals, review the continuous improvement plan and work on the sustainability plan. In addition, the Advisory Board will work with program staff to update the five-year strategic plan and to assist with work assigned to their committees. An agenda will be created for each meeting, and notes will be taken, transcribed and disseminated to members. Meetings will be logged on the Meeting Tracking Form by the Director.

Principal Meetings: The Director will meet with the principals as needed and at least once a month throughout the school year to ensure core-day connections and implementation of campus needs assessment. An agenda will be prepared by the Director and meetings notes will be taken. The meetings will be logged on the Meeting Tracking Form.

Volunteer Log

Volunteer Hours Log Sheet

Volunteer Name _____

Evaluation

Completed Evaluation, Surveys, and Rubrics

ACTION PLAN FOR QUALITY IMPROVEMENT

Reflect on your 2-4 priority areas and work through these questions to develop an action plan for EACH priority area (use separate tables). Add more as needed. Evaluate your plan periodically and adjust the steps as necessary. For continuous improvement, once you've achieved your goals re-assess your cycle again.

Organization/Site:

Point Person/Facilitator:

Target Goal Area – Circle 1: Academic, Youth Development, Family Engagement, Quality Programming

Describe:

Change Needed:

Indicators/Scores showing need

Process Data (Local Eval Report):

Outcome Data (Local Eval Report):

Self-Reflection Tool:

Other:

Obstacles we may encounter:

How will we know if we have succeeded? (SMART Objective)

Activities to Create Improvement (Action Steps)	Person Responsible	Timeframe	

Evaluation Results Communicated

Montana 21st CCLC

2017-18 Annual Report: Evaluation Brief

Who did we serve and did we meet our targets?
Characteristics of students, and target vs actual population
Pages 2 - 3

Who provided programming and what did we offer?
Characteristics of staff and programming
Pages 4 - 6

What are the impacts of this program and what lessons were learned?
Objectives met, performance on Federal measures, and tips for future
Pages 7 - 8

May 2019

Montana 21st Century Community Learning Centers: 2017-18 Grant Year

In order to support a network of community learning centers that provide educational enrichment opportunities during non-school hours for children, the U.S. Department of Education developed the 21st Century Community Learning Centers Program.

The 21st CCLC program is largely focused on providing enrichment activities outside of school hours that help students, particularly those attending high-poverty and low-performing schools, meet state and local standards in core academic subjects. The program also offers other educational services, including literacy, to the families of participating children.

One overarching mission of the 21st CCLC grant is to collect data at the local, state, and national levels in order to build on research regarding the structure and implementations of effective after-school programs. To support this effort and help programs improve, grantees and program officers across the state of Montana provide annual data describing grant activities and program outcomes. The present report summarizes findings from the annual evaluation for the 2017-18 grant year.

Grantees took a lot of pride in sharing the variety of programming they are providing. In addition to providing tutoring and homework help, programs offerings included activities related to STEM, art, sports, and academic enrichment. Sites really tried to provide programming that was innovative, aligned with school day activities, relevant to community needs, and exposed students and families to new and unique opportunities.



Montana is a fantastic year with great opportunities for both students and staff. Our program is growing and was one of the most successful in our Little Bugger. You'll likely see many clinics throughout the year!!

Participation for both this year is strong and families and staff are well received. We have a high level of community members involved in our programs and already involved in our school year! N

Fiscal Requirements

Financial Reports

21st CCLC Program Overall Budget Spreadsheet

Use this spreadsheet to develop and track your budget. Formulas are included to complete all rows and columns. You must enter the actual budget for administrative costs and each site, as well as totals expended.

Site 1 Budget Tracking Spreadsheet

Use this spreadsheet to track site expenditures. Column "D" is coded to populate the budget from your Overall Budget Spreadsheet. If a budget changes on your overall budget that affects Sites 1-6, then the budget will automatically change when you change the overall budget.

Payroll Tracking Spreadsheet

You can create a new spreadsheet for each of your 21st CCLC sites or just one to track all of your payroll.

Employee Name	Position	Pay Rate	Fall Semester Weekly Hours									Total for Fall Semester	
			8/25/20	9/1/20	AUGUS	9/8/20	9/15/20	9/22/20	9/29/20	Septem	Total	Fringe	
Bob Bob	Tutor	\$ 5.00	20.00	15.00	\$ 175.00	15.00	20.00	20.00	15.00	\$ 350.00	\$ 525.00	\$ 78.75	\$ 603.75
					\$ -					\$ -		\$ -	\$ -
					\$ -					\$ -		\$ -	\$ -
TOTAL FOR TMP/HRLY					\$ 175.00					\$ 350.00	\$ 525.00	\$ 78.75	\$ 603.75
					\$ -					\$ -		\$ -	\$ -
					\$ -					\$ -		\$ -	\$ -
TOTAL FOR TEACHERS					\$ -					\$ -		\$ -	\$ -
TOTAL PAYROLL					\$ 175.00					\$ 350.00	\$ 525.00	\$ 78.75	\$ 603.75

Supply Expense Tracking

Use this spreadsheet to track the monthly supply expenditures by site. Formulas are included that will provide an ongoing total for each site.

Supply Expense Tracking

Use this spreadsheet to track the monthly supply expenditures by site. Formulas are included that will provide an ongoing total for each site.

21st CCLC Activity Cost Spreadsheet

Use this template to calculate the cost of each activity. Formulas are included to calculate the payroll if you put in the hourly rate, hours per week and weeks per year. Supplies and Equipment will calculate when you add cost per week, weeks per year and/or one-time costs. Totals are formulated to populate once all costs are entered.

Activity Name	Multicultural Cooking Club	Hourly Rate	Hours per Week	Weeks per year	Total
Lead Teacher	Sherri	\$25	8	32	\$6,400.00
Youth Worker	Carey	\$10	8	32	\$2,560.00
			Cost per Week	Weeks per Year	
Supplies	Weekly Food		\$20.00	32	\$640.00
				One Time Cost	
Equipment	Electric Pan		\$30.00		\$30.00
	Hot Plate		\$50.00		\$50.00
Total Activity Cost					\$9,680.00

Activity Name	Gardening	Hourly Rate	Hours per Week	Weeks per year	Total
Lead Teacher	John	\$25	4	32	\$3,200.00
Youth Worker	Sue	\$10	4	32	\$1,280.00
			Cost per Student	Total Students	
Supplies	Journals, pens, gloves		\$20.00	20	\$400.00
				One Time Cost	
Equipment	Shovels		\$40.00		\$40.00
	Plants		\$100.00		\$100.00
	Fertilizer		\$20.00		\$20.00
Total Activity Cost					\$5,040.00

Requisitions/Purchase Orders

Purchase Order

No.18644

PO Date: 01/14/2019

Questions?

Ext:

Account:

PO Issued To:

Ship To:

CONRAD SCHOOLS •LUNCH FUND

12 CONRAD PUBLIC SCHOOLS

Attn: Stephanie Debruycker

UTTERBACK SCHOOL

220 N WISCONSIN ST

CONRAD MT 59425

(406) 271-5251

Contact:

location: 21 Century

Phone:

Fax:

Project: UNDEFINED

Roql: 18647

Reference:

Date Required: 01/26/2019

Award Number:

URL	Qty	Unit	Part #	Description	Account Number	Unit Price	Extended	Tax	Frill'
	1.00	EA.		SUPPLIES -  Club	115.00.434.1000.0610.000 SUPPLIES	1100.00	500.00	0.00	0.0

Special PO Instructions: Supplies for our Culinary Club activities

Approval

Approved By	Date	Notes
155268.alamoreaux	01/14/2019	Purchase Order Created

APPROVAL SIGNATURES:



Sub-Total:

Freight:

\$0.

Tax:

\$0.

Total Amount

\$500.0

Inventory List

21st CCLC

Inventory List

Date _____

Time and Effort

FEDERAL FUNDING COMPLIANCE: TIME AND EFFORT MONTHLY LOG

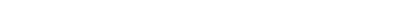
School District/Charter : _____

Month and Year of Activity : _____

Employee Name : _____

Employee Title : _____

I certify with my signature that the information submitted is accurate.

Employee Signature :  Date

Supervisor's Signature :

Date:

Travel Expenses

Travel Expense Report

Employee Information	
Employee Name	
Employee ID	
Employee Title	
Travel Information	
Start of trip (date & time)	
End of trip (date & time)	
Trip destination	
Purpose of trip	
Method of transport	
Travel Expenses	
Travel Costs	
Meal Costs	
Accommodation costs	
Total Cost of Trip	

Financial Policies

Fiscal Management

Annual Budget: The budget year runs from July 1 through June 30. The annual budget will be developed by the Director and included in the Continuation Grant. Once approved by the Superintendent and the State Department of Education, the budget will be provided to the District Clerk to be set up in the online budget system. Oversight of the budget will be the responsibility of the Director and Grant Administrator. Amendments will be done as needed, and the final amendment must be completed June 1.

Payroll: All Cowboy Academy staff is paid 100 percent of 21st CCLC funds. Records of time and effort will be kept.

Time and Effort: Time and effort logs will be kept on all staff. These logs will be submitted monthly to the Director and they will be kept in the employee District files. Time and effort reports will be kept for seven years beyond the life of the grant.

Weekly/Monthly Reporting: The program Director will keep an ongoing shadow budget for all program expenditures. The shadow budget will be compared to the district's accounting department budget to ensure accuracy. The reports will be kept in the Budget Notebook in the Director's office.

Purchase Orders: Purchasing is completed by the Director in the online budget system. Purchases must be made from approved vendors (list in office) or be approved by the Purchasing Department. Once purchase orders have been put into the system, the Grant Administrator and Superintendent will receive a message to review and approve each purchase order before it is sent electronically to the accounting office. Once all approvals are in place, the program Director will receive notification to place the order.

All purchases must be ordered and received by the last day of the grant year (June 30). If they are not received, the grant cannot cover the expense under that year's budget and the expense will either need to be paid from the next year's budget or returned.

Student/Staff Travel

Field Trip Procedures

Field trips are defined as travel away from program premises, under the supervision of a staff member, with an approved course of study, for the purpose of giving students a direct learning experience not available in the program. Student safety is a program requirement. The coordinating staff member is responsible for ensuring that all steps have been taken to meet identified safety needs, including the need for adult supervision. This will also include a list of medical needs or allergies for staff participating in approved field trips.

The following procedures shall apply to all student trips:

- It is the responsibility of the Cowboy Academy director to approve each trip. The site coordinator will be required to supervise the process used by the staff and students.
- Each trip must be integrated with the curriculum and coordinated with program activities that enhance its usefulness and relationship to the instructional program. The staff member should submit a completed field trip request form, in addition to the lesson plan, to the site coordinator at least four weeks prior to the trip. All field trips must be approved by the 21st CCLC program director and grant administrator.
- The staff member shall be responsible for providing parents with information regarding the purpose of the trip and other pertinent information. Each student participating in a trip must first return a permission form signed by his/her parent or guardian. The permission form must include parent contact information. It is the responsibility of the staff scheduling the trip to see that permission forms have been completed for each student in advance of the trip. Only written permission forms signed by a parent or guardian will be accepted.
- School district buses will be used as the transportation for all field trips.
