# 2022-23 YPR Form ▾

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Please complete all required fields.

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## I. General Information

**Q1.1 Grantee Year**

1

**Q1.2 Grantee Award Amount**

$130,000

**Q1.3 Select your agency and the 21st CCLC site from the options below.**

Eastbrook Academy : Eastbrook Academy

**Primary Contact Name**

Jeffrey Robb

**Primary Contact Title**

Grant Program Manager

**Primary Contact Phone Number**

414-241-3112

**Primary Contact Email Address**

jrobb@eastbrookacademy.org

**Applicant and Site**

Eastbrook Academy: Eastbrook Academy

**Q1.4 Is any information listed above incorrect or missing?**

No

**Q1.6 Pronoun(s) (optional)**

He/him/his

**Read the following sections closely. Each relevant section must be digitally signed by the District or Agency Authorizer. The District or Agency Authorizer will be asked to provide three signatures. The Authorizer is someone from the district or agency who has been properly authorized to sign off on legal documents on behalf of the district or agency named on the Yearly Progress Report (YPR). Note that the District or Agency Authorizer will be notified of all YPR submissions.**

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# II. Federal General Assurances

The Applicant understands and agrees that the following Certifications and Assurances are pre-award requirements generally imposed by federal and state law or regulation, and do not include all federal and state regulations that may apply to the Applicant or its project. Most requirements are posted to: Uniform Administrative Requirements: https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200 (https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200) or Educational Department of General Administrative Regulations (EDGAR):

https://www.ecfr.gov/current/title-34/part-76 (https://www.ecfr.gov/current/title-34/part-76) or the Wisconsin Uniform Financial Accounting Requirements (WUFAR): https://dpi.wi.gov/sfs/finances/wufar/overview (https://dpi.wi.gov/sfs/finances/wufar/overview).

**Each Applicant is ultimately responsible for compliance with the certifications and assurances selected on its behalf that apply to its project or award.**

**Instructions**

Step 1—Read each assurance that follows.

Step 2—Sign and date the certification statement.

Step 3—Include signed certifications and assurances with your application materials.

Step 4—Keep a copy for your records.

Assurance is hereby provided that:

1. **Applicant agrees** to comply with all terms and conditions set forth in the grant program's Application Guidelines document provided with this application. Services provided under this grant will be used to address the needs set forth in the guidelines document. Applicant agrees to implement the activities within the prescribed timeline as outlined in their work plan section of their proposal. Applicant will provide fiscal information within the fiscal year timeline established for new and reapplying programs.

2. **Statutes and Regulations:** The Applicant shall comply with all applicable statutory and regulatory requirements. These requirements include, but are not limited to, applicable provisions of—
   a. Title VI of the Civil Rights Act of 1964 [45 U.S.C. 2000d through 2000d-4] b. Title IX of the Education Amendments of 1972 [20 U.S.C. 1681-1683] c. Section 504 of the Rehabilitation Act of 1973 [29 U.S.C.794] d. The Age Discrimination Act [42 U.S.C. 6101 et seq.]

3. **Allowable Costs:** Costs incurred shall be allowable under the principles established in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards; Final Rule [2 CFR Subpart E-Cost Principles].

4. **Budget Modifications:** The Applicant will obtain an approved budget amendment when it is anticipated that claimed expenditures will vary significantly from the amount in the current approved budget. A significant variance is an increase of 10 percent (summary of all line items) of the current total approved budget [2 CFR § 200.308(e)]. This applies to all grants unless there are more restrictive or specific requirements of the grant award which may be the case with discretionary grants.

5. **Confidentiality:** The Applicant shall comply with provisions regarding confidentiality of student information [WI Statute § 118.125, pupil records].

6. **Conflict of Interest:** No board or staff member of an LEA or CESA may use his or her position to obtain financial gain or anything of substantial value for the private benefit of himself or herself or his or her immediate family, or for an organization with which he or she is associated, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit [Wis. Stat. 19.59 (1) (a)] [2 CFR § 200.112].

7. **Contracts and Procurement:** The Applicant will use its own procurement procedures that reflect applicable state and local laws and regulations, provided the procurements conform

to applicable federal law and the standards in [2 CFR §§ 200.318-200.327] Procurement Standards.

8. **Debarred and Suspended Parties:** A contract (see 2 CFR §180.220) must not be made to parties listed on the government wide Excluded Parties List System in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR Part 1986 Comp., p 189) and 12689 (3 CFR Part 1989 Comp., p. 235),"Debarment and Suspension." The Excluded Parties List in SAM contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

9. **Cooperation with Evaluation:** The Applicant shall cooperate with the performance of any evaluation of the program by the DPI or USDE of by their contractors [2 CFR §200.329(1)].

10. **Copyright, Acknowledgement, and Publications:** The Applicant/ Recipient will comply with all copyright and materials acknowledgement requirements as addressed in the projects' grant guidelines. The U.S. Department of Education and the DPI reserve royalty-free, nonexclusive, and irrevocable licenses to reproduce, publish or otherwise use, and to authorize others to use, for their purposes. The copyright in any work developed under this subgrant or contract under this subgrant; and any rights of copyright to which the Applicant or a contractor purchases ownership with grant support.
The content of any grant-funded publication or product may be reprinted in whole or in part, with credit to the USDE and DPI acknowledged. However, reproduction of this product in whole or in part for resale must be authorized by the DPI. When issuing statements, press releases, and other documents describing projects or programs funded in whole or in part with federal grant funds, the grant award recipient shall clearly acknowledge the receipt of federal funds in a statement.

11. **Fiscal Control:** The Applicant will use fiscal control and fund accounting procedures and will ensure proper disbursement of, and accounting for, federal funds received and distributed under this program [2 CFR §200.302 (a), (1), (3); §200.303(a), (b)].

12. **Indirect Costs:** If the fiscal agent intends to claim indirect costs, the total amount budgeted for indirect costs is limited to and cannot exceed the negotiated indirect rate established with the DPI. Indirect costs cannot be charged against capital objects.

13. **Legal and Regulatory Compliance:** Administration of the program, activities, and services covered by this application will be in accordance with all applicable state and federal statutes, regulations and the approved application [34 CFR §76.700].

14. **OMB Standard Form 424B:** The Applicant will comply with all applicable assurances in OMB standard Form 424B (Assurances for Non-Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all applicable federal laws, executive orders and regulations.
https://www.grants.gov/web/grants/forms/sf-424-family.html#sortby=1 (https://www.grants.gov/web/grants/forms/sf-424-family.html#sortby=1)

15. **Programmatic Changes:** The Applicant will obtain the prior approval of the DPI whenever any of the following actions is anticipated:
    a. Any revision of the scope or objectives of the project;
    b. Changes in key persons where specified in the application or grant award;
    c. A disengagement from the project for more than three months, or a 25 percent reduction in time devoted to the project, by the approved project director;
    d. Contracting out or otherwise obtaining services of a third party to perform activities central to the purpose of the award;
    e. Changes in the amount of approved cost-sharing or matching provided by the subrecipient [2 CFR §200.308©(1,2,3,6,7)].

16. **Record Retention:** In accordance with 2 CFR §200.334(b), this is written notification to the subrecipient that DPI requires an extension to the record retention period for grants addressed in the Wisconsin Records Retention Schedule for School Districts.
    https://publicrecordsboard.wi.gov/Documents/DPI%20GS-APPROVED%20June%202015%20v8.1.pdf
    (https://publicrecordsboard.wi.gov/Documents/DPI%20GS-APPROVED%20June%202015%20v8.1.pdf)
    All applicants will ensure records are maintained for a period of at least three years after the end of the project year (2 CFR §200.333). If any litigation, claim, negotiation, audit, or other action involving the records starts before the end of the period, the records will be retained until completion of the action and resolution of all issues.

17. **Reporting:** The Applicant will ensure all required financial and program data is reported to the DPI timely on a schedule established by the DPI. The Applicant will report to DPI using the accounts in the Wisconsin Uniform Financial Accounting Requirements (WUFAR) [2 CFR §200.302(b)(2)].

18. **Grant Evaluation:** The Applicant shall ensure that all grant evaluation reporting will be timely on a schedule established by the DPI. Grant evaluation information provided to the DPI staff shall accurately assess the completeness of grant goals, activities, bench-marks and target dates [2 CFR §300.328(c)(1)].

19. **Single Audit:** Any entity that expends in total (all sources) $750,000 or more in federal funds during a fiscal year (July 1–June 30) is required to conduct a single audit. If a single audit is required, a copy of the audit is to be submitted to DPI School Financial Services auditor [2 CFR §200.501].

20. **Text Messaging and E-Mailing While Driving:** The Applicant/ Recipient and their grant personnel are prohibited from text messaging while driving a government-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or e-mail when driving [Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving October 1, 2009]. https://edocket.access.gpo.gov/2009/pdf/E9-24203.pdf

21. **Time and Effort Supporting Documentation:** For costs to be allowable, compensation for personal services must adhere to the Standards for Documentation of Personnel Expenses as identified in 2 CFR §200.430(i)(1). The subrecipient must retain records that accurately reflect the work performed and be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated.

22. **Trafficking in Persons:** The grant condition specified in 2 CFR §175.10 includes the following language: "I. Trafficking in persons. 1. You as the recipient, your employees, subrecipients under this award, and subrecipients' employees may not i. Engage in severe forms of trafficking in persons during the period of time that the award is in effect; ii. Procure a commercial sex act during the period of time that the award is in effect; or iii. Use forced labor in the performance of the award or subawards under the award." A sub-recipient is required to inform the federal agency immediately of any information received from any source alleging a violation of this condition. The federal agency may unilaterally terminate this award, without penalty, if a subrecipient is determined to have violated this condition.

# III. Program Specific Assurances

**Assurance is further provided that:**

1. The program will primarily target students who attend a school eligible for schoolwide Title I services and the families of such students.
2. The program will be carried out in alignment with challenging state academic standards and any local academic standards.
3. The program will take place in a safe and easily accessible facility.
4. The program will be carried out in active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), in compliance with applicable laws relating to privacy and confidentiality.
5. Subgrant funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.

# IV. Certification/Signatures

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

**I FURTHER CERTIFY** that the assurances listed above have been satisfied and that all facts, figures, and representation in this application are correct to the best of my knowledge.

### Signature of District/Agency Authorizer

**Typing in your name acts as your electronic signature.**

Bill Druliner

### Title of District/Agency Authorizer

**The Authorizer is someone from the district or agency who has been properly authorized to sign off on legal documents on behalf of the district or agency named on the application.**

Executive Director of Administration

### Date

05/15/2023

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## V. Certification Regarding Lobbying

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose

accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

If applicant agency cannot certify this information because Federal appropriated funds have been paid to individuals listed in paragraph (1), applicant must complete Standard Form - LLL "Disclosure of Lobbying Activities."

## Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Standard Form – LLL, "Disclosure of Lobbying Activities," form is available at https://www2.ed.gov/fund/grant/apply/appforms/sflll.doc (https://www2.ed.gov/fund/grant/apply/appforms/sflll.doc) . If applicant is required to complete Standard Form -LLL, "Disclosure of Lobbying Activities," applicant shall submit the completed form to this grant's program administrator at DPI. As the prime grantee, DPI will forward the completed form to the federal government.

## Signature of District/Agency Authorizer

**Typing in your name acts as your electronic signature.**

Bill Druliner

## Title of District/Agency Authorizer

**The Authorizer is someone from the district or agency who has been properly authorized to sign off on legal documents on behalf of the district or agency named on the application.**

Executive Director of Administration

## Date

05/15/2023

# Grade Levels Served

**Q6.1 In the site's most-recent YPR or grant application, the grades the program serves are listed as:**

K-12th

**Q6.2 Do the grades served in 2022-23 represent a deviation from grades served in 2021-22?**

No

**Q6.4 Do you plan to make any changes to grades served in 2023-24?**

No

# Additional Schools Served

**Additional Schools (i.e., feeder schools) include schools whose students attend your program from sites other than the primary school. If you serve more than one school, then you have a feeder school.**

**Q6.7 Did the 21st CCLC serve additional schools in 2022-23?**

No

**Q6.13 Will you serve any new additional schools in 2023-24?**

No

**Q6.21 Explain the reason for the change in additional schools.**

N/A

# Student Population

**Q6.22 As of March 20, 2023, the following total number of students who attended the program at least one day in 2022-23 was reported in Cayen:**

372

**Q6.23 As of March 20, 2023, the following number of regular attendees (i.e., students who attended 30 or more days) was reported in Cayen:**

146

**Q6.24 As of March 20, 2023, the following number for before-school average daily attendance (ADA) was calculated in Cayen:**

11

**Q6.25 As of March 20, 2023, the following number for after-school ADA was calculated in Cayen:**

57.02

**Q6.26 As of March 20, 2023, the following number for ADA was calculated in Cayen:**

68.02

# Target Population

**Q6.27 Which student population(s) did the 21st CCLC prioritize in recruitment and enrollment efforts?**

Students in need of academic support, Students with social and emotional, or behavioral needs, Low income students, Students of color and students who are a racial minority

**Q6.30 Do you plan to make any changes to the student populations targeted for services or how you recruit them?**

No

# Program Operating Schedule

**Please upload a typical weekly schedule of program activities. Please note: DPI recognizes that slight variations occur week to week which may impact hours reported by Cayen. DPI will utilize both the schedule which is uploaded and Cayen data to make decisions regarding follow-up.**

YPR Schedule.pdf

**Q6.32 As of March 20, 2023, the following total number of after-school programming hours per typical week was reported in Cayen to be:**

15.89

**Q6.33 As of March 20, 2023, were before-school programming hours reported in Cayen?**

Yes

**Q6.34 As of March 20, 2023, the following total number of before-school programming hours per typical week was reported in Cayen to be:**

1.5

**Q6.35 As of March 20, 2023, the following total number of programming hours (before- AND after-school) per typical week was reported in Cayen to be:**

17.39

**Q6.36 As of March 20, 2023, the following total number days open during school year 2022-23 was reported in Cayen to be:**

165

**Q6.39 Do you plan to make any changes to your operating schedule next year?**

No

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# VII. Program Plan

# Academic Enrichment

*Note:* In 2022-23, programs were required to offer academic enrichment on a regular basis. Academic enrichment activities provide students with opportunities to practice and develop academic skills in ways that complement, but do not replicate, school day instruction. They are often student-centered and hands-on and allow students to apply academic skills in contexts that are meaningful to them. *Homework time or homework help is allowed as part of your program, but it does not count as academic enrichment programming.*

**Q7.1 Did the program provide at least one form of academic enrichment programming on a regular basis in 2022-23?**

Yes

**Q7.3 How did you help students meet challenging state and local standards in 2022-23? Select all that apply.**

Align program activities with school day content, Used school day materials, Used state standards to guide 21st CCLC programming, Employed specific staff devoted to creating lesson plans (e.g., licensed educator, education student, etc.)

**Q7.6 Below is a list of authorized activities for the 21st CCLC grant. Use the checkboxes to indicate which activities the 21st CCLC offered.**

Mentoring programs, Remedial education activities (e.g., homework help), Tutoring services, Literacy, Arts and music, Physical activity, Cultural programs, Technology, Career Prep

**Q7.7 Do you plan to make any changes to the activities your program will offer, including the frequency with which they'll be offered?**

Yes

**Q7.8 What are your proposed changes and the reasons for them? Remember to write in a way that someone from outside your program can understand (e.g., No acronyms; describe the activity rather than just using its name. For instance, writing "Our Dynamite sessions weren't working" does not tell us what "Dynamite" is.)**

Based on this year's programming, we anticipate offering a number of programs that continually offer academic enrichment. Our after-school tutoring, homework help, and "Club Hubs" offer academic assistance throughout the entire year. As seen on the monthly attendance graph in Cayen, our program has grown from an ADA in the 40s into the low 90s. This trajectory clues us in that we can focus on specialized activities to compliment day-time learning. We desire to specifically add options like shop/carpentry club, simple electronic circuits club, speech and debate club, pottery club, and environmental/nature club. goal will be to strategically schedule these over the course of the year to coincide well with athletic offerings.

# Before-School Programming

**Q7.9 Did you offer before-school programming during the 2022-23 school year?**

Yes

**Q7.10 Did the before-school program operate for at least 45 minutes on the days it was offered?**

Yes

**Q7.12 How do you ensure that students attending before-school programming receive academic enrichment?**

Academic enrichment is a required part of before-school programming

# Summer Programming

**Q7.15 Will you offer 21st CCLC-funded summer programming in the summer of 2023?**

Yes

**Q7.16 Is this (2023) the first year you will offer 21st CCLC-funded summer programming?**

Yes

**Q7.17 21st CCLC funds may only be used to supplement, not supplant, other funding sources. Do other funding sources currently support summer programming?**

No

**Q7.19 Describe the proposed 21st CCLC-funded summer programming for 2023. Include the following information: 1) number of days per week; 2) hours of operation; 3) number of weeks of operation or dates of operation; 4) student population(s) targeted for the program; 5) targeted number of students served, and 6) services provided.**

We are extending our CLC after-school music program through June this year as a pilot for summer programming. Funds are used to pay for staffing and materials of this music program. As this will be our first CLC Summer program, we want to start sustainably small, and grow over time. We are planning on offering 2-3 hrs of programming twice a week through June. At this moment, we are planning to serve 8-16 students in this music program.

# Services for Adult Family Members

**Q7.20 By the end of academic year 2022-23, how many family activities or events (in person or virtual) will you offer for the adult family members of 21st CCLC participants?**

More than 4

**Q7.22 What types of services or activities have been or will be provided to parents, guardians, or families during the 2022-23 school year? Select all that apply.**

In-person family events (e.g., parent and guardian meetings, family nights, parent and guardian education classes, etc.)

**Q7.24 Approximately what percentage of families have participated in 21st CCLC family activities so far this school year?**

Between a quarter and almost half of families (25%-49%) have participated

**Q7.25 What was the primary purpose of the adult family activities provided? Select all that apply.**

Showcase student activities in the program, Activities that support student learning at home, Creating connections between school and home

**Q7.27 Do you plan to make any changes to services for family members next year?**

Yes

**Q7.28 Describe the changes to family activities and the reasons for them.**

After discussing with our parent engagement staff, we desire to implement additional family activities such as increased new parent orientation, Math and ELA family events on a quarterly basis, a health and wellness fair, family volunteer appreciations, and course selection nights. We believe these will help support student learning at home, create connections between school and home, and generally build our community.

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# VIII. Staffing

**Q8.1 Does your site have a dedicated Program Coordinator? This is defined as an individual who has primary oversight capacity for the staff and functions of the center. If the coordinator is responsible for one center, they must dedicate a minimum of 20 hours per week toward program management and oversight. If the coordinator is responsible for two or more centers, they must dedicate 40 hours per week toward program management and oversight.**

Yes, we have a coordinator who oversees 1 center and works at least 20 hours per week

**Q8.3 How long has your current Program Coordinator held this position?**

This is their first year as Program Coordinator at this site

**Q8.4 Do you plan to make any changes to staffing levels or staffing roles? This would include the addition of volunteers and changes to the process for vetting volunteers.**

Yes

**Q8.5 Describe the proposed changes and the reasons for them.**

We would love to partner better with local universities (UWM, Concordia, and Wisconsin, Lutheran in particular) to increase volunteer/staffing possibilities. We hope to do the same with our alumni pool, local businesses (specifically those involved in our community), and co-oping with local grade schools. Increasing volunteer engagement would allow us to expand our program offerings and target community building. The changes will help address some of the challenges listed in Section XIV.

**Q8.6 What recruitment strategies did you use during the 2022-23 school year to employ staff?**

Partnering with community-based organizations, Outreach to high school students, Targeting school personnel within the building

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## IX. Program Goals and Evaluation

To complete the following section, refer to your original grant application or most recently-approved goal amendments.

# Program Objectives

## State Goal 1: Provide a stable, safe, and supportive environment to meet the needs of the target population.

**You listed the following number of local goals for State Goal 1 in your grant application or most recent YPR:**

4

**Here is what you listed as your Local Goal #1 (State Goal 1) in your grant application or most recent YPR:**

We will provide a safe, stable and supportive environment for all students. This includes: 1) opportunities for both in-person or virtual learning, 2) a safe and hygienic in-person environment, and 3) safe transportation to and from Home/School, 4) school emergency and response plan.

**Here is what you listed as your Local Goal #2 (State Goal 1) in your grant application or most recent YPR:**

We will embed opportunities for youth to develop and practice socio-emotional competencies including: 1) opportunities for self discovery, 2) self direction, 3) focus and confidence building, 4) teamwork, and 5) help-seeking in order to ensure the general well-being of youth

**Here is what you listed as your Local Goal #3 (State Goal 1) in your grant application or most recent YPR:**

We will research and planning has identified gaps in services, challenges and required supports to ensure BIPOC student success. Addressing socio-economic inequality requires students graduate from high school. State Goal 1, Priority 1.3 is met by ensuring BIPOC students have access to necessary supports including.

**Here is what you listed as your Local Goal #4 (State Goal 1) in your grant application or most recent YPR:**

We will address socio-economic disparities by guaranteeing college admission.

**Q9.1 Thinking of your local goal(s) for State Goal #1, what progress have you made?**

Some progress

**Q9.2 Do you need to revise any local goals for State Goal #1?**

No

# State Goal 2: Challenge youth to develop as learners.

**You listed the following number of local goals for State Goal 2 in your grant application or most recent YPR:**

1

**Here is what you listed as your Local Goal #1 (State Goal 2) in your grant application or most recent YPR:**

Participants will excel in day time instruction as measured by standardized test scores, ACT and NWEA/MAPS.

**Here is what you listed as your Local Goal #2 (State Goal 2) in your grant application or most recent YPR:**

**Here is what you listed as your Local Goal #3 (State Goal 2) in your grant application or most recent YPR:**

**Here is what you listed as your Local Goal #4 (State Goal 2) in your grant application or most recent YPR:**

**Q9.4 Thinking of your local goal(s) for State Goal #2, what progress have you made?**

Goal achieved

**Q9.5 Do you need to revise any local goals for State Goal #2?**

No

# State Goal 3: Support the development of other skills necessary for student success.

**You listed the following number of local goals for State Goal 3 in your grant application or most recent YPR:**

1

**Here is what you listed as your Local Goal #1 (State Goal 3) in your grant application or most recent YPR:**

We will offer a diverse array of programming including arts, science, technology, service learning and opportunities for civic engagement ensuring youth are well rounded leaders.

**Here is what you listed as your Local Goal #2 (State Goal 3) in your grant application or most recent YPR:**

**Here is what you listed as your Local Goal #3 (State Goal 3) in your grant application or most recent YPR:**

**Here is what you listed as your Local Goal #4 (State Goal 3) in your grant application or most recent YPR:**

**Q9.7 Thinking of your local goal(s) for State Goal #3, what progress have you made?**

Some progress

**Q9.8 Do you need to revise any local goals for State Goal #3?**

No

# State Goal 4: Engage families in support of student learning.

**You listed the following number of local goals for State Goal 4 in your grant application or most recent YPR:**

1

**Here is what you listed as your Local Goal #1 (State Goal 4) in your grant application or most recent YPR:**

We will be governed by a diverse, inclusive advisory board which will lead to increased family engagement.

**Here is what you listed as your Local Goal #2 (State Goal 4) in your grant application or most recent YPR:**

**Here is what you listed as your Local Goal #3 (State Goal 4) in your grant application or most recent YPR:**

**Here is what you listed as your Local Goal #4 (State Goal 4) in your grant application or most recent YPR:**

**Q9.10 Thinking of your local goal(s) for State Goal #4, what progress have you made?**

Some progress

**Q9.11 Do you need to revise any local goals for State Goal #4?**

No

# Public Communication

**Q9.14 How did you communicate your evaluation findings to the public? Select all that apply.**

No particular method

# Self-Assessment

**Q9.20 Below are the steps in the self-assessment process that 21st CCLC programs are required to implement during their five-year grant cycles. Please indicate below which of the steps you have completed to date.**

Choose a self-assessment tool, None of the above

**Q9.21 Which of the following DPI-approved tools are you using or do you plan to use for self-assessment?**

Wisconsin After School Continuous Improvement Process (WASCIP)

**Q9.22 Which step(s) of the self-assessment process do you plan to engage in next year?**

Choose a self-assessment tool

**Q9.23 The program is required to participate in the self-assessment process, which you can learn more about at https://dpi.wi.gov/sspw/clc/assessment/self-assessment. How will the program ensure the self-assessment requirements are met in 2022-23?**

After our first year of programming, we are excited to dive into self-assessment in a more formal direction. We will most likely engage in the WASCIP or the NYSAN.

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# X. Accessibility

# Transportation

**Q10.1 How do students get home from your program?**

Additional or alternative method(s) to parent or guardian pick up

**Q10.3 Select all transportation methods that apply to getting students home from your program.**

Program provides transportation (i.e., school bus or van), Parent and guardian pick up

**Q10.5 Do you plan to make any changes to your transportation policy?**

No

# Community Partners

Community partners may include volunteer organizations, as well as vendors or contractors (i.e., paid entities). Note that this definition differs from that of the 21APR. For example, partnerships may include a one-time contribution by a local bank, an ongoing program provided by a local youth service organization, etc.

**Q11.1 As of March 20, 2023, were program partners reported in Cayen? Partners may be paid or unpaid.**

Yes

**Q11.2 As of March 20, 2023, the following 21st CCLC program partners were reported in Cayen:**

Eastbrook Church, Royals Mentoring, UW Madison 4-H

**Q11.3 Do you need to revise this list of 21st CCLC program partners?**

No

**Q11.6 Use the boxes below to indicate the way(s) that community partner(s) supported the 21st CCLC program. Select all that apply.**

Consulted about student programming, Consulted about community or family events, Consulted about scheduling, Facilitated activities during regular program hours, Donated funding or program supplies, Provided volunteers, Provided venues for program activities

**Q11.8 Do you plan to make any changes to your partnerships for next year?**

Yes

**Q11.9 Describe the proposed changes and the reasons for them.**

We would love to expand partnerships to include local universities and internship programs.

# Coordination of Funding Sources

**Q12.1 Does the program coordinate with other local, state, or federal funding sources?**

Yes

**Q12.3 Use the boxes below to indicate those funding sources with which the program coordinates. Check all that apply.**

Title I, Title IV, A - Student Support and Academic Enrichment, Private foundation funds (e.g., United Way), USDA Afterschool Snack Program

# Program Income

Program **income** is any revenue generated as a direct result of the 21st CCLC award and is in addition to the Federal funds provided by the State through its competitive sub grant application process. It includes the proceeds of fundraisers, such as bake sales, for which 21st CCLC funds were used to pay for the resources needed for the fundraiser (i.e., supplies, staff time, etc.). It also includes program fees. Program **fees** may include fees for services or grant-related activities, fees charged to register participants for a workshop or conference, rental or usage fees of real or personal property purchased with award funds, etc.

**Q12.5 Does the program or does a subcontractor intend to generate income or charge a fee for programming in 2023-24? If you anticipate any chance that the program or a subcontractor may generate income or charge a fee in 2023-24, select "Yes."**

No

**Q12.6 Did the program charge a fee for services or otherwise generate income (e.g., fundraisers, etc.) in 2022-23?**

No

**Q12.7 Did a subcontractor charge a fee for program services or otherwise generate income (e.g., fundraisers, etc.) in 2022-23?**

No

# XIII. Progress Toward State Goals and Objectives

**Q13.1 What is your staff to student ratio? Please provide the number of students per adult. Example: 1 adult to 50 students should be listed as 50.**

8

**Q13.2 Do staff have training in or knowledge of promising practices for specific Out of School Time (OST) practices?**

No

**Q13.3 Do staff have training in or knowledge of social and emotional learning (SEL)?**

Yes

**Q13.4 Do staff have training in or knowledge of equitable teaching and culturally responsible practices?**

Yes

**Q13.5 Does your program solicit family and middle and high school student feedback in regard to scheduling the hours your program is offered?**

Yes

**Q13.6 Do students have an equal opportunity to participate and access to the program (e.g., race, gender, ethnicity, language, different abilities, mental health needs, sexual orientation, family and student background, and/or family income, behavioral needs, etc.)?**

Yes

**Q13.7 Does your program serve students most in need of support (e.g., race, gender, ethnicity, language, social and emotional learning needs, different abilities, mental health needs, sexual orientation, family and student background, and/or family income, behavioral needs, etc.)?**

Yes

**Q13.8 Does your program use one or more promising practices in your academic programming (e.g., project-based learning; inquiry-based learning; service learning)?**

Yes

**Q13.9 Does your program intentionally embed opportunities for Social-Emotional Learning into program activities?**

Yes

**Q13.10 Does your program provide information on 21st CCLC programming to parents and guardians at least monthly?**

Yes

**Q13.11 Does your program involve an advisory board that involves numerous stakeholders (e.g., parents and guardians, students, community partners, teachers, etc.)?**

Yes

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# XIV. Reflection: Success and Challenge

## Q14.1 Please describe successes in any part of the 21st CCLC program during 2022-23.

Overall growth: Due to the lasting effects of the pandemic, the vast majority of our extracurricular activities were non-existent in prior years. The CLC grant has allowed us to build our program offerings, which have provided many opportunities for students to engage in learning and development outside of the classroom. We now offer 38+ opportunities across the K-12th grade spectrum. Over the course of this year, our staff and logistical structure has expanded to accommodate these offerings. As seen on the monthly attendance graph in Cayen, our program has grown from an ADA in the 40s into the low 90s. Our students are now in a rhythm of understanding our program to the point where we can now focus on forming deeper relationships with students rather than simply overseeing the logistics of the program.

Fine Arts Programs:This year, we were able to build our offerings of after-school fine arts programs, including art club, gospel choir, drama clubs, dance classes, and music lesson programs. These offerings served a total of 71+ students this year.

Tutoring Programs: Because Eastbrook Academy places high priority on academic excellence, we provide a number of tutoring services that span every grade level. I am particularly excited to see some of our high school students tutoring our lower school students as they build academic and social skills while building an inner-school community. This opportunity is also excellent workplace training for the high school students participating. These offerings served 55+ students this year.

Community Building Programs: Because Eastbrook Academy places high priority on communal values, we offer particular activities that provide more intentional community building for high school and middle school students. These include anime club, Rubik's club, Bible study, book club, E-sports, gaming club, Royals mentoring program, and Club Hub. These offerings served 250+ students this year.

Healthy Lifestyle Programs: We have seen a dramatic increase in healthy lifestyle offerings. We offer a variety of traditional middle and high school athletics (basketball, volleyball, track and field, soccer, and cheer) in addition to newer offerings such as fitness club and futsal. These offerings served 180+ students this year.

**Q14.2 Please identify any challenges that your program faced in 2022-23. Select all that apply.**

Adequately staffing the program, Expanding or changing services offered to meet student and family needs, Accessing adequate space for in-person programming, Transportation access for participants

## Q14.4 In consideration of the challenges highlighted above, what changes to your program operations will you include in services offered in 2023-24?

Adequately staffing the program/Expanding or changing services offered to meet student and family needs Providing adequate staff was a challenge this year in a few different ways. First, as a first year program, the majority of the fall semester through January was spent discovering what staffing needs were to facilitate our basic programing. We discovered we were understaffed in the snack/club hub areas in proportion to the amount of students and space required. Over this time, we increased advertisement for volunteer and paid positions in partnership with one of our community partners, leading to increase in staffing. While we still desire to bring on a few more team members to maximize our programs, we are now at a sustainable level.

Second, we underwent a program coordinator position shift in December as the previous coordinator was not a good fit for the role. The nature of the coordinator's departure left a variety of holes in both our teams' operations and understanding of the CLC program. This created several misunderstandings over the fall and into the spring regarding program tracking, communication, scope, and other CLC details. Because of this, I needed to catch up on the necessary materials and trainings that I had missed in the fall semester, while undergoing the spring semester trainings in addition to maintaining the current programming. Many thanks to our UW-Green Bay, Cayen, and DPI representatives for the help in this process. Our team is significantly more equipped as we go into the summer and look towards the 2023-2024 school year.

Our third staffing challenge surrounded specialty programming. As indicated above, our core staff needed to prioritize our basic programming as we discovered those needs rather than expanding our program offerings in fun and creative ways. This meant that any additional programming required additional staffing.Thankfully, as we reached out to our school's teaching staff and community partner, a handful of wonderful individuals stepped in to begin some of these additional programs.

Given what we have learned regarding staffing needs this year, we will strategize what additional programming will meet the most needs and desires of our student body. Practically, this could include producing an community asset map along with our current programming map, as well as strategically scheduling our programs to maximize student availability. We also desire to expand our community partners that could significantly increase our speciality program offerings and staffing.

Accessing adequate space for in person programming:
Accessing adequate space for in-person programming was a challenge this year due to two factors. First, our school shares a campus with a church, which means that essentially all spaces are shared spaces, and cannot always be reserved when needed for CLC programming. The availability and varying sizes of available rooms does limit the the location, time, and type of activity we can offer. Second, the size of our school has grown. This means that the number of students involved in after-school activities has grown, which is what we desire, but it also means we require more space to facilitate our normal programming. School growth affects our ability to set programming elements up before the end of the school day. The challenges of sharing space with the church and school growth have impacted not just our team, but all parties involved.

We have worked towards a few solutions to mitigate the negative effects. First, I have utilized my relationship with the church to improved communication regarding space usage between all parties. Our team (and others involved) will continue to purse this next school year. Second, the school has plans to build a modular building on campus. Third, our CLC program has and will continue to work with community partners to find off-campus solutions.

Transportation Access for Participants
Transportation has also been a challenge. The school was able to purchase two 10 passenger vans to serve small transportation needs. This was helpful, and opened up opportunities to travel outside of campus. However, these vans are not sufficient to serve our school needs. The school has contracted standard school bus services when needed. Though, those have not always been a reliable source of transportation. The school

is investigating further solutions.