

Abstract

Title:	DCSD 21 st Century Literacy Education And Project-Based Learning (LEAP) Program
Applicant:	Dubuque Community School District
Site Location:	George Washington and Thomas Jefferson middle schools
Students Served:	600 students (300 at Washington and 300 at Jefferson)
Funding Requested:	\$297,000/year (\$148,500 at each school, \$990/student)

DCSD Program Overview and Community Partnerships

The Dubuque Community School District, in partnership with several community agencies, will offer an engaging array of after school activities for students from George Washington and Thomas Jefferson middle schools during the 2017/2018 through 2021/2022 school years. George Washington middle school currently serves 684 students in grades 6-8 with a free and reduced lunch rate of 40.2%. Washington middle school has received an “acceptable” rating on the Iowa School Report Card. Thomas Jefferson middle school currently serves 552 students in grades 6-8 with a free and reduced lunch rate of 58.3%. Jefferson middle school has received a “needs improvement” rating on the Iowa School Report Card. Both schools are SINA for Reading and Math.

The purpose of this grant proposal is to create community learning centers that provide students and their families with **academic** and **enrichment** opportunities that support and complement **student learning and 21st Century skill development** as an extension of the regular school day. After school programming will be offered at both middle schools five days per week, with an average of 16.5 hours/week totaling a minimum of 66 hours/month, according to the DCSD school calendar, throughout the school year. The project will aim to serve at least 600 unique students/year. This number is based on historical data of the number of students served in previous afterschool programs. (LEAP 2015-2016 Annual Evaluation). The projected budget for this project is based on the expectation that an average number of 200 students will be served each month. The district previously offered an after school program funded by the 21st Century CLC program (2011-2016), but with the end of that grant, the district was unable to continue after school programming that met the needs and objectives of the previous program. This proposed project will **significantly expand** the district’s after school program over the previous grant’s activities. This project will aim to **serve more students consistently** and have far **greater academic (literacy and math) impact**.

This program will also seek to provide enrichment services that are intended to **develop the whole, 21st century student**. These activities will aim to address students’ health, homework completion, community participation, school attendance, relationships with peers, career exploration, leadership and motivation.

Finally, DCSD will partner with Northeast Iowa Community College to provide **family literacy services**. These services will be offered once every other week at each building site and will support parents in monitoring and developing their students’ literacy and math skills, and will provide a forum to discuss diversity issues impacting our community.

Needs Being Addressed

Data analysis as well as input from students, parents, school administrators, instructional coaches and community partners have informed the needs and priorities of this grant application. This project will aim to not only address students’ academic gaps, but strive to meet the unique adolescent developmental challenges that will help them reach their full potential as students and as community members. The three goals of this project stem from this needs assessment process and 21st CCLC required components and are summarized in the charts below. All program components will be designed to support these goals. Ongoing rigorous evaluation will support a continuous improvement cycle throughout the duration of this proposed project.

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Program Goals, Objectives and Activities

ACADEMIC ACHIEVEMENT GOAL – By June 2022, 70% of all program participants will be proficient in reading and math as measured by the district’s standardized assessment.

ACTIVITIES	OBJECTIVES
<ul style="list-style-type: none"> • Project Based Learning experiences will enhance student academic achievement in reading and math • Complimentary Design that intentionally connects instruction and curriculum from the school day to afterschool programming • Assistance in core academic areas in the Literacy Room that offers Lexia for reading, Dream Box for math assistance and <i>Tutor.com</i> access for all academic subjects 	<ul style="list-style-type: none"> • 80% of students in the ASP will participate in Project Based Learning • Each year of the grant, 70% of participants will increase their ITP math and reading scores • 75% of teachers, school administrators and instructional coaches will report an increase in continuity of school programming to afterschool activities and supports • 50% of students who attend ASP will access the services and supports of the Literacy Room • 70% of students in Lexia will meet dosage minutes each month

ENRICHMENT GOAL – By June 2022, 80% of program participants will increase their participation in activities that enhance their behavioral, social, emotional, and physical health well-being.

ACTIVITIES	OBJECTIVES
<ul style="list-style-type: none"> • Career exploration activities • Physical/Athletic activities • Conflict Management skill development • Outdoor education opportunities • Media/Technology opportunities • Fine arts enrichment 	<ul style="list-style-type: none"> • Each year of this project, 80% of participants will participate in 2 or more enrichment activities • Each year of this project, 80% of participants will report new skill-based learning in an enrichment activity • Of students who participate in Conflict Management skill development, 50% will have a reduction in disciplinary office referrals

FAMILY LITERACY GOAL – By June 2022, 50% of the families of program participants will expand their knowledge of age appropriate skills and resources in order to support their students’ academic and personal development.

ACTIVITIES	OBJECTIVES
<ul style="list-style-type: none"> • Open House nights each semester at each middle school • Literacy Room offered every other week at each middle school to help parents support their students’ literacy and math proficiency • Family engagement celebrations at the end of certain programs to inform and involve parents of what their students have learned/produced 	<ul style="list-style-type: none"> • At least 50% of program participants will have family members attend an Open House night • Annually, 35% of parents will take advantage of the services offered in the Literacy Room • Of those parents who are served by the Literacy Room, at least 75% will report an expanded awareness of student literacy and diversity issues • At least 50% of program families will engage in celebrating their students’ learning

Student Needs Assessment

21st Century Community Learning Centers Needs Priorities:

Student Poverty – Absolute Priority

Both Washington and Jefferson middle schools qualify under the Title 1 free and reduced lunch percentage for this 21st CCLC grant. Washington’s published rate is 40.2% while Jefferson’s published rate is higher at 58.3%.

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Student Achievement – Competitive Priority

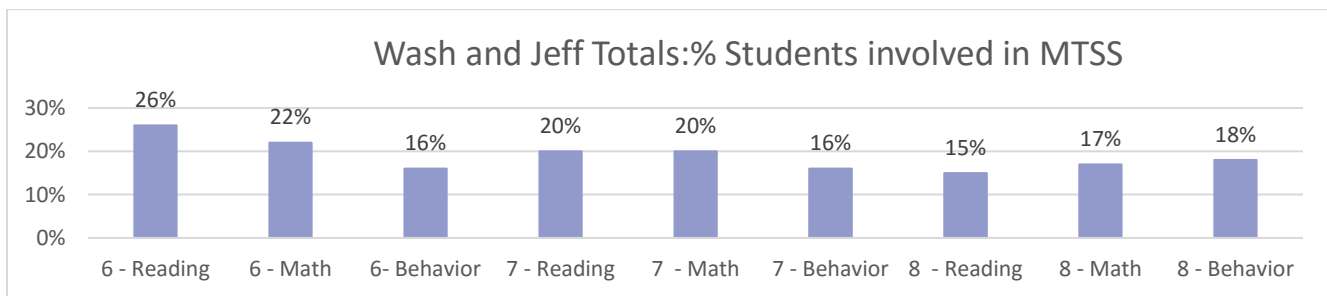
One of the two schools is designated as Needs Improvement on the Iowa School Report Card, according to the Department of Education website: Washington is rated as **Acceptable**, and Jefferson is **Needs Improvement**.

Prioritization of Student Needs:

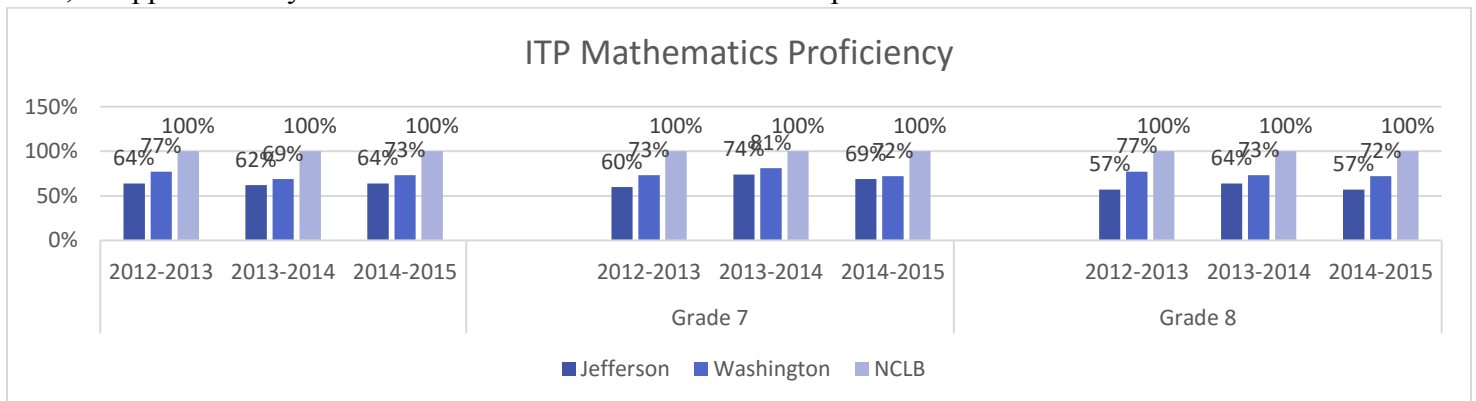
Impact of Student Poverty on Academics

According to “Teaching with Poverty in Mind” by Eric Jensen, the **effects of poverty are multiple and impact the student’s academic performance** on many levels. The risk factors that impact performance include social and emotional challenges, acute and chronic stressors, cognitive lags, and health and safety issues. Children raised in poverty have been found to experience less nutritional regulation, less time bonding with a caregiver, environments that are less stable and less exposure to increasingly complex activities. These factors lead to students with a narrower range of academic ability and appropriate emotional response than we expect.

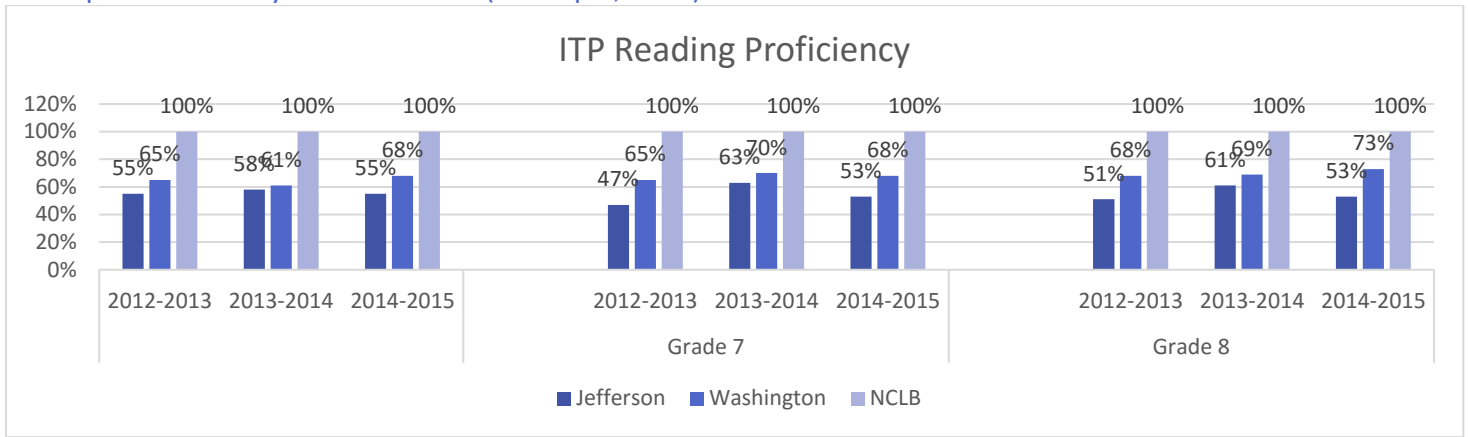
These effects of poverty have been identified in the students who attend Washington and Jefferson middle schools, and are demonstrated by the following academic and behavioral data. DCSD uses a triangulation of data to determine student eligibility in Multi-Tiered Systems of Support; screening data (MAP), performance on standardized tests, classroom assessments, and teacher evaluation. The data demonstrates that nearly 1 in 5 students need reading and/or mathematics interventions and 1 in 6 need behavioral interventions at any given time. This creates a tremendous stress on the district’s resources and ability to individualize instruction for our students who are most at need. For the 2015-2016 year, students needing interventions are represented below:



Iowa Testing Program (ITP) scores for each school show a need for extended school day academic programs in the areas of reading and mathematics. The graphs below contain the most current information published on the Iowa Department of Education website for each school. The percent of students who are proficient at each grade level in reading and mathematics over a three-year period is compared to NCLB expectations. While the trend line is moving upward in for both schools, much work remains. Looking specifically at Jefferson achievement for grades 6 through 8 in reading, proficiency scores range from 47% to 63%, so approximately 37% - 53% of students are not reading proficiently. Mathematics achievement is similar with a proficiency range of 57% - 74%, so approximately 26% - 43% of Jefferson students are not proficient in mathematics.



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In addition to the tables above, students who are in the free and reduced lunch program at each of these schools have higher rates of non-proficiency on ITP scores. On average at Washington: students in poverty score not proficient 22% more often than their full-pay peers in Math and 23% more often in Reading. On average at Jefferson: students in poverty score not proficient 24% more often than their full-pay peers in Math and 30% more often in Reading. These proficiency gaps in reading and mathematics can be addressed with engaging, research-based afterschool programs.

Impact of Student Poverty on Attendance

Children who live in poverty are more likely to experience acute and chronic stress than their affluent peers. This stress has a negative impact on a student’s ability to attend school. Accessibility in the form of transportation is a barrier for students and families. These factors are present at Washington and Jefferson as demonstrated by 22.7% of Washington and 27.5% of Jefferson students met the ‘at risk’ attendance criteria (missing 9-17 days of school) during the 2015-2016 school year. Engaging afterschool programming that gives students opportunities to participate in supportive activities will increase school day attendance when the students are provided opportunities to increase their competence in both academic and behavioral/social skills.

Impact of Student Poverty on Behavior

Low-SES children are often left home alone with their younger siblings while their caregivers work. Compared with their well-off peers, they spend less time playing outdoors and more time watching television and are less likely to participate in ASP (U.S. Census Bureau, 2000). Unfortunately, these children don’t develop proper emotions or respond appropriately to others due to the lack of interaction with engaged caregivers. The failure to form positive relationships with peers inflicts long-term socioemotional consequences (Szewczyk-Sokolowski et al., 2005) and often manifests in behavioral issues in school that end up as disciplinary referrals to the office. The chart below contains data from the DCSD Behavior Management System which is used district-wide to track office referrals, and represents the percent of students who had office referrals during the 2015-2016 year. According to a PBIS framework, 80% of students will have between 0-1 referrals, 15% will have between 2-5, and 5% will have 6+ referrals in a given year. The chart demonstrates that the behavioral needs at both Washington and Jefferson are higher than the expectations, particularly for students who have 6+ office referrals. Afterschool programming that increases students’ competencies in academics as well as social/emotional areas will decrease the need for interventions as students will handle conflict more effectively.

Student Discipline - % of students with disciplinary office referrals (2015-2016)			
School	# of Office Referrals		
	0-1	2-5	6+
George Washington middle school	76%	14%	10%
Thomas Jefferson middle school	67%	15%	18%

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Input:

Partner Agencies

Dubuque prides itself on the strength of its public and private partnerships, and this project is no different. The previous DCSD 21st CCLC grant was extremely successful with a solid reputation, so when partner agencies were asked to partner again, every agency responded positively. From public partners such as the Carnegie-Stout public library and city of Dubuque Leisure Services to private partners such as Matter and Hillcrest Family Services, each agency enthusiastically supports the proposed afterschool program and gave input for strengthening the program: Northeast Iowa Community College offered a partnership where they will send a Literacy Instructor to both middle schools to actively engage and support parents in family literacy activities.

Students

A focus group was held with students from Jefferson for feedback about previous and future programming. Some of the activities that the students liked during the previous project were zip-lining, kayaking, various cooking programs, chess club and ice skating. Students also valued the time with technology as many do not have technology or support to use it at home. The students expressed a desire for more “active” activities and less “sitting and listening.” The students reported that the staff were always respectful, but they suggested that partner agency staff have more training on the developmental needs of middle school students. The students value staff who are engaging, inspiring and caring, stating “it’s okay if the staff are tough when we know they care.” When asked for academic ideas, students suggested film making, Improv and trips to museums.

Parents

A survey of parents whose children have been involved in ASP was conducted. Parents overwhelmingly support afterschool events, and indicated that ASP helped their child grow “in both academic and social ways.” Testimonials included allowing students to explore a variety of interests regardless of academic or physical ability, opportunities that were unknown before the ASP, and increasing the child’s confidence. Working families reported that they appreciate the engaging activities during unsupervised time. Parents indicated that their middle school children are too old for daycare, so having safe, structured and positive opportunities with their peers was beneficial. Parents also appreciated the activity bus transportation each day.

Consultation with non-public partners

Two meetings with Holy Family Catholic schools were held to discuss this proposed project. After discussion about the needs of public school students vs. the needs of students at Mazzuchelli Catholic Middle School, Holy Family opted out of participating in this project. Documentation of these meetings is located in the Appendix.

Alignment of Needs with Proposed Project

The MTSS and ITP data above clearly demonstrates Washington and Jefferson students are struggling in math and reading. Comprehensively these needs will be addressed by adding a layer of Project Based Learning to the academic and enrichment activities offered in the ASP. Lexia reading will be implemented and closely coordinated by instructional coaches and afterschool teachers. Dream Box will be implemented similarly to support students in math comprehension. Both programs and access to *Tutor.com* will be offered in the Literacy Room which will be staffed with a qualified teacher and a mentor who will support all academic areas. The number of days absent and number of office referrals indicates that our students are struggling with issues beyond the classroom. Through enrichment activities and a strong conflict management program, the ASP will help students develop their problem-solving and coping skills. Students will be more likely to attend school and navigate their way through the social and emotional complexities of adolescence. Family engagement is also a priority. Family literacy activities will be offered through the Literacy Room, so parents and other family members will have the opportunity to learn how to effectively support student academic achievement. Families will also be welcomed and engaged in the ASP via Open House nights and celebration activities; transportation provided, as needed.

Project

The Dubuque Community School district will use 21stCCLC funds to offer an array of engaging activities that enhance the students' educational experience and develop them as 21st Century individuals. These activities will be offered each day after school and during teacher professional development days at Thomas Jefferson and George Washington middle schools. Programming will begin each day right afterschool and will include a healthy snack that meets USDA nutritional guidelines. The district will offer a minimum of 66 hours/month of programming; this will be accomplished by offering more than one (up to five) activities/day. Heavier concentration of activities will be offered on Tuesdays, Wednesdays, and Thursdays. Student will have the opportunity to register in advance online and/or via paper copy for both academic and enrichment activities. The advanced registration allows for planning to provide a staff to student ratio of no more than 1:20 and the arrangement of necessary transportation.

DCSD is the applicant and as such, has extensive experience in teaching youth and providing high quality educational experiences that will enhance and complement the academic achievement of students. In addition, the district has several teachers who are well-trained and well-versed in Project Based Learning. These teachers will be used as resources for the implementation of Project Based Learning in the ASP.

SMART goals, Project Based Learning and complementary learning principles guide the design of the academic programs in order to maximize student learning and positively impact student achievement. The need for these instructional components is supported by the objective information in the needs assessment section, and instructional coaches and classroom teachers will regularly interact with afterschool teachers to ensure seamless alignment of best practices for student instruction and learning progress. Lexia is used in all DCSD elementary schools and will complement specific skill development from the school day curriculum of Fusion and Second Chance Reading. Middle school students have experienced Lexia, so this is a familiar activity for them. It is the district's intent to also implement Lexia with all sixth graders in the 2017-2018 year, so having Lexia available in the ASP will be a natural extension of the school day. Dream Box will be used to complement mathematics instruction and used to identify and fill learning gaps. Teachers and mentors will tutor students in the Literacy Room in all academic areas based on daily assignments. Instructional coaches and classroom teachers will work with the afterschool teachers to identify and ensure that students needing reading and math assistance are recruited and encouraged to attend the ASP. ELL students will be among those who are recruited, as necessary, for extra afterschool instruction. Students will be identified through the Multi-tiered System of Support (MTSS) process used in schools by the instructional coaches and teachers. In addition to these identified students, any student wishing additional tutoring in any subject area will be allowed to access the Literacy Room.

Complementary Learning research from the Harvard Family Research Project outlines a systematic approach that intentionally integrates afterschool and day school learning. The ASP program will be designed on complementary learning principles in order to prevent any child from falling through the cracks. Planning meetings to fulfill the expectation of Complementary Design will begin immediately in the spring of 2017 upon notification that DCSD has successfully secured the 21st CCLC grant. The chart below lists the academic goal along with proposed activities, objectives and measurement information.

ACADEMIC ACHIEVEMENT GOAL – By June 2022, 70% of all program participants will be proficient in reading and math as measured by the district's standardized assessment.

ACTIVITIES	OBJECTIVES	Evaluation – Data Collection
<ul style="list-style-type: none"> Project Based Learning experiences will enhance student academic achievement in reading and math 	<ul style="list-style-type: none"> 80% of students in the ASP will participate in Project Based Learning 	<ul style="list-style-type: none"> Attendance records from PBL specific activities ITP test scores

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<ul style="list-style-type: none"> • Complimentary Design that intentionally connects instruction and curriculum from the school day to afterschool programming • Assistance in core academic areas through a Literacy Room that offers Lexia for reading, Dream Box for math assistance and <i>Tutor.com</i> access for all academic subjects 	<ul style="list-style-type: none"> • Each year of the grant, 70% of participants will increase their ITP math and reading scores • 75% of teachers, school administrators and instructional coaches will report an increase in continuity of school programming to afterschool activities and supports • 50% of students who attend ASP will access the services and supports of the Literacy Room • 70% of students in Lexia will meet dosage minutes each month 	<ul style="list-style-type: none"> • Pre/Post surveys with school personnel measuring continuity of programming • Literacy Room check in roster • Monthly Lexia dosage reports
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In order to have an impact on students’ academic achievement, the district is planning activities designed around the Project Based Learning (PBL) framework to engage students in real world, problem-based learning. Research has demonstrated that PBL is an effective and enjoyable way to learn. PBL develops deeper learning competencies required for success in college, career, and civic life because it is more engaging for students, it improves learning through real world application and career exploration, it addresses curriculum standards, and allows student to effectively use technology. The following chart includes examples of PBL activities that will be offered in the ASP project.

Literacy	Math	Career Exploration	Healthy Living
<ul style="list-style-type: none"> – Drama 101 – Shakespeare – Teen Book Club (fiction, non-fiction, graphic novels) – Gamer Club – Creative Script Writing – ‘Escape Room’ development – Poetry Course – Current events – Debate – Author visits – Improv group – Film making 	<ul style="list-style-type: none"> – Woodworking – Construction – Set Construction – Cooking – Sewing, knitting, crocheting – Engineering and Design – Lego Club – Digital application Design – Consumerism and purchasing – Basic money functions (budgeting, taxes) 	<ul style="list-style-type: none"> – Agriculture – Writing/Journalism – Performing Arts – Fine Arts – Manufacturing – Cosmetology – Massage Therapy – Welding – Emergency Services – Babysitting 101 – Girl Scouts – “Where Am I in 20 Years?” – Humane Helpers 	<ul style="list-style-type: none"> – Teen Club (substance abuse prevention) – Wellbeing/Yoga – Mindfulness – Hip Hop Dance – Swimming – Soccer – Basketball – Zip line – iStep Leadership Club – Polar Bear Club – Ice skating – Kayaking

Research shows that choice is an important component for middle school youth. In addition, middle school is a time where youth become more focused in their interests and have a desire to assume more responsibility and opportunities for leadership. A wide variety of enrichment activities will provide choice and will allow students to focus on specific interest areas that promote the development of new skills. Partner agencies will develop leadership activities for students who choose their activities. Middle school is often a time fraught with emotional turmoil as friendships rapidly change and rearrange, students are dealing with changes in their bodies and emotions, and they’re being given more independence than they’re used to. With these challenges students often struggle with peers, families and other adults in authority. This causes conflict which is unsettling to the child as well as the other person involved. DCSD will help ASP program participants learn to cope with this stress and solve conflict peacefully with a program called Adventures in Peacemaking offered by Engaging Schools. Adventures in Peacemaking is specifically formatted for afterschool activities that are easy to lead and feature music, stories, games, and crafts. AIP will add value to the ASP with engaging learning strategies that

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teach children to interact with others, be a friend, express their feelings in healthy ways, empathize with others, manage their anger, cooperate in a group, and work out their differences without fighting or name-calling. The chart below contains the enrichment goal, objectives and includes measurement information.

ENRICHMENT GOAL – By June 2022, 80% of program participants will increase their participation in activities that enhance their behavioral, social, emotional, and physical health well-being.

ACTIVITIES	OBJECTIVES	Evaluation – Data Collection
<ul style="list-style-type: none"> • Career exploration activities • Physical/Athletic activities • Conflict Management skill development • Outdoor education opportunities • Media/Technology opportunities • Fine arts enrichment 	<ul style="list-style-type: none"> • Each year of this project, 80% of participants will participate in 2 or more enrichment activities • Each year of this project, 80% of participants will report new skill-based learning in an enrichment activity • Of students who participate in Conflict Management skill development, 50% will have a reduction in disciplinary office referrals 	<ul style="list-style-type: none"> • Monthly activity rosters • Annual student surveys • District disciplinary referral tracking system – Behavior Management System – data

Hoover and Dempsey’s model and subsequent research indicate that parental involvement has been positively linked to student achievement. Family literacy activities will be aligned to that model by helping parents and other family members feel welcome at afterschool activities and by providing presentations in the Literacy Room which will give families information on supporting their children’s literacy, monitoring their children’s reading activities to determine growth and appropriateness for their developmental stage as well as guiding parents to useful websites and online tools to promote family literacy. Families will be invited and encouraged to attend Open House nights at the beginning of each semester to learn about the ASP, activities available to their children, and community opportunities available to the whole family. Families will also be encouraged to attend fun celebration events at the conclusion of certain activities to see what their children have learned and produced. For example, families will be invited to a Poetry Slam at the conclusion of the poetry writing activity with transportation provided, as needed. The chart below contains information for the Family Literacy goal, objectives and measurement information.

FAMILY LITERACY GOAL – By June 2022, 50% of the families of program participants will expand their knowledge of age appropriate skills and resources in order to support their students’ academic and personal development.

ACTIVITIES	OBJECTIVES	Evaluation – Data Collection
<ul style="list-style-type: none"> • Open House nights each semester at each middle school • Literacy Room offered every other week at each middle school to help parents support their students’ literacy and math proficiency • Family engagement celebrations at the end of certain programs to inform and involve parents of what their students have learned/produced 	<ul style="list-style-type: none"> • At least 50% of program participants will have family members attend an Open House night • Annually, 35% of parents will take advantage of the services offered in the Literacy Room • Of those parents who are served by the Literacy Room, at least 75% will report an expanded awareness of student literacy and diversity issues • At least 50% of program families will engage in celebrating their students’ learning 	<ul style="list-style-type: none"> • Open House sign in sheets • Literacy Room sign in sheets • Annual parent survey • Family engagement celebration sign in sheets

Research Base

Project Based Learning

Project Based Learning has been shown to yield a number of benefits for students, ranging from deeper learning of academic content to stronger motivation to learn. Looking specifically at how PBL supports 21st century learning goals, research has shown improvements in the following areas:

Academic achievement: Comparisons of learning outcomes in PBL versus more traditional, textbook-and-lecture driven instruction show that:

- Students learning through PBL retain content longer and have a deeper understanding of what they are learning. (Penuel & Means, 2000; Stepien, Gallagher & Workman, 1993) and PBL students perform as well or better than traditionally taught students on high stakes tests. (Parker et al., 2011)

21st century competencies: PBL helps students master the key competencies identified as essential for college and career readiness. Research has shown:

- Students demonstrate better problem-solving skills in PBL than in more traditional classes and are able to apply what they learn to real-life situations. (Finkelstein et al., 2010) so that opportunities for collaborative learning provide benefits to students across grade levels, academic subjects, and achievement levels. (Johnson & Johnson, 2009; Slavin, 1996)

Equity: PBL shows promise as a strategy for closing the achievement gap by engaging lower-achieving students. (Boaler, 2002; Penuel & Means, 2000)

Motivation: In PBL classrooms, students demonstrate improved attitudes toward learning. They exhibit more engagement, are more self-reliant, and have better attendance than in more traditional settings. (Thomas, 2000; Walker & Leary, 2009)

Lexia

Lexia Reading Core5® (Core 5) is a technology-based reading program that provides students the explicit instruction needed to accelerate reading skills. Students advance through Core5 by completing activities such as initial/final consonants discrimination, silent-e word construction, categorizing, idioms, and reading comprehension. Skills are organized by grade levels of material, and mastery of skills within a level is required to advance to the next level. Students may be working on a Core5 level anywhere from two or more grades below their grade level to above their grade level. A study published in the 2009 European Journal of Special Needs Education (24, 103-113) by Macaruso and Rodman (2009), tracked the performance of struggling middle school readers in a Utah school district, where Lexia Strategies supplemented intense phonics-based reading instruction. Students in the Lexia group made significant gains relative to a control group on the Word Attack subtest, from the Woodcock-Johnson III Tests of Achievement. Lexia students had a +3.9 mean standard vs. the control group who had -2.4 mean standard.

Dream Box

By the time students reach middle school, gaps can widen and learners may already think of themselves as ‘good’ or ‘bad’ mathematicians, but every child can reach their full potential with effective support. Dream Box meets learners where they are by providing the right lesson at the right time. Dream Box has been shown to build skills and close gaps by supporting procedural fluency and conceptual understanding; cultivate confidence by engaging students in motivational leaning experiences; and empower teachers to differentiate instruction for individualized student need.

Adventures in Peacemaking

In a research study conducted by Metis and Associates on the Adventures in Peacemaking program, students and teachers reported substantial growth in students’ social/emotional skills. Specifically, students reported growth in their ability to understand and use effective conflict resolution strategies, improved listening,

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communication and anger management skills; improved self-esteem and overall better relationships with teachers and other students. The study also found that teachers' perceptions of students' ability to resolve conflict, interpersonal skills and self-esteem also improved. (Metis and Associates, 2001).

Management and Sustainability

Three goals are identified for this proposed project. The chart below summarizes the proposed activities' alignment with eligible federal activities:

Goal/Activities	Eligible Federal Activities
Academic Goal Activities	
<ul style="list-style-type: none"> • Project Based Learning experiences will enhance student academic achievement in reading and math • Complimentary Design that intentionally connects instruction and curriculum from the school day to after school programming • Assistance in core academic areas through a Literacy Room that offers Lexia for reading, Dream Box activities for math assistance and <i>Tutor.com</i> access for all academic subjects 	<ul style="list-style-type: none"> • Remedial education activities • Literacy Activities • Mathematics and Science (STEM) activities • Tutoring Services • Programs for limited English proficient students • Expanded library service hours • Programs that provide assistance to students who have been chronically absent, suspended or expelled
Enrichment Goal Activities	
<ul style="list-style-type: none"> • Career exploration activities • Physical/Athletic activities • Conflict Management skill development • Outdoor education opportunities • Media/Technology opportunities • Fine arts enrichment 	<ul style="list-style-type: none"> • Entrepreneurial education programs • Mathematics and Science (STEM) activities • Recreational activities • Technology education • Programs that promote parental involvement • Drug and violence prevention programs • Supervised field trips • Character and behavior education programs
Family Literacy Goal Activities	
<ul style="list-style-type: none"> • Open House nights each semester at each middle school • Literacy Room offered every other week at each middle school to help parents support their students' literacy and math proficiency • Family engagement celebrations at the end of certain programs to inform and involve parents of what their students have learned/produced 	<ul style="list-style-type: none"> • Programs that provide activities for limited English proficient students • Expanded library service hours • Programs that promote parental involvement • Programs that promote family literacy

Operation and Staffing

Choice is an important element for middle school students as they are beginning to experience autonomy away from their parents and are aligning their choices with their peers. This grant is proposing programming every school day and will include a daily snack with both academic and enrichment programs. Programs will be offered that last between 45 minutes and five hours/day with a minimum of 66 hours per month. Programming will be more heavily concentrated on Tuesdays, Wednesdays, and Thursdays because these have previously been days with higher attendance. Students will be offered the opportunity to register for activities online or by hard copy and will be encouraged to attend at least three times per week with a minimum of 30 days during the school year. The district intends to serve 300 students at each school building site each year. Although the enrollment at Washington middle school is slightly higher than Jefferson, the density of need at Jefferson is

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greater, as demonstrated in the needs assessment section, so it is the goal of the project to serve equal number of students at each school. The schedule will allow for some flexibility in staffing, as partner agencies will be able to flip flop between building sites. For example, Matter can provide an activity at one middle school on Monday, Wednesday and Friday and Tuesday and Thursday at the other school in one week then switch that schedule the next week. This type of scheduling maximizes program choice and offerings while keeping costs at a minimum. The academic programs in each school will be staffed each day of the programming. Any adult who supervises students in the ASP will meet the minimum requirement of the district's paraprofessional job description, and adult to student ratios are projected to be no greater than 1:20 for all programs.

After school programming is supported by the Athletics/Activities Department in the Dubuque Community School District. The Athletics/Activities Coordinator is responsible for hiring the ASP project director and for oversight of this proposed project. The ASP project director will be an experienced educator and a strong advocate for middle school youth. DCSD would like to re-engage our previous program's coordinator, Emily Blue, upon receipt of this grant. Ms. Blue is currently employed part-time with the district, so with the receipt of this grant, her status would be increased to full-time. Ms. Blue has extensive experience in developing caring relationships with middle school students, managing staff and communicating with community partners. She also has experience facilitating afterschool activities and building partnerships between school and afterschool staff. In Ms. Blue's experience managing programs, she has strong and responsible fiscal management skills. Upon receipt of this grant, Ms. Blue will also coordinate and/or deliver staff development in the identified areas of need including strategies for academic interventions, project design, conflict management, adolescent development and family engagement.

Each middle school will have a school coordinator who will have experience equivalent to a paraprofessional and will be someone who is familiar with the school, students, and families. These positions will be recruited from each school's current paraprofessional employee pool and will report directly to the project director. These school coordinators will be hired by the project director in consultation with the middle school administrators. Recruiting from the ranks of existing paraprofessionals will also bring continuity to the program as many are long-term school employees who not only know the students but understand the culture and routines of the building. The role of the school coordinator is to ensure that all programming runs smoothly in their school each day. This is accomplished by closely communicating with the principal, the student needs facilitator, instructional coach and afterschool program teachers and partners. The school coordinators and project director will also meet regularly (not less than quarterly) to discuss implementation challenges and opportunities in order to provide a more continuous program throughout the district. The school coordinators will also be assisted by a foster grandparent in each school who will help with snacks, coordination of students to programs, and tutoring in the Literacy Room. Foster grandparents will be recruited and trained in cooperation with the local agency who assumes responsibility for the Foster Grandparent program.

The project director and school coordinator will also work closely with each building principal, student needs facilitator, and instructional coach to ensure high quality programs in all goals areas. In each school, the student needs facilitator will work closely with the school coordinator to ensure protocols and policy. The student needs facilitators are quasi-administrators and will be assigned by the building principal to be the ASP liaison and will be in-kind funded from DCSD. Instructional coaches ensure that programming, including the literacy and math components, are aligned to and are consistent between ASP programming and school day instruction. The instructional coaches are also responsible for overseeing the Multi-Tiered System of Supports in the middle schools and will help identify and recruit students who need additional academic instruction, specifically those who will benefit from Lexia for literacy and DreamBox for math competency. The instructional coaches will also coordinate communication between school day teachers and ASP staff to ensure that the Project Based Learning activities are in alignment with the Common Core standards that are being taught during the school

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day. The DCSD instructional coaches already receive a stipend to work extended time each day, so this coordination will become a part of their job responsibilities.

The academic programs, specifically PBL activities, and ELL position will be staff with highly qualified (certified) teachers who currently teach in the schools, are substitute teachers, or retired teachers. These positions will be recruited and hired by the project director, instructional coaches and building principals. Recruiting from the existing ranks of teachers, substitute teacher, and/or retired teachers ensures that quality educators will be available for the program for its entirety. They also know the population and can help encourage students to participate in the afterschool program.

Partnering agencies that offer enrichment activities will be staff by individuals who are skilled in the area of enrichment offered. For example, a county conservationist will lead students in activities supported by the Swiss Valley Nature Center, an artist will support students in art activities, and a construction worker will guide students through a woodworking activity. Partner agencies will be encouraged to staff their enrichment activities with long term staff members who have had experience developing relationships with youth, particularly adolescents, and have in-depth content knowledge. The project director will be responsible for identifying and delivering staff development to partner agency staff which may include behavior management, understanding the developmental milestones of adolescents, supporting students in conflict management and family engagement strategies. In addition to partnering agencies, enrichment activities will be staffed with school teachers who will also be able to ensure continuity of academic skill development. As required by the DCSD union contract, teachers will receive an hourly per diem pay.

Positive relationships build good climate and culture, which helps with the retention of qualified, engaged employees. The project director, along with the evaluator, will be charged with monitoring the relationships that are developed between the students and adults, as well as between the schools and community partners to ensure that all adults are engaging students in meaningfully supportive relationships.

Transportation and Accessibility

ASP programming takes place at our middle schools immediately following the school day. Both Washington and Jefferson middle schools are safe and accessible facilities that meet all required federal and state guidelines. For programming that occurs at local parks, museums, etc., transportation to/from the middle school will be contracted for and provided by approved district transportation providers. This list of approved providers is updated annually, and the list includes providers with accessible vehicles for students with disabilities. At no time will the district allow a student with a disability to be unable to participate in an activity due to transportation barriers.

At the conclusion of programming each day, students who normally walk home will follow the same safe routes that they take to school each day. Parents may also choose to pick up their children at the end of programming. When parents attend activities in the Literacy Room, their children will be allowed to remain at the school and take advantage of the student services offered by the Literacy Room. Since a majority of the ASP staff will be school employees, they know the students and families and will be able to ensure a safe hand off. A school district activity bus also operates each day and leaves from the middle school at the end of programming. The activity bus stops at pre-determined spots in rural locations where parents meet to pick up their children. The bus does not leave the location until all children have been picked up. Additionally, the city of Dubuque offers reduced rates to all DCSD students with a student ID.

DCSD will recruit an ELL teacher to ensure that the ASP programming is accessible to any ELL student who wishes to participate. The ELL teacher will connect with ELL students and their families to translate documents, as needed, and to ensure that ELL students are seamlessly integrated into all aspects of

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programming. The building principal, student needs facilitator, or instructional coach from each school will work with IEP teams to ensure that students with IEPs have the necessary accommodations to be able to fully participate in any ASP activity or program chosen by the student.

Advisory

An advisory council consisting of parents and other family members, students, school principals, program staff and community partners was in place with the former 21st CCLC grant. This same format will be used to form a new advisory council for this project. The advisory council will meet quarterly and will be convened and facilitated by the project director. The council will actively engage in the data analysis and improvement recommendations of the program evaluator. The advisory council will review the annual assessment (both qualitative and quantitative data) that the program evaluator compiles as a result of program data analysis, stakeholder focus groups, and surveys. The council will use this information to guide decision making about potential changes in programming. The council will also analyze and discuss data and anecdotal evidence regarding barriers to participation or other barriers to full implementation of this plan. When the advisory council makes recommendations for programmatic changes, they will be approved by district staff (including but not limited to the Athletics/Activities Coordinator, the Business Director, and/or the Learning Supports and Equity Liaison) and finally approved by the Iowa Department of Education. Between meetings, the project director will be highly accessible and will maintain communication with partners, subgroups or individual members of the council to ensure equitable representation and implementation.

In addition to this advisory council, DCSD will engage students in ongoing program evaluation and design by forming a student advisory group. This group will be made up of a minimum of six students from each of the middle school participating in the project and will meet once each semester during the school year. The project coordinator will also convene and facilitate the student group. Transportation to the meeting will be provided to the students upon receipt of parental permission. The student advisory group will be responsible for programmatic outreach activities with their peers, reviewing participation, and recommendations for future programming changes. Ensuring continuity, two members of the student group from each school will serve as liaisons to the advisory council.

Sustainability

Nearly all of the engaging ASP programming will be sustainable in the two reduced-funding years. Partnerships have been carefully crafted with entities such as the city's Leisure Services and the Dubuque Regional Humane Society, so that their services will be at reduced cost or free to our project. The ASP partners are all cognizant of the need to reduce costs by increasing in-kind services, reducing fees, or providing services for free in years 4 and 5. Annual budget and program reviews with partner agencies will assure maintained budgets, cost per student reductions, and creative programming that encourage continuation of quality programs. For example, rather than transport students to Swiss Valley for activities in years 4 and 5, the county conservation department will be asked to bring their program to the schools, thereby eliminating transportation expenses. In practices of continuous improvement, the advisory council also will analyze attendance and effectiveness data in order to make recommendations about programming that can be reduced or eliminated in the final two years in order to stay within the reduced budget available.

Communication Plan

Numerous outreach strategies will be used each year in communicating to students, parents, and the community about ASP activities and program evaluation. Brochures with all programming will be published prior to the start of each semester. The brochure will also be available for review on the school district website, and will be distributed to each student during recruiting activities held at each school twice a year. One valuable resource for student recruitment is the relationship that teachers and other school staff have with students. Information

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about upcoming ASP activities will be widely distributed to teachers who will be asked to personally recruit and encourage students with whom they have a connection. In addition, information about upcoming ASP activities will be included in school-wide announcements that are delivered via the internal television channel at each school. Students will have the opportunity to sign up for activities through an online registration system and/or by paper copy. Parents will be invited to attend the Open House activities at each school. During these Open House events, parents will learn about the ASP opportunities for student involvement, expectations for student attendance, and other opportunities for family literacy from community partners. An ELL teacher will be available at each Open House to engage our Spanish and Marshallese speaking students and families. This ELL teacher will assist in helping families learn about program availability and the enrollment process.

Once students have signed up for an activity, the online system will generate an automatic email to the parents' listed email address confirming that enrollment. Parents will also receive an email reminder a couple of days before the activity begins to boost participation. School facilitators and community providers for the enrichment activities will make personal phone calls to students' families several days before their scheduled activities. This personal phone contact allows parents the opportunity to give feedback on programming, remind them of the upcoming activity, and confirm transportation. In addition, each school will have an ASP bulletin board where all rosters and activities will be posted on a weekly basis. Upon receipt of this grant, the project director will also create a Facebook page that will be used for communication with students and parents. The Facebook page will have activity descriptions and announcements. DCSD uses School Messenger that will be used when mass communication to parents is necessary; for example, to remind parents about enrollment deadlines, activity start times, or cancellations due to weather. These various outreach efforts to students and families will result in increased and more consistent attendance.

The program evaluator will conduct focus groups and surveys with all stakeholder groups each year. This information will be compiled by the evaluator, reviewed by the advisory groups which have students, parents and community partners as members, and used to inform programming decisions for the upcoming year. Survey and focus group information will be aggregated for each school and for the entire program in easy-to-read charts and language. The evaluator will compile this information along with attendance and other evaluative information to create an annual report of program activities. The annual report will be posted on the DCSD website at www.dbqschools.org at the conclusion of each program year. All 21st CCLC local and state reporting conditions will be met in a timely manner.

Partnerships

From private to public to educational institutions, the community of Dubuque prides itself on robust, collaborative partnerships, and this project exemplifies that strength. Through this project, the district will offer a broad array of community-based academic and youth development programs that complement school and ASP programming. Many of the following community partners have an extensive history of partnering with the school district and have been active partners in previous afterschool projects. Nearly all of the partner agencies and the services intended support PBL in order to engage students and enhance their learning. Due to the history of the partnerships, trusting relationships have been built, which is advantageous to students.

The Dubuque Dream Center is a Community Outreach Center committed to mobilizing youth and families to build on Dr. Martin Luther King's dream of transforming communities by embracing, empowering and unifying those who live there. The Dream Center will provide programs and leadership activities where youth build relationships with caring adults, have a safe place to belong, and participate in value driven programs and activities. The Dream Center will be a contracted partner for a limited amount of services and will receive payment for services. Staff from the Dream Center has worked extensively with DCSD on this grant application

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in order to ensure continuity of services to all students who attend Title 1 eligible schools and will be submitting their own grant to achieve this goal.

City of Dubuque Leisure Services: Leisure Services provides afterschool programs that encourage student to live a healthy, active lifestyle; golf, skateboarding, ice skating etc. Leisure Services has a 5-year history and relationship with Dubuque ASP and 21st CCLC. Leisure Services is a partner which receives partial payment for their services. Leisure Services will also contribute in-kind donations of time and services, provided in year 4 and 5 in an effort to sustain programs in their entirety.

E.B. Lyons Interpretive Center/Mines of Spain, National River Museum and Aquarium and Dubuque County Conservation Board Swiss Valley Nature Center are three partnering organizations with unconventional, yet valuable resources: rivers, creeks, museums, water testing sites, wet labs, wetlands, and prairies. STEM curriculum will be the base of all programming with these partners. Their educational aim is to inspire students through programs that improve science and math literacy, encourage environmental advocacy, and promote conservative leadership. Each agency has a 5-year history with Dubuque ASP offering programs at no expense.

Matter: A Learning Playground provides programming which specializes in helping students explore art, science, and technology through hands-on creative play, which supports this application's emphasis on PBL. Matter "fosters inquiry, encourages persistence, celebrates innovation, prizes team work and respects individuality." Matter will bring afterschool programs to the schools via their mobile lab combined with field trips to the art gallery. Matter has a 5-year history with Dubuque ASP and will be a partner that receives payment for services. The district and Matter have a defined financial reduction schedule for years 4 and 5 while providing the same services for students.

Dubuque Carnegie-Stout Public Library provides ASP programs which offer a broad and creative selection of literacy-based activities for students. The library will also provide unlimited access for ASP participants to *Tutor.com* for homework completion assistance and literacy/math skill development and practice. The library is a 5-year partner with Dubuque ASP offering free or reduced cost services.

Girl Scouts of Eastern Iowa & Western Illinois provide programming which "builds girls of courage, confidence and character, who make the world a better place." Programs welcome leadership, interaction, discussion, and community service. Girls Scouts are a 3-year partner with Dubuque ASP providing services at no cost.

Northeast Iowa Community College provides opportunities for adult learning. Other than providing information for their High School Equivalency Diploma (HSED) program, they will partner with DCSD to provide family literacy activities that are specifically designed to engage parents to support and monitor their students' literacy skill development. NICC and the school district have an extensive history of partnership, so this new concept of direct support to parents is exciting for both parties. NICC will provide these services at no cost.

The University of Dubuque is one of four private, four-year liberal arts colleges in the Dubuque community. UD will provide mentors (Education majors) to facilitate homework assistance in the Literacy Room and coordinate with NICC for strong achievement gains. UD provides this service at no cost to the project.

Iowa State University Extension and Outreach carries Iowa State University's land-grant mission throughout the state and provides education and partnerships designed to solve today's problems and prepare for the future. Through their partnership with the school district, ISUE will facilitate STEM activities for program participants in the areas of engineering and design. These services are provided at no cost to the project.

Hillcrest Family Services is a local agency providing comprehensive health, mental health, adoption, mentoring and prevention services. For Dubuque ASP, Hillcrest will provide facilitators for groups of students focusing on

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social media navigation/appropriate use, adolescent relationships, healthy eating, leadership and substance abuse prevention. Hillcrest mentors will also provide homework assistance in the Literacy Room. Hillcrest Family Services is a decades long partner with the Dubuque Community School District and a 4-year partner with ASP. Their services are offered at no cost; however, services may be expanded if funds are available.

Dubuque Regional Humane Society protects and promotes the well-being of all animals by fostering respect for their inherent dignity. Through their involvement with the Dubuque ASP the DRHS will provide safety and education services to program participants and their families. They will also facilitate career exploration and responsible pet ownership. The DRHS is a 5-year partner and provides their services at no cost to the project.

Foster grandparent agency – DCSD partnered with Project Concern in the previous project for foster grandparents to be present at the ASP to support and nurture students. Project Concern closed their doors at the end of the summer, 2016. At this time the district is waiting to see which local agency will take over the foster grandparent program and intends to approach that agency about recruiting and assigning a foster grandparent for each ASP building site. This position requires a small stipend, which is included in the budget section.

All partners have had at least a two-year partnership with the school district. The preliminary MOUs (located in the Appendix) are for the entire 5 year grant cycle, recognizing sustainable financial responsibilities through the grant period. None of the listed partners expressed concern regarding the length of the 5-year commitment. These MOUs indicate that the partner agencies are invested in continuing partnerships with the school district. If present conditions change for any partner, either they or the school district can terminate the agreement with a 60-day written notice. In the event of a terminated MOU, the Program Director will be responsible for recruitment of another community agency to provide similar programming. Recruiting new partners will not be difficult given the history of collaboration in Dubuque as well as the positive reputation of the Dubuque ASP. Upon receipt of this grant, the MOUs will be reviewed and finalized with the governing body of each agency.

The Program Director will also be responsible for year-round, frequent communication with partner agencies to successfully organize, implement, trouble shoot, and in general, sustain the afterschool program. Partner agencies are also committed to serving on the Afterschool Advisory Council alongside parents and students to continually monitor the effectiveness of the program activities and alter offerings, as needed. This advisory council will meet quarterly.

Evaluation

DCSD intends to rigorously evaluate this ASP project in order to assess the goals that are stated in the project section. Refer to goal charts on pages 8-10 for alignment of goals, objectives/activities and program evaluation. The evaluator will collect and analyze data, then create effective presentations that clearly communicate the successes and challenges of the project each year. The evaluator will design a data collection process aligned to the grant goals and outcomes as well as the state's 21st CCLC evaluation expectations. Data on student achievement, participation, and discipline as well as focus group and survey information will be included in the evaluation to be shared locally and at the state level. Data results will be compiled into easy-to-read documents, and presented in finished form to the ASP advisory council, DCSD public relations (for broad electronic and written distribution), school principals, district administrators, community partners and families. All reports will be published on the DCSD website at www.dbqschools.org.

Data collection will be ongoing throughout each year of the grant cycle. With data collection, analysis and dissemination, the program evaluator will have a pivotal role in the continuous improvement process of program evaluation by providing suggestions for modifications to the advisory council. The evaluator, in collaboration with the project director, will be responsible for sharing the story of the effectiveness of the ASP

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program in order to enhance school-wide and community support. This support will be crucial for ongoing strength of the program as well as sustainability after the grant cycle has ended.

The data collected will reflect progress towards the academic achievement, enrichment and family literacy goals of this proposed project. Data will be collected routinely from both program sites as listed in the goals section (summarized in the chart below). In addition, teacher surveys will be administered annually near the end of each school year and analyzed for progress toward meeting the stated goals. For example, demographic data analysis will provide information on underserved populations and will inform additions or revisions to programming specifically designed to increase attendance by these students. Reports will be provided in accessible language and contain charts and graphs for clarity. Local and state reports will be published annually on the DCSD website and will be translated for ELL families. All required data reporting including APR data and the statewide evaluation will be completed and submitted by published deadlines.

Goal 1: Academic Goal	Goal 2: Enrichment Goal	Goal 3: Family Literacy Goal
<ul style="list-style-type: none"> • Attendance records from PBL specific activities • ITP test scores • Pre/Post surveys with school personnel measuring continuity of programming • Literacy Room check in roster • Monthly Lexia dosage reports 	<ul style="list-style-type: none"> • Monthly activity rosters • Annual student surveys • District disciplinary referral tracking system – Behavior Management System – data 	<ul style="list-style-type: none"> • Open House sign in sheets • Literacy Room sign in sheets • Annual parent survey • Family engagement celebration sign in sheets

Evaluator

The ASP project evaluator will be an experienced educator and evaluator who has a solid understanding of what it takes to implement and rigorously evaluate an effective afterschool program for middle school students. The evaluator will have a proven track record and will have experience in program evaluations including evaluation design, data collection and analysis. The evaluator will report directly to the Athletics/Activities Coordinator and work closely with the project coordinator. The evaluator will also be a consistent presence at all advisory council meetings. Upon receipt of this grant, DCSD will contract with Dale Lass, a retired educator from DCSD for this evaluation work. Mr. Lass has over 42 years' experience as an educator (many of those years at the middle school level) and is an effective communicator both in writing and public speaking and can competently share evaluation information as well as field questions. Mr. Lass will work in cooperation with the Iowa Department of Education to provide a rigorous program evaluation with all requested local and state program data and information in a timely manner. In order to provide a more comprehensive evaluation effort that supports all students from the district's low SES schools, DCSD has partnered with the Dubuque Dream Center to share Mr. Lass as an evaluator. The Dream Center is applying for 21st CCLC funds to support afterschool and summer school for students in grades K-5 at two of our elementary schools. DCSD and the Dream Center will enter into separate contracts with Mr. Lass upon receipt of grant funds. Utilizing Mr. Lass's expertise for both projects' evaluation process will make both projects stronger individually and collectively for the students at our Title 1 eligible elementary and middle schools.

DCSD staff will also participate in statewide evaluation activities to include, but not be limited to subcommittee participation, grantee network communication, and other Iowa Department of Education-sponsored activities to evaluate Iowa's 21st CCLC grant overall effectiveness.

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Budget Narrative

The charts below contain detail of Forms D2 (Appendix) and include expenses of Jefferson and Washington combined. The details below align to the programming described in the project section and to the staffing in the management section. DCSD used the funding formula provided in the RFA to factor the following:

Expected Average of 100 students/month -	100
Number of days programming/month -	22
Number of months of programming -	9
\$7.50/student -	\$7.50
	\$148,500 per school = \$297,000 total/year

Required Allowable Expenditures

ADMINISTRATIVE		
Administrative costs for Washington and Jefferson middle schools	Amount	In-Kind
• Program Director	\$23,760	
• Athletics/Activities Coordinator (in-kind funding from DCSD)		\$15,000
Total Administrative:	\$23,760	\$15,000
ACCESS		
Student access/transportation for both Washington and Jefferson middle schools	Amount	In-Kind
• Trolleys of Dubuque or other district approved provider to activities (150.00/trip)x(6 trips/mo.)x(9 mos.)x(2 schools)	\$16,200	
• Approved School/Program Personnel (\$.575/mile x 800 miles)	\$460	
• Cab Fare for family transportation (Family Literacy access and celebration events)	\$750	
• Matter: A Learning Playground mobile lab transportation	\$6,350	
• Activity bus for post-ASP transportation		\$20,000
Total Access:	\$23,760	\$20,000
PROFESSIONAL DEVELOPMENT		
Professional development will be offered for staff at both schools for Project Based Learning, Lexia, DreamBox, and Adventures in Peacemaking specifically, and will also cover adolescent development, meetings the needs of student/families in poverty and family literacy	Amount	In-Kind
• Project Based Learning	\$500	\$500
• Lexia		\$500
• Dream Box	\$1,000	
• Adventures in Peacemaking	\$10,000	
• Middle school expectations and meeting student needs	\$4,000	
• Family Literacy	\$1,500	
Total Professional Development:	\$17,000	\$1,000
EVALUATION		
Evaluator for both Washington and Jefferson schools	Amount	In-Kind
• Program Evaluator	\$11,880	
Total Evaluation:	\$11,880	
PERSONNEL		
Personnel for Washington and Jefferson middle schools	Amount	In-Kind
• School Coordinator (2 hours/day)x(\$15/hour)x(180 days)x(1 coordinator)x(2 schools)	\$10,800	
• Literacy and Math Teachers – to support Lexia and Dream Box (1 hour/day)x(\$35/hour)x(170 days)x(2 teachers)x(2 schools)	\$23,800	
• Teachers to support PBL (1 hours/day)x(\$35/hour)x(170 days)x(2 teachers)x(2schools)	\$23,800	
• Enrichment Program Teachers(1.5 hours/day)x(\$35/hour)x(85 days)x(6 teachers)x(2 schools)	\$53,550	
• ELL Teachers (4 hours/week)x(\$35/hour)x(32 weeks)x(1 teacher)x(2 schools)	\$8,960	
• Paraprofessional to support Literacy and Math teacher (1.5 hours/day)x(\$15/hour)x(170 days)x(1 para)x(2 schools)	\$7,650	

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• Instructional Coaches (in kind contribution from DCSD)x(2 coaches)		\$15,000
• Student Needs Facilitator (in kind contribution from DCSD)x(2 SNFs)		\$10,000
• Foster Grandparents (\$200/school year)x(1 grandparent)x(2 schools)	\$400	
• Program Personnel (staffing costs for partner agencies)	\$44,568	
Total Personnel:	\$173,528	\$25,000
CONSUMABLE SUPPLIES AND MATERIALS		
Consumable Supplies and Materials for Washington and Jefferson – consumable supplies and materials are provided. Healthy snacks that meet the USDA Nutritional requirements will be provided to students every day. Jefferson meets the USDA requirement for free snacks. Washington does not meet the requirement for free snacks, so snacks will be purchased from the central kitchen. Invoices and receipts will be maintained for all expenses.	Amount	In-Kind
• Snacks for Washington school (\$.65/snack)x(170 days)x(50 students daily)	\$5,525	
• Consumable student reading materials (\$500/school)x(2 schools)	\$1,000	
• Literacy Room reading materials and literacy support for families (\$750/school)x(2 schools)	\$1,500	
• Thematic materials and supplies for Open House and family celebration nights (includes food for families and 16 events)	\$6,000	
• Lexia (\$30/license) x (25/licenses) x (2 schools)	\$1,500	
• Dream Box (\$21/license) x (25 licenses)x(2 schools)	\$1,050	
• Adventures in Peacemaking	\$2,500	
• Program materials (PBL and enrichment related materials - Legos, drama, dance, painting, drawing, crafts, etc)	\$15,000	
• Field Trips (admissions, food costs, other field trip related expenses)	\$5,000	
• Office supplies (paper, copying, pencils, markers, general supplies, registration and recruitment materials)	\$5,000	\$500
Total consumables and supplies	\$44,075	\$500
STAFF TRAVEL		
Travel for both Washington and Jefferson - Staff travel expenses for required state meetings/participation on committees and in-district travel	Amount	In-Kind
Des Moines meeting expenses: Costs to accommodate the Program Director and one other person, traveling up to Des Moines up to 3 times/year for 21 st CCLC meeting and conference		
• Mileage (440 miles/roundtrip)x(\$.575/mile)x(3 trips)	\$759	
• Meals (\$50/day)x(2 people)x(2 days)x(3 trips)	\$600	
• Hotel (\$75/night)x(2 people)x(2 nights)x(3 trips)	\$900	
Davenport meeting expenses: Regional meetings held in Davenport for 2 attendees 2x/year		
• Mileage (142 miles/roundtrip)x(\$.575/mile)x(2 trips)	\$163	
Program Director mileage: The Program Director will travel from the DCSD central office to both Washington and Jefferson middle schools for the purpose of program oversight and implementation. This person will also travel to program locations.		
• Mileage (100 miles/month)x(\$.575/mile)x(10 months)	\$575	
Total staff travel	\$2,997	
Grant Total:	\$297,000	\$61,500

The Dubuque Community School District will only use the 21st Century Community Learning Centers grant award to supplement daily instruction in the afterschool program. The 21st CCLC funding will not be used to supplant other existing funding, and this will be monitored by the DCSD business office. ASP programming will not be available to students at George Washington or Thomas Jefferson middle schools without 21st CCLC funds. The budget aligns with the needs assessment, project and management sections of this narrative which clearly demonstrates the need for funding for students in our high poverty, lower performing middle schools, and the use of these funds for supplemental purposes only.