

**Application Cover Page
21st Century Community Learning Centers**

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APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)
Dubuque Community School District

County: Dubuque		Amount Requested: \$300,000 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Stan Rheingans, Superintendent		Grant Contact/Project Director: Katherine Kelly	
Agency Name: Dubuque Community School District		Agency Name: Dubuque Community School District	
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LEGAL STATUS OF APPLICANT

(Check one box below and provide appropriate agency identification information)

- City or City Agency
- County or County Agency
- State or Federal Agency
- State College or University
- Community College
- County Office of Education
- School District
- Tribal Council
- Military Installation
- Private Nonprofit Organization-
Number of years in operation _____
- Private For-Profit Organization
Number of years in operation _____

Enter Federal Employer ID Number:

42-6001531 OR

Enter School District Code

1863

(If applicable) Enter Child Care License #:

REQUEST FOR COMPETITIVE PRIORITY

It is the responsibility of the applicant to request and provide documentation of competitive priority in scoring of applications. Below, please check the boxes for priority you are requesting and provide explanation of the documentation provided to substantiate your request. Examples of documentation are provided.

- Application proposes to serve children and youth in ***schools designated in need of assistance (SINA)*** under Title I (Section 1116). *5 additional points awarded*

Documentation: 2014-15 AYP Notification from the Department of Education for George Washington and Thomas Jefferson Middle Schools

Example of documentation: SINA list provided by the Iowa Department of Education available at https://www.educateiowa.gov/pk-12/no-child-left-behind/schools-and-districts-need-assistance-sinadina#SINA_Schools.

- Application is ***jointly submitted*** as a collaboration between local educational agencies receiving funds under Title I and a community-based organization or other public or private entity. *5 additional points awarded*

Documentation: _____

Examples of documentation: Original signatures of joint applicants or MOUs recognizing joint submission.

2014-2015 AYP Notification

August 7, 2015

1863 Dubuque Comm School District

George Washington Middle School

2014-2015 AYP Determination		
	Participation Rate	Annual Measurable Objective (AMO)
Reading	MET	SINA-7
Mathematics	MET	SINA-7
Other Academic Indicator: MET		

Definitions:

Watch Status – Districts and schools identified as "watch" missed at least one of the AYP state targets for the first time. Watch status schools are not subject to NCLB sanctions; the designation serves as a reminder that missing AYP state targets in the same area next year could result in a SINA designation.

Delay Status – Districts and schools identified as in need of assistance must meet state AYP requirements for two consecutive years before they can change status. Delay means that the district or school has met AYP goals for one year and is delayed at their current status until next year's results are determined.

Participation Rate – The state required all school districts/schools to use the following steps to determine participation rate:

1. Report the total number of all students and subgroups at grade level enrolled on the date of the general Iowa Assessments, combined with the Iowa Alternate Assessment.
2. Report the total number of all students and subgroups at grade level administered the Iowa Assessments with or without accommodations.

The state collected participation rates at the building level as well as district level. Determining participation rate as part of AYP, Iowa uses a minimum size of 40 for all groups and subgroups at a school or district level. A school or district that reported fewer than 95% and had a subgroup of less than 40 was not considered as failing to meet AYP on the basis of participation rate.

Annual Measurable Objective (AMO) – Iowa's accountability system requires all school districts/schools to annually demonstrate improvement towards the state's annual goals in reading and mathematics. Because of the use of unified accountability trajectories by the state, all districts, subgroups within districts, all buildings, and all subgroups within buildings (of at least 30 students) are expected to attain the state's trajectory. A proficiency index was used to combine achievement of students in all grades at a school or for districts (3-5, 6-8, and 11).

Other Academic Indicators: High School Graduation Rate – Both four and five year cohort graduation rates were used.

K-8 Attendance Rate – Average daily attendance is defined as the aggregate days of K-8 student attendance in a school or school district divided by the aggregate days of enrollment at grades K-8.

Districts must miss both state targets for graduation rate and attendance rate to miss AYP. In addition, districts must miss achievement targets at all levels (elementary, middle, and high school) to miss AYP.

2014-2015 AYP Notification

August 7, 2015

1863 Dubuque Comm School District

Thomas Jefferson Middle School

2014-2015 AYP Determination

	Participation Rate	Annual Measurable Objective (AMO)
Reading	MET	SINA-6
Mathematics	MET	SINA-7
Other Academic Indicator: MET		

Definitions:

Watch Status – Districts and schools identified as "watch" missed at least one of the AYP state targets for the first time. Watch status schools are not subject to NCLB sanctions; the designation serves as a reminder that missing AYP state targets in the same area next year could result in a SINA designation.

Delay Status – Districts and schools identified as in need of assistance must meet state AYP requirements for two consecutive years before they can change status. Delay means that the district or school has met AYP goals for one year and is delayed at their current status until next year's results are determined.

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1. Report the total number of all students and subgroups at grade level enrolled on the date of the general Iowa Assessments, combined with the Iowa Alternate Assessment.
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Annual Measurable Objective (AMO) – Iowa's accountability system requires all school districts/schools to annually demonstrate improvement towards the state's annual goals in reading and mathematics. Because of the use of unified accountability trajectories by the state, all districts, subgroups within districts, all buildings, and all subgroups within buildings (of at least 30 students) are expected to attain the state's trajectory. A proficiency index was used to combine achievement of students in all grades at a school or for districts (3-5, 6-8, and 11).

Other Academic Indicators: High School Graduation Rate – Both four and five year cohort graduation rates were used.

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Abstract

The Dubuque Community School District in partnership with local agencies will offer a unified set of programs in the after school time from 2016 through 2021 to George Washington and Thomas Jefferson middle school students. George Washington Middle School currently serves 681 grade 6-8 students, with a free and reduced lunch rate of 41.24% and is designated as a School in Need of Assistance. Likewise, Thomas Jefferson currently serves 594 grade 6-8 students, has a free and reduced lunch rate of 55.72% and also has the designation as a School in Need of Assistance.

The purpose of this grant is to create community learning centers that provide students and their families with academic and enrichment opportunities that support and complement the regular school day programming as well as family literacy activities. Choice is important for middle school students so a wide range of programs will be offered both at school and community locations. Programs will be offered at both middle schools five days a week for a minimum of 60 hours a month, according to the Dubuque Community School District calendar, throughout the school year. Programming is projected to reach a minimum of 300 students in each school or a total of 600 students each grant year. Students will be encouraged to attend a minimum of 3 days a week with at least 30 attendance days each year.

Currently both Washington and Jefferson students are served by a 21stCCLC grant that will end June of 2016. Successful after school programs currently operate in each building and are referred to as LEAP which means Leadership, Enrichment, Afterschool Programs. Without funding from this proposed new 21st CCLC grant, afterschool programming will end. This new grant proposal builds from the current programming and staffing.

The three goals of the grant flow from the 21stCCLC required program 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 grant.

Goal 1-Academic Goal: By June 2020, 70% of program students will be proficient in math and reading as measured by the ITP		
Activities	Objectives	Evaluation – Data Collection
<ul style="list-style-type: none"> Complimentary Design that intentionally connects resources from school day to after school programming. Academic center that includes “Lexia” for reading, “Big Ideas” for mathematics tutoring in other subjects. PBIS 	<ul style="list-style-type: none"> 80% of students in Lexia meet dosage minutes each month 75% of students will have no or a reduced number of office referral form the first semester to the last semester 75% of students in the academic center will report they finish daily assignments each month Each year of the grant 70% of students will increase their math and reading ITP scores. 	<ul style="list-style-type: none"> “Lexia” dosage reports for students-monthly Behavior Management System data-monthly Academic center roster with daily assignment checklist - collected monthly ITP scores-annually
Goal 2 - Enrichment Goal: By June 2020, 80% of the students 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"> Physical/Athletic activities Math/Science (STEM) Outdoor Education Media/Technology Literacy Arts/Music/Personal Enrichment 	<ul style="list-style-type: none"> Each year of this grant, 80% of program students will participate in 2 or more activities. Each year of this grant, 80% of program students will report new skill-based learning in an enrichment activity 	<ul style="list-style-type: none"> Monthly Activity Rosters Annual Student Surveys

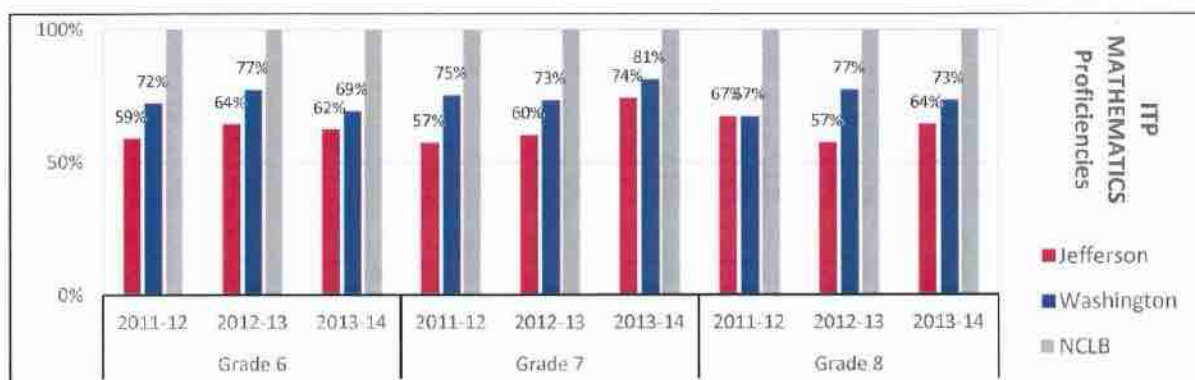
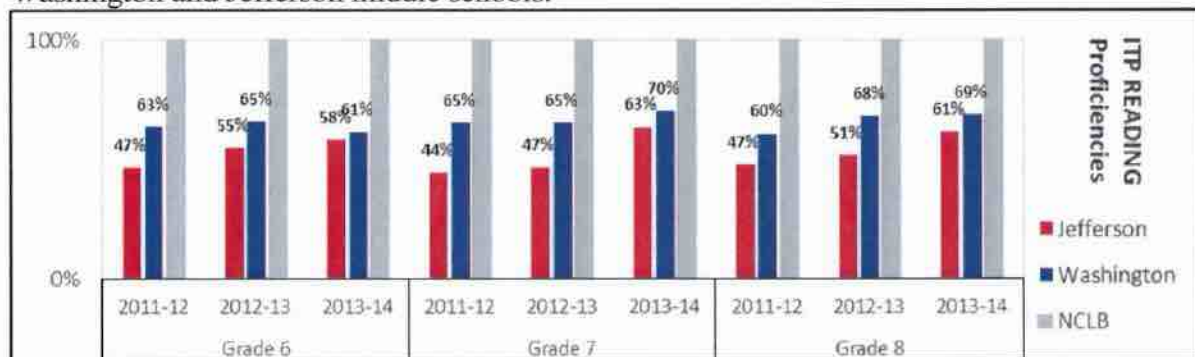
Goal 3 - Family Literacy Goal: From June 2017-2020, annually increase the number of families that support their children in academic, social, and emotional growth.

Activities	Objectives	Evaluation-Data Collection
<ul style="list-style-type: none"> • Hillhawk Helpers • HSED Program – NICC • Family nights 3 times per year at each middle school on how to support their child’s learning. • Back to school bash for all after school program parents and students 	<ul style="list-style-type: none"> • Annually, 100% of parents will feel welcome at parent literacy nights. • Annually, increase number of parents who feel they better understand how to support their child’s learning. • 100% of parents will receive information on HSED program and NICC certificate programs. 	<ul style="list-style-type: none"> • Parent survey on feeling welcome and knowledge of how to support child's learning * • Sign-in sheets* • HSED brochures and other flyers/speakers from NICC* <p><i>*This data will be collected at each family event in each school</i></p>

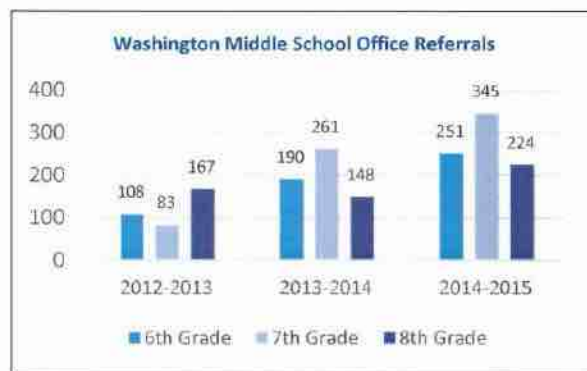
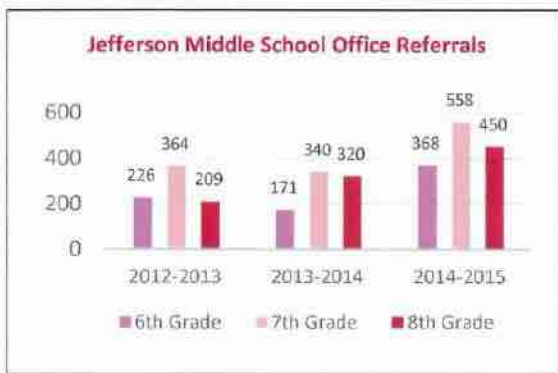
2.1 The needs assessment provides strong evidence utilizing objective data that very clearly defines the student need for a before and/or after school program, evaluates school and community resources available and convincingly documents how proposed program will address student needs.

Dubuque has two middle schools which qualify under the Title 1 free and reduced lunch percentage for this 21st CCLC grant. Thomas Jefferson Middle School has a free and reduced lunch rate of **55.72%** and George Washington Middle School has a rate of **41.24%** according to Iowa Department of Education website. Each is also designed as a SINA school for reading and mathematics. Private schools declined After School Program (ASP) services at the private school consultation meeting (Form F in the appendix).

The Elementary and Secondary Education Act which contains the No Child Left Behind legislation gives us the goal of 100% proficiency for all students in reading and mathematics. In alignment with this federal legislation, Iowa established protocols for proficiency levels in reading and mathematics and calculates the progress of schools on this goal and publishes the results on the Department of Education website. Iowa Testing Program (ITP) scores for each school show a definite 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 time period is compared to the district. While the trend line is moving in the upwards direction in both reading and mathematics for both schools much work remains. Looking at both Jefferson and Washington achievement for grades 6 through 8 in reading, proficiency scores range from 44% to 70%. This means that approximately 30%-56% of students are not reading at the level deemed proficient. Mathematics achievement is similar with a proficiency range for grades 6-8 being 57% to 81%. This means that approximately 19%-43% of our students are not proficient in mathematics. These proficiency gaps in reading and mathematics can be addressed through afterschool reading and mathematics programming at Washington and Jefferson middle schools.



Office referrals also support the need for afterschool programming. The charts below contain data from the Dubuque Schools Behavior Management System and contains the number of referrals for each grade level over the last three years for Washington and Jefferson. During the 2014-15 school year, behavior entry guidelines were revised to include all IEP students who had a behavior plan which accounts for the marked increase from the previous year. Previous years included some students with behavior IEPs. While it appears that office referrals are increasing at both schools a deeper analysis of the data shows that a small percentage of students account for increased numbers in both 2013-14 and 2014-15. Afterschool programs that carry the PBIS protocols over from the school day and are staffed with competent, qualified, caring staff can help address these documented behavior issues in both schools.



The Iowa Youth Survey (IYS) which is completed every two years also supports the need for after school programming for middle school youth. Dubuque data from the 2015 report shows that youth begin to experiment with alcohol between grade 6 and grade 8. While 3% of grade 6 students districtwide report having at least one drink of alcohol in the past 30 days, 9% of grade 8 students report having a drink, an increase of 6%. Although no local data exists, research would suggest that much of this at-risk behavior happens in the after school hours before parents get home.

The IYS chart captures the response of one of the behavior questions pertinent to middle school students. It shows the effects of peer

pressure at the middle school level by capturing the degree to which students say "no" when someone wants them to do something that is wrong or dangerous. While the number of students who cannot say "no" holds fairly steady from grade 6 to 8, the number of students who strongly agree that they can say "no" drops from 76% to 69% indicating they are not as firm in their thinking.

Dubuque has many city, county and community based organizations which support, as partners, after-school programs. The Dubuque city and county parks and recreation department, such as EB Lyons, Swiss Valley, and the Mississippi River Museum, as well as the Dubuque Carnegie-Stout Library are willing partners and able to offer low or no cost programming described in the project

IOWA YOUTH SURVEY						
How much do you agree or disagree that each of the following statements is true: I can say "no" when someone wants me to do things I know are wrong or dangerous.						
Iowa Youth Survey	6th Grade			8th Grade		
	TOTAL	M	F	TOTAL	M	F
Strongly Agree	76%	75%	78%	69%	71%	68%
Agree	18%	20%	16%	25%	24%	26%
Disagree	3%	4%	2%	3%	3%	4%
Strongly Disagree	3%	1%	4%	2%	2%	2%
In the past 30 days, have you had at least one drink of alcohol (glass, bottle or can of beer, glass of wine, liquor, or mixed drink)?						
Iowa Youth Survey	6th Grade			8th Grade		
	TOTAL	M	F	TOTAL	M	F
Yes	3%	3%	2%	10%	9%	11%
No	97%	97%	98%	90%	91%	89%

section. We also have many non-profit partners and agencies such as the Community Y, the Dream Center, and Multicultural Family Center. Dubuque also has many for profit businesses such Matter Creative Art Center and Dubuque Trolley. Dubuque Schools reached out to all available agencies and businesses whose mission aligns with 21st CCLC goals. Partners are able to offer academic and/or enrichment programs according to identified needs. Programs are developed by school personnel in collaboration with partners to ensure programming seamlessly aligns to school day curriculum. Enrichment activities identified as a need by students and families include (but are not limited to) theater, drama, music, dance, visual arts, technology, physical fitness, and academic assistance.

Parents who are on the Advisory Council and parents who participated in the needs assessment clearly articulated they need and want afterschool programs (ASP). Many parents work until 5:00 pm (or later, including “second shift” workers) and schools dismiss at 2:30 pm. Working families report they are relieved that they do not have to worry about their children getting in trouble or going to friends’ houses and experimenting with illegal substances. Parents say their middle school children do not want daycare or babysitters but are not quite old enough to be home alone during these afterschool hours. Programming begins at Jefferson and Washington immediately after school. After school programs provide a safe, ADA compliant school community environment for students. Transportation is not an issue since programming is at the schools, within walking distance (supervised), or provided by the Dubuque School District activity buses or approved transporters. In addition, the City of Dubuque public bus company provides free transportation to middle school students. After programs, students walk home, are picked up by parents, or ride activity buses to set locations.

2.2 Application must provide evidence that a wide variety of stakeholders, including youth, parents and partners, were engaged in the identification of needs and development of the program.

Stakeholders including students, families, school administrators, teachers and community partners were engaged in identifying ASP needs and ASP development. Student focus groups articulated a need for a variety of engaging programs. Qualitative data (student focus groups, student surveys, teacher surveys, parent focus groups, community partner groups) support that students want to learn new “things” and value the new friendships that form in the after school programs. Students indicated they loved theater and art programs while others stated they wanted opportunities to learn how to swim or canoe. Still others valued the academic time, including the use of technology, which provided support they did not have at home. Conversations with parents showed they value the academic piece since many said they want their children to do well in school. Parents also verbalized that they know their children are safe in the afterschool hours and many were happy that their children had the opportunity to expand and develop interests that parents could not afford. The existing ASP Advisory Council meets on a regular basis and the October 2015 meeting was used to focus on needs for programming for this 21st CCLC grant. Members present at this meeting included parents, partner agencies, school principals and student needs facilitators. Information from the student and parent focus groups were shared with the council. ASP Advisory Council members brainstormed ways to align proposed programming to identified academic, social/emotional, behavioral and physical student needs.

3.1 Application must show evidence that proposed academic, enrichment, and family literacy activities are linked to the student needs assessment described in the “Student Needs Assessment” section. Include what curriculum(s) you will use to meet your academic goals.

The ITP data in the needs assessment section clearly shows that Washington and Jefferson students are struggling in math and reading achievement. Lexia reading will be implemented in the afterschool programs and closely coordinated by instructional coaches and the after school teacher. In addition, the academic center will be staffed with another certified teacher who will teach mathematical concepts and skills of the Big Ideas school day mathematics curriculum as well as assist students in other academic areas. The Iowa Youth Survey (IYS) clearly documents that students between grades 6 and 8 begin to experiment with drugs, alcohol, and other non-compliant behaviors. Research states these behaviors often occur in the hours after school until parents get home from work. This is also reflected in the IYS table that shows 5-6% of our grade 6 and 8 students would have difficulty saying "no" to peers who want them to do something that is wrong or dangerous. Also, the number of office referrals clearly indicates that students need extra time with caring adults. Carrying PBIS in to the after school programs will help keep expectations consistent. Enrichment activities align to what students, parents, teachers, and the members of the Advisory Council have identified in their focus groups and on surveys. A rich variety of activities that include STEM, arts and music, sports, recreation, and social growth provide choices to students. Enrichment providers will build student leadership activities into their offerings. Family literacy activities will be regularly incorporated into Dream Center programming and include a back to school bash that features sessions designed to help parents support their child's school learning. In addition, middle schools will each hold three ASP family literacy nights coordinating with parent student conferences and open houses. At these sessions, Northeast Iowa Community College will present programs and offer brochures to parents that include their adult learning, High School Equivalency Diploma (HSED) program, and other certificate programs.

3.2 Application must propose a variety of 1) academic, 2) enrichment, 3) family literacy services that fit within the 14 eligible federal activities listed in the RFA. Application proposes to provide students a meal or snack that meets USDA nutrition guidelines every day of operation.

The proposed ASP will serve 600 middle school students, 300 at Jefferson and 300 at Washington. Programming will begin at the end of each school day and begin with a snack for all students that meets USDA nutrition guidelines. Students will then go to the academic center and/or enrichment activities. Programming will be offered 5 days a week for students at each school with a minimum of 60 hours each month. Choice is important for middle school students so each student will register in advance for both academic and enrichment activities so that an appropriate adult to student ratio (1 to 20) can be maintained and transportation when necessary can be provided. Students will be encourage to attend programming three days a week with a minimum of 30 attendance days each grant year.

Three goals are identified for the afterschool programs. Complementary learning principles guide the design of the academic programs to maximum student learning. School instructional coaches and classroom teachers will regularly interact with afterschool academic teachers to ensure seamless alignment of individual student instruction and learning progress. The chart below summarizes the proposed activities and the alignment to the eligible federal activities.

ACADEMIC GOAL	
Activities	Federal Eligibility Alignment
<ul style="list-style-type: none"> • Complimentary Design that intentionally connects resources from school day to after school programming. • Academic center that includes "Lexia" for reading, "Big Ideas" for mathematics tutoring in other subjects. • PBIS 	<ul style="list-style-type: none"> 1) Remedial education activities. 2) Literacy activities 6) Tutoring programs 15) Character and behavior education programs

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 are ready and wanting to assume more responsibility and opportunities for leadership. A wide variety of enrichment activities provide choice and allows students to hone in on specific interest areas that promote the development of new skills. Providers will focus on developing leadership activities for students who choose their activity. The chart below summarizes some of the proposed activities and the alignment to the eligible federal activities.

ENRICHMENT GOAL	
Activities	Federal Eligibility Alignment
<ul style="list-style-type: none"> • Chess Club, Water sampling • Bowling, Basketball, Boxing, Intro to Golf, Swim Lessons • Video productions, Creative Arts and Lego® exploration • Y-Club and Safe Sitter • National River Museum (Invertebrate Insanity & Vivacious Vertebrates) • Creek Stomping, Fishing, Kayaking, Canoeing, Snowshoeing 	2) Literacy activities 3) Math and Science (STEM) activities 4) Arts and music education 8) Recreational activities 14) Supervised field trips, enrichment programs & events.

Hoover and Dempsey's model and subsequent research on that model indicate that parental involvement has been positively linked to student achievement. Family literacy activities are aligned to that model by making parents feel welcome at after school activities and by providing sessions that help parents learn how to better support their middle school aged child. In addition HSED and other community college information will be shared with parents at these nights.

FAMILY LITERACY GOAL	
Activities	Federal Eligibility Alignment
<ul style="list-style-type: none"> • Hillhawk Helpers, Y-Club, Dream Center • HSED Program – NICC • Family nights 3 times per year at each middle school on how to support their child's learning and a Back to School bash for all after school program parents & students. 	11) Programs that promote parental involvement and family literacy.

Daily snacks will be provided to all students each day of programming. The snacks will come from the Dubuque Community Schools food service program who administers the federal lunch program and will meet all USDA nutrition guidelines.

3.3 *Based on the second principle of effectiveness, goals and objectives for all activities must be described.*

SMART goals guide the programming in each area. Curriculum in the academic area is aligned to the school day and the need is supported by the objective information in the needs assessment section. Lexia learning is used in all elementary schools and will complement and provide specific skill development from the school day curriculum of Fusion and Second Chance Reading. Big Ideals math is the school day curriculum and instruction will center around identifying and filling learning gaps. Teachers will tutor students in other areas based on their daily assignments. The chart below lists the academic goal along with the proposed activities, objectives, and includes measurement information.

ACADEMIC GOAL: By June 2020, 70% of program students will be proficient in math and reading as measured by the ITP

Activities	Objectives	Evaluation – Data Collection
<ul style="list-style-type: none"> Complimentary Design that intentionally connects resources from school day to after school programming. Academic center that includes “Lexia” for reading, “Big Ideas” for mathematics tutoring in other subjects. PBIS 	<ul style="list-style-type: none"> 80% of students in Lexia meet dosage minutes each month 75% of students will have no or a reduced number of office referral form the first semester to the last semester 75% of students in the academic center will report they finish daily assignments each month Each year of the grant 70% of students will increase their math and reading ITP scores. 	<ul style="list-style-type: none"> “Lexia” dosage reports for students-monthly Behavior Management System data-monthly Academic center roster with daily assignment checklist -collected monthly ITP scores-annually

The chart below contains the enrichment goal and categorizes the activities. Objectives and measurement information is also listed.

ENRICHMENT GOAL: By June 2020, 80% of the students 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"> Physical/Athletic activities Math/Science (STEM) Outdoor Education Media/Technology Literacy Arts/Music / Personal Enrichment 	<ul style="list-style-type: none"> Each year of this grant, 80% of program students will participate in 2 or more activities. Each year of this grant, 80% of program students will report new skill-based learning in an enrichment activity 	<ul style="list-style-type: none"> Monthly Activity Rosters Annual Student Surveys

The chart below gives the family literacy goal, objectives, and measurement information.

FAMILY LITERACY GOAL: From June 2017-2020, annually increase the number of families that support their children in academic, social, and emotional growth.

Activities	Objectives	Evaluation-Data Collection
<ul style="list-style-type: none"> Hillhawk Helpers HSED Program – NICC Family nights 3 times per year at each middle school on how to support their child’s learning. Back to school bash for all after school program parents and students 	<ul style="list-style-type: none"> Annually, 100% of parents will feel welcome at parent literacy nights. Annually, increase number of parents who feel they better understand how to support their child’s learning. 100% of parents will receive information on HSED program and NICC certificate programs. 	<ul style="list-style-type: none"> Parent survey on feeling welcome and knowledge of how to support child’s learning * Sign-in sheets* HSED brochures and other flyers/speakers from NICC* <p><i>*This data will be collected at each family event in each school</i></p>

3.4 Alignment with school day instruction through relationships with school staff alignment with state and national standards, or through CSIP must be evidenced.

Complementary learning guides the design of the proposed after school programming. School day curriculum is carried over in mathematics and Lexia licenses will be purchased for after school reading instruction. Lexia is used in all elementary schools so middle school students are familiar with the program. Instructional coaches and school day teachers will work with the after school teachers to ensure that students needing extra math and reading assistance are recruited and encouraged to attend the academic program. ELL students will be among those recruited for extra after school instruction. Students will be identified through the Multi-tiered System of Support (MTSS) process used in the schools by the instructional coaches and teachers. In addition to these identified students, any student wishing additional tutoring in any subject area will be able to use the academic center. All curriculum is aligned to the Iowa Core standards and each school has a

reading and mathematics CSIP goal. Many school staff lead enrichment activities and recruit students to attend. This helps assure PBIS concepts are implemented with fidelity in the afterschool hours.

3.5 The eligible organization's experience in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students must be described.

The Dubuque School District 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 performance and achievement of students. In addition, both Jefferson and Washington Middle Schools are implementing PBIS which helps to establish a climate and culture conducive to positive youth development.

4.1 Based on the third principle of effectiveness, grantee should describe the research base, compiled from multiple sources, for proposed activities.

Complementary Learning research from the Harvard Family Research Project, outlines a systematic approach that intentionally integrates afterschool and school day learning. ASP programming is designed on complementary learning and supports learning systems that create opportunities so that no child falls through the cracks.

After School Programs

The Wallace Foundation commissioned a study in 2010 conducted by the Harvard Family Research Project and the Public/Private Ventures entitled "Engaging Older Youth". This mixed-methods research used quantitative analysis focused on data from program practices and structural features of after school programs for middle and high school youth. Data was collected through a variety of ways including online program surveys, site visits, and document reviews. Findings support that choice is important for recruiting and retaining youth to after school programs along with leadership opportunities and more focused skill-based activities.

Lexia

Lexia has been independently evaluated and rigorously researched and is recognized as effective by the National Center for Response to Intervention and the What Works Clearinghouse. In addition, this program has had numerous studies published in peer review journals such as *Journal of Research in Reading* and *Bilingual Research Journal*. It was developed and refined to be engaging for students and computer based and is shown to be effective in helping struggling readers in middle school.

Positive Behavioral Interventions and Supports (PBIS)

PBIS is evidenced-based. It defines a framework of core strategies that when implemented with fidelity positively impact the social culture and climate of schools that typically results in reduced numbers of office referrals and enhanced academic outcomes for all students. Numerous evaluations, quasi-experimental, and randomized trial research studies have reached similar conclusions about the impact of PBIS.

Big Ideas Math

This research based mathematics curriculum is matched to the Common Core Standards which is aligned to Iowa Core standards. The Dubuque Schools have adopted and are implementing the Iowa Core standards. Pedagogical approaches follow best practices outlined by widely-accepted educational research by groups such as The National Research Council, National Council of

Teachers of Mathematics, Rigor/Relevance Framework and the National Governors Association Center for Best Practices and the Council of Chief State School Officers.

Family Literacy

Hoover, Dempsey et al of Vanderbilt University offered a model in the mid-90's for parent involvement in their children's education around the central question "Why do parents become involved in children's education?" Since then, researchers have used correlational and non-experimental methods to gather evidence of the effectiveness on the basic constructs of that model. An increasing body of research supports the model's premise that children have greater learning and educational success when parents are invited, believe they are welcome at school, and believe that they can help their child succeed in school.

5.1 A plan to ensure effective staffing, including recruitment and retention of highly qualified staff, professional development, effective leadership and how the program will use volunteers, especially seniors, to support high-quality programming.

Choice is an important element for middle school students. 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 one and five hours each day with a minimum of 60 hours a month. Students are encouraged to attend programming at least three times a week with a minimum of 30 days a year and will register for activities in advance. This schedule will allow for some flexibility in staffing. For example, Matter Creative Art can staff a program in one middle school on Monday, Wednesday, Friday and the other middle school on Tuesday and Thursday then flip flop the schedule for the next week. This type of scheduling maximizes program choice and offerings while keeping cost to a minimum. The academic programs in each school will be staffed each day of programming.

After school programming is under the umbrella of Student Services for the Dubuque Schools. The Director of Student Services is responsible for hiring the ASP project director and for oversight of this proposed 21st CCLC grant. The ASP project director will be an experienced educator and a strong advocate for middle school youth. This person will be experienced in managing staff and have demonstrated skills in building relationships with community partners. In addition, this person will have strong fiscal management skills. The project director will coordinate and/or deliver staff development in the identified areas of need including strategies for academic interventions, PBIS behavior management and family involvement including literacy. Moreover, this person will have grant management experience and will be recruited from existing Dubuque School staff to ensure longevity in the position.

Each middle school will have a school coordinator who will have experience equivalent to a paraprofessional and someone who is familiar with the school, students, and families. These positions will be recruited from each schools' current para professional employees and will report directly to the project director. These school coordinators will be hired by the project director in collaboration with the middle school principals. Recruiting from the ranks of existing para professionals will also bring continuity to the program as many are long-term school employees and likely to continue in the position for multiple years. The role of the school coordinator is to ensure that all programming works smoothly in their school each day. This is accomplished by closely communicating with the principal, student needs facilitator, instructional coach, and afterschool program teachers and partners. They will be assisted by a foster grandparent in each school who will help with snacks, coordination of students to programs, and tutoring in the

academic center. Foster grandparents will be recruited and trained in cooperation with Project Concern, a local community action agency.

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 goal areas. In each school, the student needs facilitator will work closely with the school coordinator to ensure that any issues that arise during the programming hours are addressed according to building 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 the Dubuque Schools. Instructional coaches ensure programming, including the literacy and math components, are aligned to and flow back and forth from ASP programming and school day instruction. The instructional coaches are also charged with the Multi-tiered System of Support (MTSS) process and will help identify and recruit students to the academic programs as well as ensure that school day teachers and after school academic teachers coordinate programming. These school day instructional coaches already receive a stipend to work extended time each day so this coordination will become a part of their job duties.

The academic programs and ELL position will be staffed with highly qualified (certified) teachers who currently teach in the schools, are substitute teachers, or have retired. These positions will be recruited and hired by the project director, instructional coaches, and building principals. Recruiting from the existing ranks of teachers, substitute teachers or retired teachers ensures quality educators who are likely to stay with the program for multiple years. They also know the students and families and help recruit students to participate in the afterschool programs

Partnering agencies that offer enrichment activities will be staffed by individuals who are skilled in the area of offered enrichment. For example, a park ranger leads all the nature programs, a certified swimming instructor gives swimming lessons, an artist leads the art activities, etc. Partner agencies will be encouraged to staff their enrichment activities with long term staff members who have proven youth relationship skills and in-depth content area knowledge. The project director will be responsible for identifying and delivering staff development to this group of individuals that may include behavior management, PBIS principles, and family engagement strategies. In addition to partnering agencies, enrichment activities will also be staffed with school teachers. As required by our union contract, teachers receive hourly per diem pay and provide continuity of programming from the school day and also carryover of PBIS principles.

Positive relationships build good climate and culture which helps with the retention of qualified employees. The project director along with the evaluator will be charged with monitoring the relationships that are developed between the students and adults and also the schools and community to ensure they are fostering high quality opportunities for middle school youth. Adult to student ratio is projected to be no greater than 1 to 20 for all programs.

5.2 Plan for safe student transportation to and from the program, where appropriate, including home, and ensuring safe and accessible facilities and services, including translation services, serving students with disabilities, and the inclusivity of program facilities.

ASP programming takes place at our middle schools immediately following the school day. The middle schools are safe and accessible facilities that meet all required federal and state guidelines. For programming that occurs at our local parks, museums, etc. transportation from the middle school and back to the middle school is contracted for and provided by approved district transportation providers. This includes transporting students with disabilities. At the conclusion of

programming each day, students who normally walk home 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. Since the majority of staff members are school employees, they know the parents of the children which is a safe hand off. A school district activity bus also operates each day and leaves from the middle school at the end of programming and busses students to set stops in rural locations where parents meet the bus and pick up their children. The bus does not leave the rural location until all children have been picked up. Additionally, the city of Dubuque offers free bussing to all middle schools students.

We will recruit and hire an ELL teacher to be a part of this programming. The ELL teacher will connect with the ELL students and their families to translate documents as needed and to also ensure that ELL students are seamlessly integrated into all aspects of the ASP programming. The building principal, students needs facilitator, or instructional coach from each middle school will work with IEP teams to ensure that students with disabilities get needed accommodations to be able to participate in the after school programs.

5.3 The development and engagement of a stakeholder advisory group and organizational or program leadership structure.

An advisory council consisting of parents, families, students, school principals, program staff and community partners already exists for the expiring 21stCCLC ASP program. This stakeholder Advisory Council will transition to this new grant if awarded. The Advisory Council will meet quarterly and is convened and facilitated by the project director. This council will actively engage in the data analysis and improvement recommendations of the program evaluator. The Advisory Council examines the annual needs assessment (both quantitative and qualitative) that the program evaluator compiles as a result of the stakeholder focus groups. Using this information, the members discuss potential changes that are needed in the programming. The Advisory Council routinely hold discussions on barriers or other issues that happen in the day to day afterschool programming and brainstorms solutions. Between the scheduled meetings the project director is highly accessible and maintains communication with partners, subgroups, stakeholders, or individual members of this group to ensure that the programs run smoothly and everyone's voice is heard.

5.4 Application provides a plan for continuous program improvement and sustainability of program following the end of 21 CCLC funding and provides a description of how resources will be combined or coordinated with the proposed program for the most effective use of public funds.

Nearly all of the robust ASP programming will be sustainable in the two reduced funding years. Partnerships will be carefully crafted with city entities such as Leisure Services and the Dubuque Humane Society so that their services are low cost or free. The ASP partners are all cognizant of the need to reduce costs the final two grant years by increasing in-kind services, reducing costs, or providing services for free, in years 4 and 5. Annual budget and program reviews with providers assure maintained budgets, cost per student reductions, and creative programming that encourage continuation of quality programs at a reduced cost or no cost. For example, rather than transport students to parks or facilities, we may ask providers to bring programs to our school campuses the last two years thereby eliminating transportation costs. The Advisory Council while keeping an eye on continuous program improvement, will look at the data from the evaluator and decide based on that data and student attendance numbers, which activities can be decreased in frequency or, in some instances, completely eliminated in years 4 and 5 to keep within the reduced budget allocation.

6.1 Applicant must describe the outreach strategies or activities to be employed to share evaluation and other program information, frequency of use, and estimation of the methods' impacts on the program. Target audiences for outreach activities must include, but are not limited to. The broader community, parents, youth, and partners.

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. In addition, brochures will be distributed to each student during recruiting assemblies held at each school twice a year. Parents are invited to attend the recruiting assemblies at each school and community partners participate in the recruiting events. An ELL teacher outreaches at each recruiting event to our Spanish and Marshallese speaking students and families to help them understand the programming and registration process. The impact of all of these recruiting pieces is to increase the number of students who attend ASP programming.

School facilitators and community providers for the enrichment activities make personal phone calls to the families of students several days before the scheduled activities. This personal phone contact allows parents/guardians the opportunity to give feedback on programming as well as remind them of the upcoming activity. In addition, each school will have an ASP bulletin board area where all rosters and activities are posted on a weekly basis. ROBO calling will be instated as well to assist with mass communication and after school program reminders. The impact is more students attend the enrichment sessions.

The program evaluator will conduct focus groups and surveys with all stakeholders every year. Information from these focus groups and surveys will guide programming for the upcoming year. Survey and focus group information will be aggregated for each school and also for the entire program in easy to read charts and language. This will be shared at ASP Advisory Council meetings and also written into the yearly evaluation report. All information regarding the evaluation of ASP programming will be posted on our website at dbqschools.org at the conclusion of each program year. 21st CCLC local and state reporting conditions will be met by the program evaluator in a timely manner.

7.1 Application must describe existing organizational and/or programmatic partnerships and the partners' roles in programming and/or sustainability. Application must distinguish between a partnership and a contractor. Contractor simply provides services for payment while a partnership provides services without payment or at a reduced cost (e.g. In-kind contributions)

Many of the following community partners and contractors listed below have an existing five year history of partnering with the Dubuque Schools ASP. All have at least 2 years of history with the ASP. Trusting relationships have been built between the Dubuque Schools and these partnerships. The preliminary MOU's are for the entire 5 year grant period, recognizing sustainable financial responsibilities through the grant period. None of the listed partners and contractors expressed concern regarding the length of the 5 year commitment. Preliminary MOU's are in the appendix.

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 structured 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 strives to impact youth, strengthen families, and build community through leadership activities. The Dream Center is a contracted community partner, and receives payment for services. The Dream Center has a 3 year history and relationship with the Dubuque Schools ASP and 21stCCLC.

City of Dubuque Multicultural Family Center: The Multicultural Family Center provides after school programs that empowers all students to reach their potential and build unity out of diversity. The Multicultural Family Center has a 5 year history and relationship with Dubuque ASP and 21stCCLC and receives partial payment for services. The Multicultural Family Center and Leisure Services are both on the same MOU since they are both City of Dubuque entities.

City of Dubuque Leisure Services: Leisure Services provides after school programs that encourage students to live a healthy, active lifestyle: golf, skateboarding, ice skating, etc. Leisure Services has a 5 year history and relationship with Dubuque ASP and 21stCLCC. Leisure Services is a partner which receives partial payment for their services. Leisure Services also contribute in-kind donations of time and service, provided in year 4 and 5 to assist in sustaining programs in their entirety. The Multicultural Family Center and Leisure Services are both on the same MOU since they are both City of Dubuque entities.

E.B. Lyons Interpretive Center/Mines of Spain, National Mississippi River Museum and Aquarium and Dubuque County Conservation Swiss Valley Park are three partnering organizations with unconventional tools: rivers, creeks, museums, water testing sites, wet labs, wetlands, and prairies. STEM curriculum is the base of all programs. Their educational aim is to inspire the next student generation through programs that improve science literacy and encourage environmental advocacy and promote conservation leadership. Each agency has a 5 year relationship with the Dubuque ASP offering programs at no expense.

Matter Creative provides programming which specializes in helping students explore art, science, and technology (STEM) through hands-on creative play. Matter Creative “fosters inquiry, encourages persistence, celebrates innovation, prizes teamwork, and respects individuality.” Matter Creative brings afterschool programs to the schools combined with field trips to the art gallery. Matter Creative has 5 year history with Dubuque ASP and is a partner with a defined financial reduction schedule for years 4 and 5 while providing the same services for our students.

Dubuque Carnegie-Stout Library provides ASP programs which offer a broad and creative selection of literacy based activities for students. The Dubuque Carnegie-Stout Library is a 5 year partner with Dubuque ASP offering low cost services at reduced costs.

Girl Scouts of Eastern Iowa and Western Illinois provide programming which “build girls of courage, confidence and character, who make the world a better place.” Programs welcome leadership, interaction, discussion, commentary, questions, and community service. Girl Scouts are a two year partner with DBQ ASP providing services for no cost.

Dubuque YMCA/YWCA: Nurturing the potential of every student, the Dubuque YMCA/YWCA provides programs that enhance every aspect of the middle school student: physical, social, mental, behavioral. The Dubuque Y is a 5 year partner with Dubuque ASP and has a defined financial reduction schedule for years 4 and 5 year of the grant while continuing to provide the same services for our students.

Project Concern supports the community by caring for individuals and families who are impoverished and experiencing difficult times. They support a foster grandparent program to help educate and nurture children from these impoverished families. Foster grandparents will work with staff and students at Washington and Jefferson.

Northeast Iowa Community College provides many opportunities for adult learning. They provide adult programming for the High School Equivalency Diploma (HSED) as well as special certificate programs that target unemployed and underemployed adults in our community. They will partner with the Dubuque Schools to offer these adult literacy programs to parents.

7.2 Application must describe a plan for meaningfully engaging partners over lifetime of grant, recruiting new partners, and maintaining relationships.

All of the community partners who submitted preliminary MOUs have worked closely with the Dubuque Schools for years if not decades. None of the listed partners and contractors expressed concern regarding the length of the 5 year commitment. MOUs attached indicate they are invested in maintaining that relationship over the entire next 5 years. However, if present conditions change for the community partner, either they or DCSD can terminate an 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 entity to provide similar programming. Upon receipt of this grant, the MOU's will be reviewed and organizations will formalize signatures with their boards.

Program meeting sign in sheets indicate each community partner has participated in on going and engaging relationships with ASP through participation in the organizational framework of the After School Advisory Council which will continue to meet quarterly. This group contains representatives from all stakeholder groups, including students. Survey results from stakeholders provides data for any needs for additional programs or program changes.

Recruiting new partnerships is not a difficult task as ASP is quite popular among the Dubuque school community and general public. The Program Director is directly in charge of soliciting potential program providers to fill need. However, it must be noted, that more often than not a new provider is added at the request of the provider, such as the Girl Scouts of Eastern Iowa and Western Illinois.

In addition, the Program Director will be responsible for year round and ongoing, frequent communication which is necessary between the schools and partners to successfully organize, implement, trouble shoot, and in general sustain ASP.

8.1 Application must provide evidence that an experienced evaluator is in place that has the capacity and experience to conduct a comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with Iowa Department of Education, and the intent to provide all requested data and program information to the state.

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 after school program for middle school students. The evaluator has a proven track record and has conducted several independent program evaluations including evaluation design, data collection and analysis. This person is a good communicator - both in writing (preparation of reports), and in public speaking and can competently share data information and field questions. The evaluator 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. Data results will be compiled into easy to read documents, and presented in finished form to the ASP Advisory Council, Dubuque Schools Public Relations, school principals, district administrators, as well as families and the community. All reports will be published on the Dubuque Community School District website.

The evaluator will report directly to the Director of Student Affairs and work closely with the Program Director. Attendance at all Advisory Council meetings will be required.

8.2 Application must provide evidence of how evaluation results will be used to refine, improve, and strengthen the program and build community support. The proposed evaluation procedures must align with the project's goals, objectives, and program activities. The application must provide a detailed plan, including timelines, to make the evaluation results public in a form and language that is easily understood.

A rigorous evaluation will be in place for this proposed grant that will assess the goals that are stated in the project section. Refer to the goal charts in section 3.3 for alignment of goals, objectives/activities and evaluation. The evaluator will collect, analyze, create presentations and report data **each grant year**. The evaluator will design a data collection process aligned to the grant goals and outcomes and set up the data collection process in the summer of 2016. Data collection will be **ongoing throughout each year** of the grant cycle. The report of this formative and summative progress will be made to the Advisory Council at their **regularly scheduled meetings** and include recommendations for program improvement. The evaluator will have a key role in the continuous improvement cycle of this proposed grant. Through the collection and analysis of the data, he will make suggestions to the Advisory Council which will not only strengthen programming but also build community support. Community support is steadily built when data is continually made public and all stakeholders are involved in the process and can positively speak to these shared results.

The evaluator reports will include information on academic, enrichment, and family literacy goals. Data be will routinely collected from both program sites as listed in the goals section (summarized in the chart below) and will include **annual** surveys and focus group interviews with stakeholder groups. In addition, teacher surveys will be administered **annually** near the end of each school year and analyzed for program progress toward meeting the stated goals. For example, demographic data examination will provide information on underserved populations and encourage the creation of programming specifically designed to increase attendance by these students. Reports will be in easy to understand language and contain charts and graphs for clarity. Local and state reports will be **published annually** on the Dubuque School District website and will be translated for ELL families. Clear and concise language with easy to understand charts will help tell this afterschool story to the community and help elicit their support for this programming. All required data reporting will be completed and submitted by published deadlines.

Goal 1: Academic Goal	Goal 2: Enrichment Goal	Goal 3: Family Literacy Goal
Evaluation with Time Frame	Evaluation with Time Frame	Evaluation with Time Frame
<ul style="list-style-type: none"> • “Lexia” dosage reports for students (Monthly) • Behavior Management System data (Monthly) • Academic center roster with daily assignment checklist – (Collected Monthly) • ITP scores – (Annually) 	<ul style="list-style-type: none"> • Monthly Activity Rosters • Annual Student Surveys 	<ul style="list-style-type: none"> • Parent survey * • Sign-in sheets* • HSED brochures and other flyers/speakers from NICC* <p><i>*This data will be collected at each family event in each school</i></p>

9.1 Application must provide detailed justification for each line item Form D2, including how each expenditure is necessary and reasonable and how each expenditure aligns with proposed activities.

The charts below contain the detail of Forms D2 and include the expenses of Jefferson and Washington combined. The Family Literacy activities are also included in the line items since personnel who work with students will also work with the families. The details below align to the programming described in the project section and also to the staffing in the management

section. The funding formula yielded: (600 students) x (160 days) x (\$7.50) = \$720,000. This amount exceeds the maximum allowed for programs in 2 schools and the budget reflects a total of \$300,000 per year (\$150,000 for Washington and \$150,000 for Jefferson).

PERSONNEL		
Personnel for both Jefferson and Washington (including Family Literacy)	Amount	In-Kind
<ul style="list-style-type: none"> School Coordinator (3.5 hrs./day)x(\$15 hr.)x(180 days)x(1 coordinator)x(2 schools) = \$18,900 	\$18,900	
<ul style="list-style-type: none"> Lexia and Math Teachers (1 hr./day)x(\$35/hr.)x(160 days)x(2 teachers)x(2 schools) = \$22,400 	\$22,400	
<ul style="list-style-type: none"> Enrichment Program Teachers (1.5 hr./day)x(\$35/hr.)x(60 days)x(8 teachers/school)x(2 schools)=\$50,400 	\$50,400	
<ul style="list-style-type: none"> ELL Teachers (4 hrs./wk)x(32 weeks)x(\$35/hr)x(1 teacher/school)x(2 schools)=\$8,900 	\$8,900	
<ul style="list-style-type: none"> Director of Student Services (In-kind funding from Dubuque Schools) 		\$15,000
<ul style="list-style-type: none"> Instructional Coaches (In-kind funding from Dubuque Schools)x(2) 		\$15,000
<ul style="list-style-type: none"> Student Needs Facilitator (In-kind funding from Dubuque Schools)x(2) 		\$10,000
<ul style="list-style-type: none"> Foster Grandparents (\$200 annually)x(1/grandparent)x(2 schools) = \$400 	\$400	
<ul style="list-style-type: none"> Program Personnel (Staffing costs for partnering agencies) 	\$78,781	
TOTAL (Personnel)	\$179,781	\$40,000

STAFF TRAVEL: For both Jefferson and Washington (Including Family Literacy)	
Des Moines Meeting Expenses: Costs to accommodate the Program Director and one other, traveling up to 3 times annually to Des Moines for 21st CCLC meetings and conference.	Amount
<ul style="list-style-type: none"> Mileage (440 miles round trip)x(\$.575/mile) x(3 trips) = \$759 	\$759
<ul style="list-style-type: none"> Meals (\$50/day)x(2 people)x(2 days)x(3 trips) = \$600 	\$600
<ul style="list-style-type: none"> Hotel (\$65/night)x(2 nights)x(3 trips)x(2 people) = \$780 	\$780
Davenport Meeting Expenses: Local committee/grant meetings held in Davenport for 2 attendees twice a year.	
<ul style="list-style-type: none"> Mileage (142 miles round trip)x(\$.575/mile)x(2 trips) = \$163 	\$163
<ul style="list-style-type: none"> Meals (\$25/per person)x(2 people)x(2 trips) = \$100 	\$100
Program Director Travels: The Program Director travels from office to both Jefferson and Washington schools for the purpose of program supervision and oversight. This person also travels to program locations.	
<ul style="list-style-type: none"> Mileage (60 miles/month)x(\$.575)x(12 months) 	\$414
TOTAL (Staff Travel)	\$2,816

CONSUMABLE SUPPLIES and MATERIALS: Consumable supplies and materials are provided for after school programming daily. Healthy snacks are provided to all students that meet USDA Nutritional requirements. Jefferson meets the USDA requirements for free snacks. Washington does not meet these requirements for free snacks and they must be purchased. Receipts and invoices will be maintained for all expenses.	
Consumable Supplies/Materials for both Jefferson and Washington (Including Family Literacy)	Amount
<ul style="list-style-type: none"> Snacks for Washington School (\$.55/day)x(160 days)x(90 students daily) = \$7,920 	\$7,920
<ul style="list-style-type: none"> Lexia Licenses (\$30/License)x(15 Licenses/school)x(2 schools) 	\$900
<ul style="list-style-type: none"> Consumable Student Reading Materials \$500 each school=\$1000 	\$1,000
<ul style="list-style-type: none"> Academic Center Reading Materials \$600 each school = \$1,200 	\$1,200
<ul style="list-style-type: none"> Thematic Materials and Supplies for Family Nights (Includes food for families and 6 events) 	\$5,600
<ul style="list-style-type: none"> Office Supplies (Paper, copying services, pencils, markers, program registration, recruitment materials, etc). 	\$4,800
<ul style="list-style-type: none"> Program Materials (Legos, drama, dance, painting, drawing, crafts, etc.) 	\$16,183
<ul style="list-style-type: none"> Field Trips (Admissions, food costs, other field trip related expenses) 	\$4,800
TOTAL (Consumable Supplies/Materials)	\$42,403

<u>STUDENT ACCESS/TRANSPORTATION:</u> Trolleys of Dubuque is an approved transportation company for transporting middle school students to off-site locations.	
Student Access/Transportation for both Jefferson and Washington (including family literacy)	Amount
• Trolley or other Approved Provider (\$137.50/trip)x(14 trips/month) (9 months) = \$17,325	\$17,325
• Dubuque YM/YWCA (\$45/trip)x(14 trips/month) (9 months) = \$5670	\$5670
• Approved School/Program Personnel (\$.575/miles x 600 miles) = \$345	\$345
• Cab Fare for Family Transportation	\$660
TOTAL (Student Access/Transportation)	\$24,000
<u>PROFESSIONAL DEVELOPMENT:</u> Professional Development costs will focus on, but will not be limited to, family literacy, middle school student behavior expectations, meeting the needs of students/families of poverty and minority status.	
Professional Development for both Jefferson and Washington (including family literacy)	Amount
• Motivational Presentations (recruitment of students) (Matt Booth "Getting Involved: ASP!") (\$2,000/presentation)x(2 schools)	\$4,000
• Online Professional Development for staff members (Guest speakers, books, DVD's, PBIS training, and development provided by program director)	\$11,000
TOTAL (Professional Development)	\$15,000
<u>EVALUATION:</u> For both Jefferson and Washington (Including Family Literacy)	
Evaluation	Amount
• Program Evaluator	\$12,000
TOTAL (Evaluation)	\$12,000
<u>ADMINISTRATIVE:</u> For both Jefferson and Washington (Including Family Literacy)	
Administrative	Amount
• Program Director	\$24,000
TOTAL (Program Director)	\$24,000
GRAND TOTAL	\$300,000

9.2 Application must describe how the program seeks to supplement, rather than supplant, current funding.

The Dubuque School District will only use the 21st CCLC grant award to supplement daily instruction in ASP. 21st CCLC funding will not supplant existing funding. ASP would not be available without this funding to eligible middle school students, many at risk of failing. The budget aligns with project and management section plans which clearly outlines the use of these funds as supplemental only.

October 26, 2015



Preliminary Memorandum of Understanding between the Dubuque Community School District and Dubuque Dream Center

The Dubuque Community School District and the Dubuque Dream Center are entering into this Memorandum of Understanding for the purpose of providing afterschool enrichment programs for students of George Washington Middle School and Thomas Jefferson Middle School. The programs will be offered on school days according to the district calendar for each year of the 21st Century Learning Center Grant: 2016-2020.

As part of the Dubuque Community Schools 21st Century Community Learning Center After School Programs, the Dubuque Community School District agrees:

- Write and submit the 21st CCLC grant application
- Complete, in a timely manner, all grant monitoring and evaluation requirements, for use by the 21st Century Advisory Council program and partners
- Provide staff development regarding middle school best practices
- Provide an After School Program Coordinator and Program Evaluator and hire and recruit staff facilitators for each school site
- Provide daily snacks/evening meal for after school participants
- Provide payment for supplies, materials and services
- Communicate with partners, families, school district administrators and provide on-going assistance required for successful after school programming

Dubuque Dream Center agrees:

- Provide teachers/instructors to support academic tutoring
- Recruit and train mentors to assist in after school activities: fitness, physical/social/emotional health, recreational activities, and pre-employment engagement
- Provide opportunities for family engagement/literacy programs throughout the school year
- Provide active representation on the 21st Century Advisory Council

Handwritten signature of Shirley Horstman in black ink, with the date 10/29/15 written to the right.

Shirley Horstman Date

Dubuque Community School District

Handwritten signature of Robert Kimble in blue ink, with the date 10/29/2015 written to the right.

Robert Kimble Date

Dubuque Dream Center



Preliminary Memorandum of Understanding between the Dubuque Community School District and City of Dubuque: Leisure Services and Multicultural Center

The Dubuque Community School District and the City of Dubuque: Leisure Services and Multicultural Center are entering into this Memorandum of Understanding for the purpose of providing afterschool enrichment programs for students of George Washington Middle School and Thomas Jefferson Middle School. The programs will be offered on school days according to the district calendar for each year of the 21st Century Learning Center Grant: 2016-2020.

As part of the Dubuque Community Schools 21st Century Community Learning Center After School Programs, the Dubuque Community School District agrees:

- Write and submit the 21st CCLC grant application
- Complete, in a timely manner, all grant monitoring and evaluation requirements, for use by the 21st Century Advisory Council program and partners
- Provide staff development regarding middle school best practices
- Provide an After School Program Coordinator and Program Evaluator and hire and recruit staff facilitators for each school site
- Provide daily snacks for after school participants
- Provide transportation to off-site programs
- Provide payment for supplies, materials and services
- Communicate with partners, families, school district administrators and provide on-going assistance required for successful after school programming

City of Dubuque: Leisure Services and Multicultural Center agrees:

- Provide experienced instructors to coordinate and deliver high quality, creative programs that explore physical fitness, recreational activities, and cross cultural engagement
- Provide opportunities for family engagement/literacy programs throughout the school year
- Provide active representation on the 21st Century Advisory Council

Shirley Horstman 10/15/14

Shirley Horstman Date

Dubuque Community School District

Marie Ware 11-2-15

Marie Ware Date

City of Dubuque: Leisure Services and Multicultural Center



Preliminary Memorandum of Understanding between the Dubuque Community School District and E.B. Lyons Mines of Spain Interpretive Center and Recreation Area

The Dubuque Community School District and the E.B. Lyons Mines of Spain Interpretive Center and Recreation Area are entering into this Memorandum of Understanding for the purpose of providing afterschool enrichment programs for students of George Washington Middle School and Thomas Jefferson Middle School. The programs will be offered on school days according to the district calendar for each year of the 21st Century Learning Center Grant: 2016-2020.

As part of the Dubuque Community Schools 21st Century Community Learning Center After School Programs, the Dubuque Community School District agrees:

- Write and submit the 21st CCLC grant application
- Complete, in a timely manner, all grant monitoring and evaluation requirements, for use by the 21st Century Advisory Council program and partners
- Provide staff development regarding middle school best practices
- Provide transportation costs to the E.B. Lyons Mines of Spain Interpretive Center and Recreation Area for after school programs
- Provide an After School Program Coordinator and Program Evaluator and hire and recruit staff facilitators for each school site
- Provide daily snacks for after school participants
- Communicate with partners, families, school district administrators and provide on-going assistance required for successful after school programming

E.B. Lyons Mines of Spain Interpretive Center and Recreation Area agrees:

- Provide experienced instructors to coordinate and deliver engaging STEM and recreational instruction through the E.B. Lyons Mines of Spain Interpretive Center and Recreation Area educational programming
- Provide opportunities for family engagement programming throughout the school year
- Provide active representation on the 21st Century Advisory Council

Shirley Horstman 10/16/15

Shirley Horstman Date

Dubuque Community School District

Wayne Buccholtz 11/11/15

Wayne Buccholtz

E.B. Lyons Nature Center



Preliminary Memorandum of Understanding between Dubuque Community School District and the National Mississippi River Museum and Aquarium

The Dubuque Community School District and the National Mississippi River Museum and Aquarium are entering into this Memorandum of Understanding for the purpose of providing afterschool enrichment programs for students of George Washington Middle School and Thomas Jefferson Middle School. The programs will be offered on school days according to the district calendar for each year of the 21st Century Learning Center Grant: 2016-2020.

As part of the Dubuque Community Schools 21st Century Community Learning Center After School Programs, the Dubuque Community School District agrees:

- Write and submit the 21st CCLC grant application
- Complete, in a timely manner, all grant monitoring and evaluation requirements, for use by the 21st Century Advisory Council program and partners
- Provide staff development regarding middle school best practices
- Provide an After School Program Coordinator and Program Evaluator and hire and recruit staff facilitators for each school site
- Provide daily snacks for after school participants
- Provide transportation to the National Mississippi River Museum and Aquarium
- Communicate with partners, families, school district administrators and provide on-going assistance required for successful after school programming

National Mississippi River Museum and Aquarium agrees:

- Provide experienced instructors to coordinate and deliver high quality, creative STEM programs.
- Provide opportunities for family programming throughout the school year
- Provide active representation on the 21st Century Advisory Council

Shirley Horstman 10/16/2015

Shirley Horstman Date

Dubuque Community School District

Mark D. Wagner 10/2/2015

Mark Wagner Date

National Mississippi River Museum and Aquarium



Preliminary Memorandum of Understanding between the Dubuque Community School District and Dubuque County Conservation Board Swiss Valley Nature Center

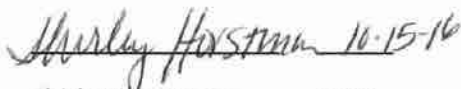
The Dubuque Community School District and the Dubuque County Conservation Board Swiss Valley Nature Center are entering into this Memorandum of Understanding for the purpose of providing afterschool enrichment programs for students of George Washington Middle School and Thomas Jefferson Middle School. The programs will be offered on school days according to the district calendar for each year of the 21st Century Learning Center Grant: 2016-2020.

As part of the Dubuque Community Schools 21st Century Community Learning Center After School Programs, the Dubuque Community School District agrees:

- Write and submit the 21st CCLC grant application
- Complete, in a timely manner, all grant monitoring and evaluation requirements, for use by the 21st Century Advisory Council program and partners
- Provide staff development regarding middle school best practices
- Provide transportation costs to the Dubuque County Conservation Board Swiss Valley Nature Center for after school programs
- Provide an After School Program Coordinator and Program Evaluator and hire and recruit staff facilitators for each school site
- Provide daily snacks for after school participants
- Communicate with partners, families, school district administrators and provide on-going assistance required for successful after school programming

Dubuque County Conservation Board Swiss Valley Nature Center agrees:

- Provide experienced instructors to coordinate and deliver engaging STEM instruction through the Dubuque County Conservation Board Swiss Valley Nature Center educational programming
- Provide opportunities for family engagement programming throughout the school year
- Provide active representation on the 21st Century Advisory Council

Handwritten signature of Shirley Horstman in blue ink, with the date "10-15-16" written to the right.

Shirley Horstman Date

Dubuque Community School District

Handwritten signature of Jenny Ammon in blue ink, with the date "11-9-15" written to the right.

Jenny Ammon Date

Swiss Valley Park



Preliminary Memorandum of Understanding between Dubuque Community School District and Matter Creative Center

The Dubuque Community School District and Matter Creative are entering into this Memorandum of Understanding for the purpose of providing afterschool enrichment programs at George Washington Middle School and Thomas Jefferson Middle School. The programs, Creative Arts and Lego Building, will be offered on school days according to the district calendar for each year of the 21st Century Learning Center Grant: 2016-2020.

As part of the Dubuque Community Schools 21st Century Community Learning Center After School Programs, the Dubuque Community School District agrees:

- Write and submit the 21st CCLC grant application
- Complete, in a timely manner, grant monitoring procedures and evaluation requirements for use by the 21st Century Advisory Council program and partners
- Provide Matter Creative space within Thomas Jefferson and George Washington Middle Schools for after school programs.
- Provide an After School Program Coordinator and Program Evaluator and hire and recruit staff facilitators for each school site
- Provide Staff Development training in middle school best practices
- Provide daily snacks for after school participants
- Provide payment for services, materials and supplies provided by Matter Creative
- Communicate with partners, families, school district administrators and provide on-going assistance required for successful after school programming

Matter Creative agrees:

- Matter Creative will provide experienced lead instructors to coordinate and deliver high quality, creative art and Lego design lessons that challenge and engage students to explore concepts from multiple academic curriculum areas, including STEM
- Provide opportunities for family engagement/programming throughout the school year
- Provide active representation on the 21st Century Advisory Council

Shirley Horstman 10-29-15
Shirley Horstman Date

Jordan DeGree 10-29-15
Jordan DeGree Date

Dubuque Community School District

Matter Creative

October 26, 2015



Preliminary Memorandum of Understanding between Dubuque Community School District and Carnegie-Stout Public Library

The Dubuque Community School District and Carnegie-Stout Public Library are entering into this Memorandum of Understanding for the purpose of providing afterschool enrichment programs for students of George Washington Middle School and Thomas Jefferson Middle School. The programs will be offered on school days according to the district calendar for each year of the 21st Century Learning Center Grant: 2016-2020.

As part of the Dubuque Community Schools 21st Century Community Learning Center After School Programs, the Dubuque Community School District agrees:

- Write and submit the 21st CCLC grant application
• Complete, in a timely manner, all grant monitoring and evaluation requirements, for use by the 21st Century Advisory Council program and partners
• Provide staff development regarding middle school best practices
• Provide payment for supplies and materials
• Provide an After School Program Coordinator and Program Evaluator and hire and recruit staff facilitators for each school site
• Provide daily snacks for after school participants
• Communicate with partners, families, school district administrators and provide on-going assistance required for successful after school programming

Carnegie-Stout Public Library agrees:

- Provide experienced instructors to coordinate and deliver high quality, creative programs that explore library sciences, technology, literature, reading, recreational activities
• Provide field trips to support literary and library related instruction
• Provide opportunities for family programming throughout the school year
• Provide active representation on the 21st Century Advisory Council

Handwritten signature of Shirley Horstman and date 11-20-15

Shirley Horstman Date

Dubuque Community School District

Handwritten signature of Jenny Weiss

Jenny Weiss

Carnegie-Stout Public Library

Handwritten date 11-19-15

Date

October 26, 2015



Dubuque
COMMUNITY SCHOOL

Preliminary Memorandum of Understanding between the Dubuque Community School District and ~~Girl Scouts of America~~ **Girl Scouts of Eastern IA & Western IL, Inc.** ~~Girl Scouts of America~~ **Girl Scouts of Eastern IA & Western IL, Inc.**

The Dubuque Community School District and the ~~Girl Scouts of America~~ are entering into this Memorandum of Understanding for the purpose of providing afterschool enrichment programs for students of George Washington Middle School and Thomas Jefferson Middle School. The programs will be offered on school days according to the district calendar for each year of the 21st Century Learning Center Grant: 2016-2020.

As part of the Dubuque Community Schools 21st Century Community Learning Center After School Programs, the Dubuque Community School District agrees:

- Write and submit the 21st CCLC grant application
- Complete, in a timely manner, all grant monitoring and evaluation requirements, for use by the 21st Century Advisory Council program and partners
- Provide staff development regarding middle school best practices
- Provide an After School Program Coordinator and Program Evaluator and hire and recruit staff facilitators for each school site
- Provide daily snacks for after school participants
- Communicate with partners, families, school district administrators and provide on-going assistance required for successful after school programming

~~Girl Scouts of America agrees:~~

Girl Scouts of Eastern IA & Western IL, Inc. AGREES:

- Recruit and train instructors to assist in after school programming related to common middle school issues with a community-service component
- Provide opportunities for family engagement/literacy programs throughout the school year
- Provide active representation on the 21st Century Advisory Council

Shirley Horstman 10-15-16

Shirley Horstman Date
Date

Dubuque Community School District

Robin Summers, CEO

~~Robin Summers~~
DOUG NELSON, CEO

~~Girl Scouts of America~~

Girl Scouts of Eastern IA & Western IL, Inc.



Preliminary Memorandum of Understanding between the Dubuque Community School District and Dubuque Community YMCA/YWCA

The Dubuque Community School District and the Dubuque Community YMCA/YWCA are entering into this Memorandum of Understanding for the purpose of providing afterschool enrichment programs for students of George Washington Middle School and Thomas Jefferson Middle School. The programs will be offered on school days according to the district calendar for each year of the 21st Century Learning Center Grant: 2016-2020.

As part of the Dubuque Community Schools 21st Century Community Learning Center After School Programs, the Dubuque Community School District agrees:

- Write and submit the 21st CCLC grant application
- Complete, in a timely manner, all grant monitoring and evaluation requirements, for use by the 21st Century Advisory Council program and partners
- Provide staff development regarding middle school best practices
- Provide an After School Program Coordinator and Program Evaluator and hire and recruit staff facilitators for each school site
- Provide daily snacks for after school participants
- Provide payment for supplies, materials and services
- Communicate with partners, families, school district administrators and provide on-going assistance required for successful after school programming

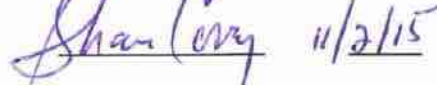
Dubuque Community YMCA/YWCA agrees:

- Provide experienced instructors to support programs that explore physical fitness, physical/social/emotional health, recreational activities, and pre employment engagement
- Provide transportation to after school programming at the YWCA/YMCA locations
- Provide opportunities for family engagement/literacy programs throughout the school year
- Provide active representation on the 21st Century Advisory Council

Handwritten signature of Shirley Horstman in black ink, with the date 10/16/15 written to the right.

Shirley Horstman Date

Dubuque Community School District

Handwritten signature of Sharon Covey in black ink, with the date 11/2/15 written to the right.

Sharon Covey Date

Dubuque Community
YMCA/YWCA

October 26, 2015



Preliminary Memorandum of Understanding between the Dubuque Community School District and Project Concern Foster Grandparents.

The Dubuque Community School District and Project Concern are entering into this Memorandum of Understanding for the purpose of providing afterschool enrichment programs for students of George Washington Middle School and Thomas Jefferson Middle School. The programs will be offered on school days according to the district calendar for each year of the 21st Century Learning Center Grant: 2016-2020.

As part of the Dubuque Community Schools 21st Century Community Learning Center After School Programs, the Dubuque Community School District agrees:

- Write and submit the 21st CCLC grant application
- Complete, in a timely manner, all grant monitoring and evaluation requirements, for use by the 21st Century Advisory Council program and partners
- Provide staff development regarding middle school best practices
- Provide an After School Program Coordinator and Program Evaluator and hire and recruit staff facilitators for each school site
- Provide funding for transportation of students to off-site locations
- Provide daily snacks/evening meal for after school participants
- Communicate with partners, families, school district administrators and provide on-going assistance required for successful after school programming

Project Concern agrees:

- Recruit two foster grandparents for the After School Programming.
- Place one foster grandparent at Jefferson and the other at Washington to serve in the after school hours program.

Shirley Horstman - 11/15/15

Shirley Horstman Date

Dubuque Community School District

Jamie Covell 11/13/15

Jamie Covell Date

Project Concern

October 26, 2015



Preliminary Memorandum of Understanding between the Dubuque Community School District and Northeast Iowa Community College

The Dubuque Community School District and Northeast Iowa Community College (NICC) are entering into this Memorandum of Understanding for the purpose of providing access to High School Equivalence Diploma (HSED/GED) services and other training type programs offered by NICC. These programs are a part of the Family Literacy Services Component of the afterschool enrichment programs for students of George Washington Middle School and Thomas Jefferson Middle School. The programs will be offered on school days according to the district calendar for each year of the 21st Century Learning Center Grant: 2016-2020.

As part of the Dubuque Community Schools 21st Century Community Learning Center After School Programs, the Dubuque Community School District agrees:

- Write and submit the 21st CCLC grant application
- Complete, in a timely manner, all grant monitoring and evaluation requirements, for use by the 21st Century Advisory Council program and partners
- Provide an After School Program Coordinator and Program Evaluator and hire and recruit staff facilitators for each school site
- Provide NICC with dates of Family Literacy events at Jefferson and Washington
- Publish HSED/GED and other training type programs for families in program recruiting materials.
- Communicate with partners, families, school district administrators and provide on-going assistance required for successful after school programming

Northeast Community College agrees:

- Provide brochures and other training program information to the project director for program recruitment materials
- Provide a person to come to Jefferson and Washington Family Literacy events to speak about NICC HSED/GED and other training programs to parents.

Shirley Horstman 11/18/15

Shirley Horstman Date

Dubuque Community School District

Wendy Mihm-Herold 11.17.15

Wendy Mihm-Herold Date

Northeast Iowa Community College

Appendix A: Required Forms

Forms should be reproduced, completed in full, and submitted with the application. Any redesign, alterations, changes, or modifications will warrant disqualification from the grant review process and eligibility.

FORM A: SITE INFORMATION

*Please fill out this section for **each site** you plan to operate under the grant.*

21CCLC Site Name: Thomas Jefferson Middle School		
Site Address: 1105 Althauser Avenue		
City, State, Zip: Dubuque, IA 52001-2099		
Phone: 563-552-4700		
Site Contact Person: Kelly Molony, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program
Thomas Jefferson Middle School	209	300
21CCLC Site Name: George Washington Middle School		
Site Address: 51 North Grandview Avenue		
City, State, Zip: Dubuque, IA 52001-6390		
Phone: 563-552-4800		
Site Contact Person: Mark Burns, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program
George Washington Middle School	218	300
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program

(If more sites are included in the application, please duplicate this form.)

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will comply with federal and state laws which prohibit discrimination on the basis of gender, race, national origin, disability, age, and religion in educational programs. Multicultural, gender fair approaches will be used in planning and implementing request for applications programs. Programs will provide accommodations to students learning English as a second language.

Part B: Use of Funds

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will primarily target students who attend schools eligible for Title I school wide eligible programs and their families.

Part C: Supplement, not Supplant

As the designated applicant agency representative, I certify that funds from 21st Century Community Learning Centers Program will supplement, not supplant, existing services and funds.

I further certify that funds under this program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.

Part D: Fiscal Control and Accounting Procedures

As the designated applicant agency representative, I certify that an annual fiscal audit will be conducted and adequate, accurate attendance records will be kept for the 21st Century Community Learning Centers Program. I further certify that the collaborative will 1) submit periodic program and fiscal reports as required by the state fiscal agent, including but not limited to, the number of pupils served, and expenditure of funds for which they were granted; 2) maintain records and provide access to those records when requested by the state fiscal agent; 3) maintain all supporting documentation of the status and results of the initiative for up to three years following completion of the 21CCLC award period.

Part E: Control of Funds

As the designated applicant agency representative, I certify that it assumes responsibility for the control of funds received under this request for applications. It is acceptable to subcontract with another agency for fiscal management of the grant funds.

Part F: Program Accountability

The request for applications program manager or fiscal agent is responsible to notify the Iowa Department of Education immediately any time a deviation occurs or necessity arises to alter any of the goals, program Elements, budget or other sections as stated in the request for applications.

Part G: Evaluation and Data Collection

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program agrees to collect additional data that will be necessary for the

evaluation of the 21st Century Community Learning Centers Program, as may be required by the Iowa Department of Education and the U.S. Department of Education, if requested.

Part H: Program Site

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will take place in a safe and easily accessible facility. The program site selected is either an elementary or secondary school-site setting or another location that is at least as available and accessible as the school site.

Part I: Collaboration with Schools

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program was developed and will be carried out in active collaboration with the schools the students attend. Effective integration of the 21CCLC with the regular school day requires that there be a dedicated effort to achieve ongoing communication and articulation of issues between regular school and before and after school staff. Such efforts might include, but are not limited to, combining meetings or training opportunities, identifying preferred methods of communication (e.g., a note in the school mailbox, e-mail, etc.), or case conferencing regarding individual students.

Part J: Notice to the Community

As the designated applicant agency representative, I certify that the community to be served by the 21st Century Community Learning Centers Program was given prior notice of this applicant's intent to submit an application.

Part K: Public Review of the Application

As the designated applicant agency representative, I certify that this application and any waiver requested have been made available for public review.

Part L: Parent Consent

As the designated Applicant Agency, I certify that a process will be put in place to obtain parent consent from the parents of students who participate in the proposed Community Learning Center program for the purpose of transferring records between the participant students schools and the proposed program. The Applicant agrees to meet with project staff at the Iowa Department of Education upon request.

Part M: Private and Public School Consultation

As the designated Applicant Agency, I certify that I have consulted with the private and public school(s) within the boundaries of the school(s) that this application proposes to serve. I certify that the proposal meets the requirement that grantees must provide comparable opportunities for the participation of both public- and private-school students in the areas served by the grant. Include names, dates, and signatures on the separate form.

Part N: Grant Termination (Additional conditions in appendix D)

Grantees are subject to annual progress review by the Iowa Department of Education. The department may terminate a grant with a 10 day notice as a result of a non-compliance issue(s).

Certification: As the authorized representative of the Applicant Agency, and on behalf of the 21st Century Community Learning Centers Program, I agree to fulfill all of the above agreements and conditions.

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
<i>Shirley Horstman</i>	<i>Dubuque Community Schools</i>


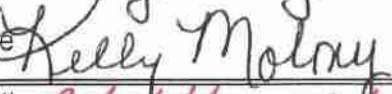




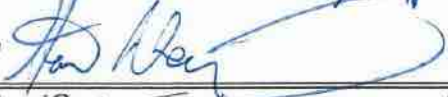

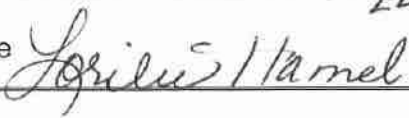
Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement data, attendance and other requested data that will be necessary for the evaluation of the 21st Century Community Learning Centers Program, as may be required by the Iowa Department of Education.

Signature of Local Education Agency Superintendent	Local Education Agency Name
<i>Stan Berg</i>	<i>Dubuque Community Schools</i>
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
<i>Mark Burns</i>	<i>George Washington Middle School</i>
<i>Kelly Molony</i>	<i>Thomas Jefferson Middle School</i>

FORM C: COLLABORATIVE SIGNATURES

Every 21CCLC program shall be developed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector.

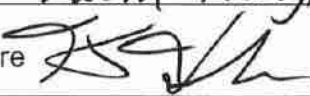





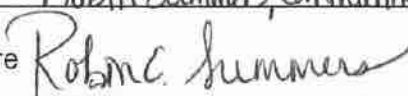


Applications only allowed up to five (5) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Mark Burns, Principal	Agency	George Washington Middle School
Signature		Address	51 N. Grandview Ave Dubuque
		City/Zip	Dubuque, IA 52001
		Phone	563-552-4800
Name/Title	Kelly Molony, Principal	Agency	Thomas Jefferson Middle School
Signature		Address	1101 Althausen
		City/Zip	Dubuque 52001
		Phone	563-552-4700
Name/Title	Rick Hatcher, Student needs	Agency	Thomas Jefferson middle school
Signature		Address	1101 Althausen
		City/Zip	Dubuque 52001
		Phone	563-552-4700
Name/Title	Tricia Pitz, web/print design	Agency	Dubuque Community Schools
Signature		Address	2300 Chaney Road
		City/Zip	Dubuque 52001
		Phone	563/552-3032
Name/Title	Mike Cize, Director of Community Relations	Agency	Dubuque Community Schools
Signature		Address	2300 Chaney Road
		City/Zip	Dubuque 52001
		Phone	563/552-3020
Name/Title	Rick Till, Asst. Director of Bus Serv.	Agency	Dubuque Community Schools
Signature		Address	2300 Chaney Road
		City/Zip	Dubuque 52001
		Phone	563-552-3003
Name/Title	STAN RHEINGANS, Superintendent	Agency	Dubuque Community Schools
Signature		Address	2300 Chaney Road
		City/Zip	Dubuque 52001
		Phone	563-552-3012
Name/Title	Deb Schromen, Admin	Agency	Dubuque Community Schools
Signature		Address	2300 Chaney Rd.
		City/Zip	Dubuque 52001
		Phone	563-552-3103
Name/Title	Lorilee Hamel / Ed Program ELL	Agency	Dubuque Community School
Signature		Address	2300 Chaney Rd.
		City/Zip	Dubuque 52001
		Phone	552-3070

FORM C: COLLABORATIVE SIGNATURES

Every 21CCLC program shall be developed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector.



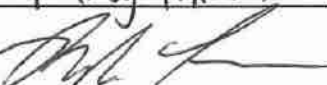
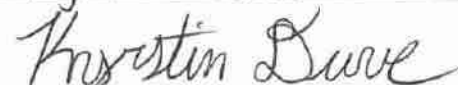

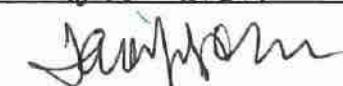



Applications only allowed up to five (5) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Kevin Hougham	Agency	Dubuque Community YMCA/YWCA
Signature		Address	35 N. Booth
		City/Zip	Dubuque, IA 52001
		Phone	563-556-3371
Name/Title	Vicki Gassman, Comm. Health Outreach manager	Agency	Hillcrest Family Services
Signature		Address	200 W. 7th St.
		City/Zip	Dubuque, IA 52001
		Phone	563-583-6431
Name/Title	Lisa Kucharski, Comm. Outreach Coord.	Agency	Dubuque Regional Humane Society
Signature		Address	4242 Chavenelle Rd.
		City/Zip	Dubuque IA 52002
		Phone	563-583-3314
Name/Title	Mark D. Wagner, Dir. of Education	Agency	National Mississippi River Museum + Agr
Signature		Address	350 E. 3rd St.
		City/Zip	Dubuque IA 52001
		Phone	(563) 557-9545 x 206
Name/Title	Shauna Stewart, Education Manager	Agency	National Mississippi River Museum + Agr
Signature		Address	350 E 3rd St
		City/Zip	Dubuque, IA 52001
		Phone	563-557-9545 x 212
Name/Title	Jordan DeGree, Executive Director	Agency	Matter Creative Center
Signature		Address	140 E 9th St
		City/Zip	Dubuque, IA 52001
		Phone	563-556-0117
Name/Title	Robin Summers, Community Outreach Manager	Agency	Girl Scouts of Eastern Iowa + Western Illinois
Signature		Address	2644 Pennsylvania Ave
		City/Zip	Dubuque, IA 52001
		Phone	319-232-6601
Name/Title	Robert Kimble, Executive Director	Agency	Dubuque Dream Center
Signature		Address	1600 White Street
		City/Zip	Dubuque, IA 52001
		Phone	563-258-1886
Name/Title	Danielle Day	Agency	Carnegie - Stout Public Library
Signature		Address	360 W 11th St.
		City/Zip	Dubuque
		Phone	563-558-9413

FORM C: COLLABORATIVE SIGNATURES

Every 21CCLC program shall be developed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector.

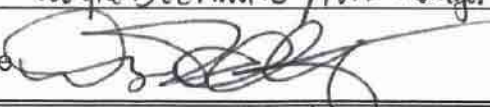



Applications only allowed up to five (5) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Rev. Emily Blue	Agency	TJMS PARENT
Signature		Address	1105 Althausen
		City/Zip	DBQ, IA 52002
		Phone	913-552-4700
Name/Title	Ann Reilly, Grandparent	Agency	
Signature		Address	5710 Clay Ridge Dr.
		City/Zip	Dub, IA 52002
		Phone	563-588-9422
Name/Title	Randy Farnum - Parent	Agency	GWMS Parent (George Washington School)
Signature		Address	1575 Mt. Pleasant
		City/Zip	Dubuque IA 52001
		Phone	563-513-5919
Name/Title	Kyrstin Duve	Agency	Student Jefferson Middle School
Signature		Address	310 Edith Street
		City/Zip	Dubuque IA 52001
		Phone	563-495-1321
Name/Title	Caleb Brothers	Agency	Student Jefferson Middle School
Signature		Address	Fengler St.
		City/Zip	Dubuque IA, 52001
		Phone	563-543-6337
Name/Title	Tara Brothers	Agency	Parent Jefferson Middle School
Signature		Address	2010 Fengler St
		City/Zip	Dubuque 52001
		Phone	(563) 543-6337
Name/Title	Taitem marburger	Agency	Student Jefferson Middle School
Signature		Address	1834 Elm Street
		City/Zip	Dubuque 52001
		Phone	563-451-2287
Name/Title	Ann Schober	Agency	Thomas Jefferson - Special Ed teacher
Signature		Address	1105 Althausen Ave.
		City/Zip	DBQ, IA
		Phone	552-4700
Name/Title	Dennis Grobstick	Agency	Jefferson M.S. Custodial
Signature		Address	1105 Althausen Ave
		City/Zip	Dubuque Iowa
		Phone	563-552-4700

FORM C: COLLABORATIVE SIGNATURES

Every 21CCLC program shall be developed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector.

Applications only allowed up to five (5) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Wayne Buchholtz / Park Ranger	Agency	Iowa DNR / Mines of Spain
Signature		Address	8991 Bellevue Hts.
		City/Zip	Dubuque 52003 Phone 563 556 0620
Name/Title	Marie L. Ware / Leisure Services Manager	Agency	2200 Bunker Hill Rd
Signature		Address	City of Dubuque Leisure Services
		City/Zip	Dubuque 52001 Phone 563 589 4264
Name/Title	Brian Feldott Recreation Supv.	Agency	City of Dubuque Leisure Services
Signature		Address	2200 Bunker Hill Rd
		City/Zip	Dubuque IA Phone 563 589 4263
Name/Title	Eric Dregne	Agency	COMMUNITY FOUNDATION OF GREATER DUBUQUE
Signature		Address	700 LOCUST ST # 195
		City/Zip	Dubuque 52001 Phone 563.588.2700
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone

FORM D1: 21CCCLC APPLICATION FUNDING REQUEST SUMMARY

21CCCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites for one year):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
2	600	\$300,000	\$ 900,000

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION					
NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.					
Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Thomas Jefferson Middle School	\$150,000	\$150,000	\$150,000	\$450,000	300
George Washington Middle School	\$150,000	\$150,000	\$150,000	\$450,000	300

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 600 Students

FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET

Applicant Agency:

Dubuque Community School District

Site: Thomas Jefferson Middle School

Directions: Provide a proposed budget for each proposed program site. Totals are to be listed on Form D1.

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 300

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$86,891	\$3,000	\$86,891	\$3,000	\$86,891	\$3,000	\$269,673
Staff Travel	\$1,408		\$1,408		\$1,408		\$4,224
Materials	\$18,201	\$3,000	\$18,201	\$3,000	\$18,201	\$3,000	\$63,603
Professional Development (minimum 4% per year)	\$6,500	\$1,000	\$6,500	\$1,000	\$6,500	\$1,000	\$22,500
Student Access, Transportation etc. (maximum 8% per year)	\$11,340	\$660	\$11,340	\$660	\$11,340	\$660	\$36,000
Evaluation (about 4% per year)	\$6,000		\$6,000		\$6,000		\$18,000
Administrative/ Indirect Costs (maximum 8% per year)	\$11,000	\$1,000	\$11,000	\$1,000	\$11,000	\$1,000	\$36,000
Totals	\$141,340	\$8,660	\$141,340	\$8,660	\$141,340	\$8,660	\$450,000

Required: **One form D2 per site.** Please reproduce this page for each site included in the application.

FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET

Applicant Agency:

Dubuque Community School District

Site: George Washington Middle School

Directions: Provide a proposed budget for each proposed program site. Totals are to be listed on Form D1.

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 300

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$86,891	\$3,000	\$86,891	\$3,000	\$86,891	\$3,000	\$269,673
Staff Travel	\$1,408		\$1,408		\$1,408		\$4,224
Materials	\$18,201	\$3,000	\$18,201	\$3,000	\$18,201	\$3,000	\$63,603
Professional Development (minimum 4% per year)	\$6,500	\$1,000	\$6,500	\$1,000	\$6,500	\$1,000	\$22,500
Student Access, Transportation etc. (maximum 8% per year)	\$11,340	\$660	\$11,340	\$660	\$11,340	\$660	\$36,000
Evaluation (about 4% per year)	\$6,000		\$6,000		\$6,000		\$18,000
Administrative/ Indirect Costs (maximum 8% per year)	\$11,000	\$1,000	\$11,000	\$1,000	\$11,000	\$1,000	\$36,000
Totals	\$141,340	\$8,660	\$141,340	\$8,660	\$141,340	\$8,660	\$450,000

*Required: **One form D2 per site.** Please reproduce this page for each site included in the application.*

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

It is recommended that each applicant, including school districts, public entities, or government agencies, possess sufficient fiscal resources in order to start up and operate the program being requested for a period of up to three months.

Check this box if you are a public entity, (e.g., a local education agency, state college or university, community college, or a governmental entity), and identify your agency's funding source within your organization (e.g., budget line item number, account number, or any other applicable reference,) that will be used to start up and operate the program for up to three months.

Aid and Levy FY 2016 Line 17.1 \$100,444,906

Check this box if you are a private nonprofit organization, private for profit organization, community-based organization, or Tribal Council. In this section, list and describe fiscal resources (cash, line of credit, emergency loans, etc) the agency has or can access to cover initial start up and operating costs, or as may be necessary for program operation. Fiscal resource information should be specific (e.g., bank or lender names; name of the holder of the account.)*

* Note: If you do not have the financial resources available equal to the amount of funding you are requesting, you do not have the financial capacity for this project.

Agencies that do not have adequate fiscal resources on hand are eligible to participate in the application process. However, the applicant must describe in this section the agency's plan to secure the necessary fiscal resources for this program application.

* Note: Agencies must validate their resources before any award can be made.

FORM E: MINORITY IMPACT STATEMENT

Pursuant to 2008 Iowa Acts, HF 2393, Iowa Code Section 8.11, all grant applications submitted to the State of Iowa which are due beginning January 1, 2009 shall include a Minority Impact Statement. This is the state's mechanism to require grant applicants to consider the potential impact of the grant project's proposed programs or policies on minority groups.

Please choose the statement(s) that pertains to this grant application. Complete all the information requested for the chosen statement(s).

- The proposed grant project programs or policies could have a disproportionate or unique **positive** impact on minority persons. Describe the positive impact expected from this project:

The Dream Center and Multicultural Family Center provide programs for this proposal. Both serve minority youth populations. In addition, this grant proposes to hire ELL teachers to work with Marshallese and Hispanic students in the after school programs. Girls will be recruited for all programs including STEM.

Indicate which group is impacted:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Women | <input type="checkbox"/> American Indians |
| <input type="checkbox"/> Asians | <input checked="" type="checkbox"/> Latinos |
| <input type="checkbox"/> Persons with a Disability | <input type="checkbox"/> Alaskan Native Americans |
| <input checked="" type="checkbox"/> Pacific Islanders | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Blacks | |

- The proposed grant project programs or policies could have a disproportionate or unique **negative** impact on minority persons. Describe the negative impact expected from this project:

Present the rationale for the existence of the proposed program or policy:

Provide evidence of consultation of representatives of the minority groups impacted:

Indicate which group is impacted:

- | | |
|--|---|
| <input type="checkbox"/> Women | <input type="checkbox"/> American Indians |
| <input type="checkbox"/> Asians | <input type="checkbox"/> Latinos |
| <input type="checkbox"/> Persons with a Disability | <input type="checkbox"/> Alaskan Native Americans |
| <input type="checkbox"/> Pacific Islanders | <input type="checkbox"/> Other |
| <input type="checkbox"/> Blacks | |

- The proposed grant project programs or policies are **not expected to have a** disproportionate or unique impact on minority persons. Present the rationale for determining no impact:

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge:

Name: Shirley Hostman

Title: Director of Student Services, Dubuque Community Schools

Definitions

"Minority Persons", as defined in Iowa Code Section 8.11, mean individuals who are women, persons with a disability, Blacks, Latinos, Asians or Pacific Islanders, American Indians, and Alaskan Native Americans.

"Disability", as defined in Iowa Code Section 15.102, subsection 5, paragraph "b", subparagraph (1):b. As used in this subsection:

(1) *"Disability"* means, with respect to an individual, a physical or mental impairment that substantially limits one or more of the major life activities of the individual, a record of physical or mental impairment that substantially limits one or more of the major life activities of the individual, or being regarded as an individual with a physical or mental impairment that substantially limits one or more of the major life activities of the individual.

"Disability" does not include any of the following:

(a) Homosexuality or bisexuality.

(b) Transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders.

(c) Compulsive gambling, kleptomania, or pyromania.

(d) Psychoactive substance abuse disorders resulting from current illegal use of drugs.

"State Agency", as defined in Iowa Code Section 8.11, means a department, board, bureau, commission, or other agency or authority of the State of Iowa.

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG



Private School Consultation Meeting Log

Date *October 9, 2015*

Time *12:30 PM.*

Location *Mazzuchelli Catholic Middle School
3005 Kane Street
Dubuque, Iowa 52001*

Meeting called by: *Katherine Kelly* Type of meeting: *Iowa 21st Century
Attendees: *Phillip Borman* Community Learning Centers
*Private School Consultation**

----- Agenda Topics -----

Welcome

Discussion: *General overview of 21st Century Community Learning
Centers Grant and LEAP Programs at Thomas Jefferson
and George Washington Middle Schools.*

Conclusions: *An understanding of the Iowa 21st CCIC Grant
available to parochial students and teachers*

Action Items:	Person responsible:	Deadline:
-	-	-

Resources for Non-Public Schools

Discussion: *Explanation of what services can be offered
Explanation of how student needs are identified
Explanation of how, where, and by whom services
are provided.*

Conclusions: *An understanding of services / student identification
and providers.*

Action Items:	Person responsible:	Deadline:
-	-	-

Consultation Procedures

Discussion: *A presentation on how much funding is being requested and how this amount was determined. The grant application timeline was presented.*

Conclusions: *Fiduciary understanding; time and grant application deadlines awareness*

Action Items:	Person responsible:	Deadline:
-	-	-

Outcome of Consultation:

Discussion: *Services were declined*

Attending: Kasperine A. Kelly

Conclusions: *[Signature]*

Action Items:	Person responsible:	Deadline:
-	-	-

Other Information

Resource persons:	<i>Feel free to contact: Shirley Horstman</i>
Special notes:	<i>Director of Student Affairs shorstman@dbyschools.org</i>

Note: This is not an official U.S. Department of Education document. Adapted with permission from NCLB *Private School Services, Local Education Agency Resource Guide, A Handbook for District Administrators*, Orange County, Calif., Department of Education, 2006.

Note: Outcomes for your consultation: A) Services will be provided, name site, and number of children to be served, B) Services were declined.