

Abstract

Title:	DCSD 21 st Century Literacy Education And Project-Based Learning (LEAP) Program
Applicant:	Dubuque Community School District
Site Location:	George Washington and Thomas Jefferson middle schools
Students Served:	400 students (175 at Washington and 225 at Jefferson)
Funding Requested:	\$222,750/year (\$111,375/school - \$636/student (Washington) \$495/student (Jefferson)

DCSD Program Overview and Community Partnerships

The Dubuque Community School District, in partnership with a diverse group of community agencies, will offer an engaging array of after school activities for students from George Washington and Thomas Jefferson middle schools during the 2018/2019 through 2022/2023 school years. George Washington middle school currently serves 648 students in grades 6-8 with a free and reduced lunch rate of 44.13%. Washington middle school has received an “acceptable” rating on the Iowa School Report Card. Thomas Jefferson middle school currently serves 530 students in grades 6-8 with a free and reduced lunch rate of 48.59%. Jefferson middle school has received a “needs improvement” rating on the Iowa School Report Card.

The purpose of this grant proposal is to create community learning centers that provide students and their families with constructive learning opportunities through **academic** and **enrichment** activities that support and complement **student learning and 21st Century skill development** as an extension of the regular school day. Afterschool programming will be offered at both middle schools five days per week, with minimum of 66 hours/month, according to the DCSD school calendar, throughout the school year. The project will aim to serve at least 400 students/year. This number is based on historical data of the number of students served in previous afterschool programs. (LEAP 2015-2016 Annual Evaluation). The projected budget for this project is based on the expectation that an average number of 150 students will be served each month. From 2011-2016, DCSD’s afterschool program was funded by a 21st Century CLC grant. In the absence of state funding, the district believes that afterschool programming is ‘what’s best for kids’ and has sustained a limited level of programming for afterschool services. This proposed project will **combine** and **significantly expand** the district’s after school program over the previous two years’ activities by **servicing more students consistently** and have far **greater academic (literacy and math) impact**.

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

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

Needs Being Addressed

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

Dubuque Community School District (Dubuque, Iowa)
 Program Goals, Objectives and Activities

PRIMARY GOAL – From 2018-2023, DCSD will provide academic and enrichment activities through afterschool programming that directly affects students’ in-school academic and behavioral performance.

ACTIVITIES	OBJECTIVES
<ul style="list-style-type: none"> • Students in the ASP will set goals for academics and behavior in an Afterschool Growth Plan • School and partner agency staff in the Literacy Room will regularly check in with students to support and monitor their progress • The evaluator and staff will analyze academic and behavioral data to measure the ASP’s impact 	<ul style="list-style-type: none"> • 100% of students in the ASP will develop an Afterschool Growth Plan • 75% of partner agencies will provide supervision in the Literacy Room to build relationships with students and hold them accountable for their goals. • 75% of students will show progress towards their plan goals

ACADEMIC ACHIEVEMENT GOAL – By June 2023, 70% of all program participants will be proficient in reading and math as measured by the district’s standardized assessment.

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

ENRICHMENT GOAL – By June 2023, 80% of program participants will increase their participation in activities that enhance their behavioral, social, emotional, and physical health well-being.

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

FAMILY LITERACY GOAL – By June 2023, 50% of program participants’ families will expand their knowledge of age appropriate skills and resources in order to support their students’ academic and personal development.

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

Student Needs Assessment

21st Century Community Learning Centers Needs Priorities:

Student Poverty – Absolute Priority

Both Washington and Jefferson middle schools qualify under the Title 1 free and reduced lunch percentage for 21st CCLC grants. Washington’s published rate is 44.13% while Jefferson’s published rate is higher at 48.59%.

Student Achievement – Competitive Priority

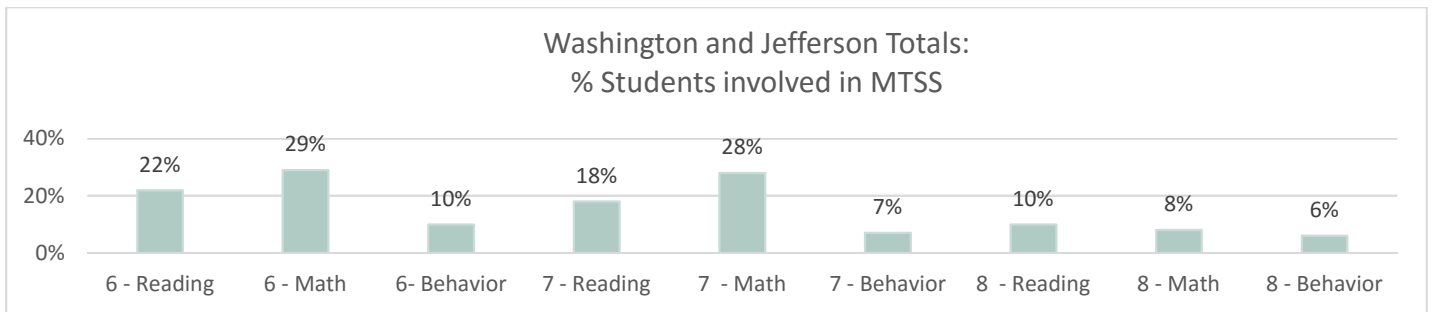
One of the two schools is designated as Needs Improvement on the Iowa School Report Card, according to the Department of Education website: Washington is rated as **Acceptable**, and Jefferson is **Needs Improvement**.

Prioritization of Student Needs:

Impact of Student Poverty on Academics

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

These effects of poverty have been identified in the students who attend Washington and Jefferson middle schools, and are demonstrated by the following academic and behavioral data. DCSD uses a triangulation of data to determine student eligibility in Multi-Tiered Systems of Support; screening data (MAP), performance on standardized tests, classroom assessments, and teacher evaluation. The number of children needing extra support creates tremendous stress on the district’s resources and ability to individualize instruction for our students who are most at need. For the 2016-2017 year, students needing interventions are represented below:



Iowa Testing Program (ITP) scores for each school show a need for afterschool programs in the areas of reading and mathematics. The graphs below contain the most current information published on the Iowa Department of Education website. The percent of students who are proficient at each school in reading and mathematics over a four-year period demonstrates that much work remains. Looking at the data below, only one score indicates that 75% of students were proficient in Math, and that score was at Washington four years ago. All other scores at these two high poverty schools demonstrate proficiency below district, state and national expectations.

Jefferson (all grades)	2012-2013	2013-2014	2014-2015	2015-2016
Reading Proficiency	51%	60%	53%	51%
Math Proficiency	60%	67%	63%	61%

Washington (all grades)	2012-2013	2013-2014	2014-2015	2015-2016
Reading Proficiency	66%	67%	70%	68%
Math Proficiency	75%	74%	72%	69%

Dubuque Community School District (Dubuque, Iowa)

In addition to the tables above, students who are in the free and reduced lunch program at each of these schools have higher rates of non-proficiency on ITP scores. In the 2016-2017 year, on average at Washington: students in poverty score not proficient 35% more often than their full-pay peers in Math and 30% more often in Reading. On average at Jefferson: students in poverty score not proficient 21% more often than their full-pay peers in Math and 26% more often in Reading. These proficiency gaps in reading and mathematics can be addressed with engaging, research-based afterschool programs.

Impact of Student Poverty on Attendance

Children who live in poverty are more likely to experience acute and chronic stress than their affluent peers. This stress has a negative impact on a student's ability to attend school. Accessibility in the form of transportation is a barrier for students and families. Many students live within a diameter in which school bus transportation is not provided yet city bus service is not sufficiently aligned with school hours and can be cost prohibitive to students. These factors are present at Washington and Jefferson as demonstrated by 24.16% of Washington and 41.98% of Jefferson students met the 'at risk' attendance criteria (missing 10 or more days of school) during the 2016-2017 school year. Engaging afterschool programming will increase school day attendance when the students are provided opportunities to increase their achievement in both academic and behavioral/social skills.

Impact of Student Poverty on Behavior

Low-SES children are often left home alone while their caregivers work. Compared with their well-off peers, they spend less time playing outdoors and more time watching television and are less likely to participate in ASP (U.S. Census Bureau, 2000). Unfortunately, these children don't develop proper emotions or respond appropriately to others due to the lack of interaction with engaged caregivers. The failure to form positive relationships with peers inflicts long-term socioemotional consequences (Szewczyk-Sokolowski et al., 2005) and often manifests in behavioral issues in school that end up as disciplinary referrals to the office. The chart below contains data from the DCSD Behavior Management System, which is used to track office referrals, and represents the percent of students who had office referrals during the 2016-2017 year. According to the PBIS framework, 80% of students will have between 0-1 referrals, 15% will have between 2-5, and 5% will have 6+ referrals in a given year. The chart demonstrates that the behavioral needs at both Washington and Jefferson are higher than the expectations, particularly for students who have 6+ office referrals. Afterschool programming that increases students' competencies in academics as well as social/emotional areas will decrease the need for interventions as students will handle conflict more effectively.

Student Discipline - % of students with disciplinary office referrals (2015-2016)			
School	# of Office Referrals		
	0-1	2-5	6+
George Washington middle school	72%	16%	12%
Thomas Jefferson middle school	60%	13%	27%

Input:

Partner Agencies

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

Dubuque Community School District (Dubuque, Iowa)

Students

A focus group was held with students from Jefferson on November 27, 2017 for input about previous and future programming. Activities students have liked in ASP include tennis, filmmaking, karate, ice skating and homework help. One student remarked, “Homework help is the safest place and program” that we’ve ever done. Students also value time with technology, as many do not have devices or support at home. Students reported that sometimes during ASP, other students make poor choices, so they think the district should increase the amount of adults available for supervision. Students also reported that they think the partner agency staff treat them well, and it is clear that they don’t care about who you are because they “just treat you really nice.”

Teachers

A survey was sent to teachers from both Washington and Jefferson middle schools to elicit their feedback on past LEAP activities. Teachers overwhelmingly are aware of ASP and the activities offered. More than 70% of teachers feel like students value the ASP and 85% of teachers stated that they actively encourage their students to participate in ASP activities. On a scale of 1 to 10, teachers felt that the ASP’s impact on students’ academic performance is a 6 and impact on students’ behavior performance is a 5. One teacher commented that students have reported that they struggle with homework help when the supervising teacher does not know the content area. Teachers also suggested more social/emotional skill development and service projects for the ASP.

Parents

Parents whose children have been involved in ASP also gave input. Parents strongly support afterschool events, and indicated that ASP helped their child “learn vital life and social skills.” Other parents said they are sure that LEAP will have a direct impact on their child’s adulthood – in the areas of career choice, morality and character. Working families reported that they appreciate the engaging activities during unsupervised time. Parents indicated that their middle school children are too old for daycare, so having safe, structured and positive opportunities with their peers is beneficial.

Consultation with non-public partners

Consultation with Holy Family Catholic schools occurred during the planning phase of this project through a face-to-face meeting and through email. After discussion about the needs of public school students vs. the needs of students at Mazzuchelli Catholic Middle School, Holy Family opted out of participating in this project.

Alignment of Needs with Proposed Project

DCSD used this data and input to plan ASP activities to address student needs. As stated above, the district’s primary goal of this program is to ensure that academic and behavioral programming directly impact students’ in-school achievement. Each trimester students will develop goals for academics and behavior, and they will receive adult support from school staff and partner agencies to monitor those goals. The MTSS and ITP data clearly demonstrates Washington and Jefferson students are struggling in math and reading. Comprehensively these needs will be addressed by adding a layer of Project Based Learning to the academic and enrichment activities offered in the ASP. Lexia reading and ST Math will be implemented and closely coordinated by instructional coaches and afterschool teachers. Both programs and access to *Tutor.com* will be offered in the Literacy Room, which will be staffed with a qualified teacher including a rotation of teachers who specialize in each content area. The number of days absent and number of office referrals indicates that our students struggle with issues beyond the classroom. Through enrichment activities, the ASP will help students develop problem-solving and coping skills. Students will be more likely to attend school and navigate their way through the social and emotional complexities of adolescence. Family engagement is also a priority. Family literacy activities will be offered through the Literacy Room, so parents and other family members will have the opportunity to learn how to effectively support student academic achievement. Families will also be welcomed and engaged in the ASP via Open House nights and celebration activities; transportation provided, as needed.

Project

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

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

The essential question driving this application is: does afterschool programming effectively and positively impact students' in-school academic and behavioral achievement? In order to tighten the alignment between in-school and afterschool programming, all students in the ASP will develop goals in an Afterschool Growth Plan.

PRIMARY GOAL – From 2018-2023, DCSD will provide academic and enrichment activities through afterschool programming that directly affects students' in-school academic and behavioral performance.

ACTIVITIES	OBJECTIVES	Evaluation
<ul style="list-style-type: none"> • Students in the ASP will set goals for academics and behavior in an Afterschool Growth Plan • School and partner agency staff in the Literacy Room will regularly check in with students to support and monitor their progress • The evaluator and staff will analyze academic and behavioral data to measure the ASP's impact 	<ul style="list-style-type: none"> • 100% of students in the ASP will develop an Afterschool Growth Plan • 75% of partner agencies will provide supervision in the Literacy Room to build relationships with students and hold them accountable for their goals. • 75% of students will show progress towards their plan goals 	<ul style="list-style-type: none"> • Student plans • Contracts with partner agencies • Progress monitoring of goals achieved and those still being pursued • Academic data (ITP, MAP, classroom assessments) • Behavior data (office referrals)

SMART goals, state and national standards, Project Based Learning and complementary learning principles guide the design of the academic programs in order to positively impact student achievement. The need for these instructional components is supported by the objective information in the needs assessment section. Instructional coaches and classroom teachers will regularly interact with afterschool teachers to ensure seamless alignment of best practices for student instruction and learning progress. Lexia is used in all DCSD elementary schools and will complement specific skill development from the school day curriculum of Fusion and Second Chance Reading. During the 2017-2018 year, DCSD began implementing Lexia with sixth grade students and ST Math with all middle school students. The presence of Lexia in the ASP will be a seamless extension of school programming for sixth grade students, and a valuable add on for seventh and eighth grade students. ST Math will also be an extension of Math instruction and interventions in the ASP. Teachers and mentors will tutor students in the Literacy Room based on daily assignments. Content area teachers will rotate days available in the Literacy Room to ensure that students get the assistance with all core content areas. Instructional coaches and classroom teachers will work with the afterschool teachers to identify and ensure that students needing reading and math assistance are recruited and encouraged to attend the ASP. ELL students will be among those who are recruited, as necessary, for extra afterschool instruction. Students will be identified through the MTSS

Dubuque Community School District (Dubuque, Iowa)

process used in schools by the instructional coaches and teachers. In addition to these identified students, any student wishing additional tutoring in any subject area will be allowed to access the Literacy Room.

Complementary Learning research from the Harvard Family Research Project outlines a systematic approach that intentionally integrates afterschool and school day learning. The ASP program design on complementary learning principles ensures that no child falls through the cracks. Planning meetings to fulfill the expectations of this proposal and Complementary Design will begin immediately in the Spring of 2018 upon notification that DCSD has successfully secured the 21st CCLC grant. The chart below lists the academic goal along with proposed activities, objectives and measurement information.

ACADEMIC ACHIEVEMENT GOAL – By June 2023, 70% of all program participants will be proficient in reading and math as measured by the district’s standardized assessment.

ACTIVITIES	OBJECTIVES	Evaluation
<ul style="list-style-type: none"> • Project Based Learning experiences will enhance student academic achievement in reading and math • Implement Complimentary Design that intentionally connects instruction and curriculum from the school day to afterschool programming • Assistance in core academic areas through a Literacy Room that offers Lexia for reading, ST Math for math assistance and <i>Tutor.com</i> access for all academic subjects 	<ul style="list-style-type: none"> • 80% of students in the ASP will participate in Project Based Learning • 75% of teachers, school administrators and instructional coaches will report an increase in continuity of school programming to afterschool activities and supports • 50% of students will increase academic performance through ITP and classroom assessments • 50% of students who attend ASP will access the services and supports of the Literacy Room • 70% of students in Lexia will meet dosage minutes each month 	<ul style="list-style-type: none"> • Attendance records from PBL specific activities • ITP test scores • Pre/Post surveys with school personnel measuring continuity of programming • Literacy Room check in roster • Monthly Lexia dosage reports

In order to have an impact on students’ academic achievement, the district is planning activities designed around the Project Based Learning (PBL) framework to engage students in real world, problem-based learning. Research has demonstrated that PBL is an effective and enjoyable way to learn. PBL develops deeper learning competencies required for success in college, career, and civic life because it is more engaging for students, it improves learning through real world application and career exploration, it addresses curriculum standards, and allows student to effectively use technology. The following chart includes examples of PBL activities that will be offered in the ASP project.

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

Dubuque Community School District (Dubuque, Iowa)

Research shows that choice is an important component for middle school youth. In addition, middle school is a time where youth become more focused in their interests and have a desire to assume more opportunities for leadership. A wide variety of enrichment activities will provide choice and allow students to focus on specific interest areas that develop new skills. Middle school is often a time fraught with emotional turmoil as friendships rapidly change, students are dealing with changes in their bodies and emotions, and they're being given more independence than they're used to. With these challenges, students often struggle with peers, families and other adults in authority. This causes conflict, which is unsettling to the child as well as others involved. DCSD will help ASP participants learn to cope with this stress and solve conflict peacefully with a program called Adventures in Peacemaking. Adventures in Peacemaking is specifically formatted for afterschool activities that are easy to lead and feature music, stories, games, and crafts. AIP will add engaging learning strategies that teach children to interact with others, be a friend, express their feelings in healthy ways, empathize with others, manage their anger, cooperate in a group, and work out their differences without fighting or name-calling. The chart below contains the enrichment goal, objectives and measurement information.

ENRICHMENT GOAL – By June 2023, 80% of program participants will increase their participation in activities that enhance their behavioral, social, emotional, and physical health well-being.

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

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

FAMILY LITERACY GOAL – By June 2023, 50% of the families of program participants will expand their knowledge of age appropriate skills and resources in order to support students' academic and personal development.

ACTIVITIES	OBJECTIVES	Evaluation – Data Collection
<ul style="list-style-type: none"> • Open House nights each semester at each middle school • Literacy Room offered every other week at each middle school to help parents support their students' literacy and math proficiency 	<ul style="list-style-type: none"> • At least 50% of program participants will have family members attend an Open House • Annually, 35% of parents will take advantage of the services offered in the Literacy Room • Of those parents who are served by the Literacy Room, at least 75% will report an 	<ul style="list-style-type: none"> • Open House sign in sheets • Literacy Room sign in sheets • Annual parent survey

Dubuque Community School District (Dubuque, Iowa)

<ul style="list-style-type: none"> • Family engagement celebrations at the end of certain programs to inform and involve parents of what their students have learned/produced 	<ul style="list-style-type: none"> expanded awareness of student literacy and diversity issues • At least 50% of program families will engage in celebrating their students' learning 	<ul style="list-style-type: none"> • Family engagement celebration sign in sheets
--	---	--

Research Base

Project Based Learning

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

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

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

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

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

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

Lexia

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

ST Math

ST Math offers personalized intervention that aligns with state math standards as an add-on to existing curricula. ST Math helps student achieve mastery in algebraic thinking, base ten concepts, fractions, decimals and geometry. Using ST Math over the course of a school year, students solve well over 5,000 interactive puzzles, each one providing animated feedback that adapts to a student's response. ST Math is held to the highest standards of accountability in regards to at-scale effectiveness. The US government's What Works Clearinghouse designates that an effect size of 0.25 standard deviations or greater for instructional software is considered to be "substantively important". ST Math has demonstrated an average effect at grade level of almost double that size. The effectiveness of ST Math has been replicated in many studies. A study in California with over 19,000 students in 129 different school showed that students increase an average of 6.38 points of growth in standardized math assessments when using ST Math (WestEd Evaluation of ST Math).

Adventures in Peacemaking

In a research study conducted by Metis and Associates on the Adventures in Peacemaking program, students and teachers reported substantial growth in students' social/emotional skills. Students reported growth in their ability to understand and use effective conflict resolution strategies, improved listening, communication and anger management skills; improved self-esteem and overall better relationships with teachers and other students. The study also found that teachers' perceptions of students' ability to resolve conflict, interpersonal skills and self-esteem also improved. (Metis and Associates, 2001).

Management and Sustainability

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

Goal/Activities	Eligible Federal Activities
Primary Goal Activities	
<ul style="list-style-type: none"> • Students in the ASP will set goals for academics and behavior in an Afterschool Growth Plan • School and partner agency staff in the Literacy Room will regularly check in with students to support and monitor their progress • The evaluator and staff will analyze academic and behavioral data to measure the ASP's impact 	<ul style="list-style-type: none"> • Literacy Activities • Tutoring services • Expanded library service hours • Programs that provide assistance to students who have been chronically absent, suspended or expelled
Academic Goal Activities	
<ul style="list-style-type: none"> • Project Based Learning experiences will enhance student academic achievement in reading and math • Complimentary Design that intentionally connects instruction and curriculum from the school day to after school programming • Assistance in core academic areas through a Literacy Room that offers Lexia for reading, Dream Box activities for math assistance and <i>Tutor.com</i> access for all academic subjects 	<ul style="list-style-type: none"> • Remedial education activities • Literacy Activities • Mathematics and Science (STEM) activities • Tutoring Services • Programs for limited English proficient students • Expanded library service hours • Programs that provide assistance to students who have been chronically absent, suspended or expelled
Enrichment Goal Activities	
<ul style="list-style-type: none"> • Career exploration activities • Physical/Athletic activities • Conflict Management skill development • Outdoor education opportunities • Media/Technology opportunities • Fine arts enrichment 	<ul style="list-style-type: none"> • Entrepreneurial education programs • Mathematics and Science (STEM) activities • Recreational activities • Technology education • Programs that promote parental involvement • Drug and violence prevention programs • Supervised field trips • Character and behavior education programs
Family Literacy Goal Activities	
<ul style="list-style-type: none"> • Open House nights each semester at each middle school • Literacy Room offered every other week at each middle school to help parents support their students' literacy and math proficiency 	<ul style="list-style-type: none"> • Programs that provide activities for limited English proficient students • Expanded library service hours • Programs that promote parental involvement • Programs that promote family literacy

Dubuque Community School District (Dubuque, Iowa)

- | | |
|--|--|
| <ul style="list-style-type: none"> • Family engagement celebrations at the end of certain programs to inform and involve parents of what their students have learned/produced | |
|--|--|

Operation and Staffing

Choice is an important element for middle school students as they are beginning to experience autonomy away from their parents and towards activities with their peers. This application proposes combining existing ASP programming with expanded services in order to reach more students and have a greater impact. Activities will be hosted every school day and will include a daily snack with both academic and enrichment programs.

Programs will last between 45 minutes and five hours/day with a minimum of 66 hours per month.

Programming will be more heavily concentrated on Tuesdays, Wednesdays, and Thursdays because these have previously been days with higher attendance. Students will have the opportunity to register for activities online or by hard copy and will be encouraged to attend at least three times per week with a minimum of 30 days during the school year. The district intends to serve 225 students at Jefferson and 175 students at Washington each year. Although the enrollment at Washington is slightly higher than Jefferson, the density of need at Jefferson is greater, as demonstrated in the needs assessment, so it is the goal of the project to serve a slightly higher number of Jefferson students. The schedule will allow for some flexibility in staffing, as partner agencies will be able to flip flop between building sites. For example, the library can provide an activity at one middle school on Monday, Wednesday and Friday and Tuesday and Thursday at the other school in one week then switch that schedule the next week. This type of scheduling maximizes program choice and offerings while keeping costs at a minimum. Academic programs will be staffed each day of the programming. Any adult who supervises students in the ASP will meet the minimum requirement of the district's paraprofessional job description (aligned with Title 1 guidelines), and adult to student ratios are projected to be no greater than 1:20 for all programs. Adults who supervise the Literacy Room will be certified teachers and will rotate days, so that all content areas are equally supported. With an effort to provide a continuity and greater impact of our ASP, partner agency staff will also help support and staff the Literacy Room. The time spent helping students with homework as well as monitoring progress towards their goals will deepen the quality of relationships, as well as help students understand the importance of 21st Century skill development for their academic and social lives. This progress monitoring will also be regularly shared with school day teachers for continuity of support.

After school programming is supported by the Athletics/Activities Department in the Dubuque Community School District. The Athletics/Activities Coordinator is responsible for hiring the ASP project director and for oversight of this proposed project. The ASP current project director is an experienced educator and a strong advocate for middle school youth. Upon receipt of grant funding, Emily Blue, the current coordinator, will continue coordination and facilitation of the ASP. Ms. Blue has been employed by DCSD for 9 years, with 4 years as the ASP coordinator, and has demonstrated a unique ability connect with middle school students, school and partner agency staff. In Ms. Blue's experience managing programs, she has strong and responsible fiscal management skills. Ms. Blue will also coordinate and/or deliver staff development in the identified areas of need including strategies for academic interventions, project design, conflict management, adolescent development and family engagement.

Each middle school will have a coordinator position fulfilled by the school's Student Needs Facilitator (SNF). The SNFs are quasi-administrators and are assigned by the building principal to be the ASP coordinator and will be in-kind funded from DCSD. Each SNF is an experienced teacher with at least a master's level of education and is familiar with the school, students, and families. The role of the school coordinator is to ensure that all programming runs smoothly each day. This is accomplished by closely communicating with the principal, instructional coach and afterschool program teachers and partners. The school coordinators and project director will also meet regularly (not less than quarterly) to discuss implementation challenges and

Dubuque Community School District (Dubuque, Iowa)

opportunities in order to provide a more continuous program throughout the district. The SNF will also work closely with all staff to ensure protocols and policy. The school coordinators will also be assisted by a foster grandparent in each school who will help with snacks, coordination of students to programs, and tutoring in the Literacy Room. Foster grandparents will be recruited and trained in cooperation with the United Way of Iowa.

The project director and school coordinator will also work closely with each building principal and instructional coach to ensure high quality programs in all goals areas. Instructional coaches ensure that programming, including the literacy and math components, are consistent between ASP programming and school day instruction to monitor that the Project Based Learning activities are in alignment with Common Core standards that are taught during the school day. The instructional coaches are also responsible for overseeing the Multi-Tiered System of Supports in the schools and will help identify and recruit students who need additional academic instruction, specifically those who will benefit from literacy and math assistance. The DCSD instructional coaches already receive a stipend to work extended time each day, so this coordination will become a part of their job responsibilities.

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

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

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

Transportation and Accessibility

ASP programming takes place at both middle schools immediately following the school day. Both Washington and Jefferson schools are safe and accessible facilities that meet all required federal and state guidelines. Student safety will be actively monitored at onsite and offsite activities. For programming that occurs offsite, transportation to/from the middle school will be contracted for and provided by approved district transportation providers. This list of approved providers is updated annually, and includes providers with accessible vehicles for students with disabilities. At no time will the district deny a student with a disability's participation in an activity due to transportation barriers.

Dubuque Community School District (Dubuque, Iowa)

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

DCSD will recruit an ELL teacher to ensure that the ASP programming is accessible to all ELL students who wish to participate. The ELL teacher will connect with ELL students and their families to translate documents, as needed, and to ensure that ELL students are seamlessly integrated into all aspects of programming. The building principal, student needs facilitator, or instructional coach from each school will work with IEP teams to ensure that students with IEPs have the necessary accommodations to be able to fully participate in any ASP activity or program chosen by the student.

Advisory

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

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

Sustainability

DCSD is proud of the fact that even in the absence of a 21st CCLC grant, it has been able to sustain ASP over the past two years. The district has now provided afterschool programming for over six years, so the value and benefits of the program are fully entrenched in the community. Partnerships and local fund raising have made this possible, so there is no doubt at the end of the 2023 year, DCSD will be able to leverage the same partnerships and funding to continue this valuable program. Beginning in Year 3 of this project, the district will begin planning for and soliciting local contributions to sustain ASP programming. Furthermore, nearly all of the ASP programming will be sustainable in the two reduced-funding years. Partnerships have been carefully

Dubuque Community School District (Dubuque, Iowa)

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

Communication Plan

Numerous outreach strategies will be used each year in communicating to students, parents, and the community about ASP activities and program evaluation. Brochures with all programming will be published prior to the start of each trimester. The brochure will also be available for review on the school district website, and will be distributed to each student during recruiting activities held at each school twice a year. One valuable resource for student recruitment is the relationship that teachers and other school staff have with students. Information about upcoming ASP activities will be widely distributed to teachers who will be asked to personally recruit and encourage students with whom they have a connection. In addition, information about upcoming ASP activities will be included in school-wide announcements delivered via the internal television channel at each school. Students will have the opportunity to sign up for activities through an online registration system and/or by paper copy. Parents will be invited to attend the Open House activities at each school. These invitations will be communicated via school newsletter, email, phone calls and direct contact. During these Open House events, parents will learn about the ASP opportunities for student involvement, expectations for student attendance, and other opportunities for family literacy from community partners. An ELL teacher will be available at each Open House to engage our Spanish and Marshallese speaking students and families. This ELL teacher will assist in helping families learn about program availability and the enrollment process.

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

A continuous quality improvement process to ensure viability will also be facilitated by the program evaluator. The program evaluator will conduct focus groups and surveys with all stakeholder groups along with attendance and other evaluative information to create an annual report of program activities. This information will be compiled, reviewed by the community and student advisory groups and used to inform programming decisions for the upcoming year. Survey and focus group information will be aggregated for each school and for the entire

Dubuque Community School District (Dubuque, Iowa)

program in easy-to-read charts and language. The annual report will be posted on the DCSD website at www.dbqschools.org at the conclusion of each program year. All 21st CCLC local and state reporting conditions will be met in a timely manner.

Partnerships

From private to public to educational institutions, the community of Dubuque prides itself on robust, collaborative partnerships, and this project exemplifies that strength. Through this project, the district will offer a broad array of community-based academic and youth development programs that complement school and ASP programming. Many of the following community partners have an extensive history with the school district and actively support the program's goals. Nearly all of the partner agencies' services support PBL in order to engage students and enhance their learning. In addition to the existing activities that our partners provide, for this project we are asking partners to be more deliberate about fostering relationships with students. Therefore, many of the partner agencies will provide supervision in the Literacy Room at least once per month. During their time there, partner agency staff will strengthen their relationships with students and help students review their progress towards their Afterschool Growth Plan goals. These relationships will help students realize that ASP is not just for entertainment but also directly related to school performance and community connectedness. Due to the history of the partnerships, many trusting relationships have already been built, which is advantageous to students.

The Dubuque Dream Center is a Community Outreach Center committed to mobilizing youth and families to build on Dr. Martin Luther King's dream of transforming communities by embracing, empowering and unifying those who live there. The Dream Center will provide programs and leadership activities where youth build relationships with caring adults, have a safe place to belong, and participate in value driven programs and activities. The Dream Center will be a contracted partner and will receive payment for services. The Dream Center has an extensive history of partnering with and supporting DCSD schools and students.

City of Dubuque Leisure Services: Leisure Services provides afterschool programs that encourage student to live a healthy, active lifestyle; golf, skateboarding, ice skating etc. Leisure Services has a 6-year history and relationship with Dubuque ASP and 21st CCLC. Leisure Services is a partner that receives partial payment for their services. Leisure Services will also contribute in-kind donations of time and services, provided in year 4 and 5 in an effort to sustain programs in their entirety.

National River Museum and Aquarium, EB Lyons Mines of Spain Interpretive Center, and Dubuque County Conservation Board Swiss Valley Nature Center are three partnering organizations with unconventional, yet valuable resources: rivers, creeks, museums, water testing sites, wet labs, wetlands, and prairies. STEM curriculum will be the base of all programming with these partners. Their educational aim is to inspire students through programs that improve science and math literacy, encourage environmental advocacy, and promote conservative leadership. Each agency has a 6-year history with Dubuque ASP offering programs at no expense.

Creative Adventure Lab (CAL) provides programming that specializes in helping students explore art, science, and technology through hands-on creative play, which supports this application's emphasis on PBL. CAL "fosters inquiry, encourages persistence, celebrates innovation, prizes team work and respects individuality." CAL will bring afterschool programs to the schools via a mobile lab combined with field trips to the gallery. CAL has a 6-year history with Dubuque ASP and will receive payment for services. The district and CAL have a defined financial reduction schedule for years 4 and 5 while providing the same services.

Dubuque Carnegie-Stout Public Library provides ASP programs that offer a broad and creative selection of literacy-based activities for students. The library will also provide unlimited access for ASP participants to

Dubuque Community School District (Dubuque, Iowa)

Tutor.com for homework assistance and literacy/math skill development and practice. The library is a 6-year partner with Dubuque ASP offering free or reduced cost services.

Girl Scouts of Eastern Iowa & Western Illinois provide programming that “builds girls of courage, confidence and character, who make the world a better place.” Programs welcome leadership, interaction, discussion, and community service. Girls Scouts are a 4-year partner with Dubuque ASP providing services at no cost.

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

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

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

Hillcrest Family Services is a local agency providing comprehensive health, mental health, adoption, mentoring and prevention services. For Dubuque ASP, Hillcrest will provide facilitators for groups of students focusing on social media navigation/appropriate use, adolescent relationships, healthy eating, leadership and substance abuse prevention. Hillcrest mentors will also provide homework assistance in the Literacy Room. Hillcrest Family Services is a decades long partner with the Dubuque Community School District and a 5-year partner with ASP. Their services are offered at no cost; however, services may be expanded if funds are available.

Dubuque Regional Humane Society protects and promotes the well-being of all animals by fostering respect for their inherent dignity. Through their involvement with the Dubuque ASP the DRHS will provide safety and education services to program participants and their families. They will also facilitate career exploration and responsible pet ownership. The DRHS is a 6-year partner and provides their services at no cost to the project.

After two years of transition, local foster grand parenting is now facilitated by the United Way of Iowa. The United Way has agreed to recruit and assign a foster grandparent to each 21st CCLC site for a minimum of 15 hours/week. These foster grandparents will support and nurture students in the Literacy Room and during activities. This position requires a small stipend, included in the budget section.

All partners have had at least a three-year partnership with the school district. The preliminary MOUs (located in the Appendix) are for the entire grant cycle, recognizing sustainable financial responsibilities through the grant period. These MOUs indicate that the partner agencies are invested in continuing partnerships with the school district. If present conditions change for any partner, either they or the district can terminate the agreement with a 60-day written notice. In the event of a terminated MOU, the Program Director will be responsible for recruitment of another community agency to provide similar programming. Recruiting new partners will not be difficult given the history of collaboration in Dubuque as well as the positive reputation of the Dubuque ASP. Upon receipt of this grant, the MOUs will be reviewed and finalized with the governing body of each agency.

The Program Director will also be responsible for weekly communication with partner agencies to successfully organize, implement, trouble shoot, and in general, sustain the afterschool program. Partner agencies are also

Dubuque Community School District (Dubuque, Iowa)

committed to serving on the Afterschool Advisory Council alongside parents and students to continually monitor the effectiveness of the program activities and alter offerings, as needed.

Evaluation

DCSD intends to rigorously evaluate this ASP project in order to assess the goals that are stated in the project section. Refer to goal charts on pages 6-9 for alignment of goals, objectives/activities and program evaluation. The evaluator will collect and analyze data, then create effective presentations that clearly communicate the successes and challenges of the project each year. The evaluator will design a data collection process aligned to the grant goals and outcomes as well as the state's 21st CCLC evaluation expectations. Data on enrollment, student achievement, participation, progress towards goals, and discipline as well as focus group and survey information will be included in the evaluation to be shared locally and at the state level. End of year data will be compiled and shared with the advisory council by the first quarterly meeting of each new year and then upon approval of the advisory council, will be shared to the broader public. Data results will be compiled into easy-to-read documents, and presented in finished form to the ASP advisory council, DCSD public relations (for broad electronic and written distribution), school principals, district administrators, community partners and families. All reports will be published on the DCSD website at www.dbqschools.org.

Data collection will be ongoing throughout each year of the grant cycle with a minimum of data analysis to be conducted twice a year. With data collection, analysis and dissemination, the program evaluator will have a pivotal role in the continuous improvement process of program evaluation by providing suggestions for modifications to the advisory council. The evaluator, in collaboration with the project director, will be responsible for sharing the story of the effectiveness of the ASP program in order to enhance school-wide and community support. This support will be crucial for ongoing strength of the program as well as sustainability after the grant cycle has ended.

The data collected will reflect progress towards the academic achievement, enrichment and family literacy goals of this proposed project. For example, demographic data analysis will provide information on underserved populations and will inform additions or revisions to programming specifically designed to increase attendance by these students. Evaluation of the attendance data may also suggest the need to set a policy for student attendance that can be measured through the students' plans. Data will be collected routinely from both program sites as listed in the goals section and summarized in the chart below.

Primary Goal: Program Impact	Goal 1: Academic Goal	Goal 2: Enrichment Goal	Goal 3: Family Literacy Goal
<ul style="list-style-type: none"> • Student plans • Contracts with partner agencies • Progress monitoring of goals achieved and those still being pursued • Academic data (ITP, MAP, classroom assessments) • Behavior data (office referrals) 	<ul style="list-style-type: none"> • Attendance records from PBL specific activities • ITP test scores • Pre/Post surveys with school personnel measuring continuity of programming • Literacy Room check in roster • Monthly Lexia dosage reports 	<ul style="list-style-type: none"> • Monthly activity rosters • Annual student surveys • District disciplinary referral tracking system data 	<ul style="list-style-type: none"> • Open House sign in sheets • Literacy Room sign in sheets • Annual parent survey • Family engagement celebration sign in sheets

In addition, teacher surveys will be administered annually near the end of each school year and analyzed for progress toward meeting the stated goals. Reports will be provided in accessible language and contain charts and graphs for clarity, but at no time will DCSD violate FERPA in program evaluation activities.

Dubuque Community School District (Dubuque, Iowa)

Local and state reports will be published annually on the DCSD website and will be translated for ELL families. All required data reporting including APR data and the statewide evaluation will be completed and submitted by published deadlines. DCSD will continue to monitor progress by sharing network communications with other 21st CCLC awardees.

Evaluator

DCSD is thrilled to have secured the commitment of an experienced educator and evaluator who has a solid understanding of what it takes to implement and rigorously evaluate an effective afterschool program for middle school students. Our selected evaluator has a proven record of accomplishment and experience in program evaluations including evaluation design, data collection and analysis. The evaluator will report directly to the Athletics/Activities Coordinator and work closely with the project coordinator. The evaluator will also be a consistent presence at all advisory council meetings and state evaluation activities. Upon receipt of this grant, DCSD will contract with Dale Lass, a retired educator from DCSD for this evaluation work. Mr. Lass's education includes a Bachelor's of Science in Physics from Iowa State University and a Masters of Educational Administration from Clarke College. Mr. Lass has over 42 years' experience as an educator (many of those years at the middle school level) and is an effective communicator both in writing and public speaking and can competently share evaluation information as well as field questions. Mr. Lass has already identified areas in which he would like to focus evaluation efforts and will be ready to begin work upon communication that DCSD has received this grant. Mr. Lass will work in cooperation with the Iowa Department of Education to provide a rigorous program evaluation with all requested local and state program data and information in a timely manner.

DCSD staff will also participate in statewide evaluation activities to include, but not be limited to subcommittee participation, attendance at all 21st CCLC events (including DE site monitoring) grantee network communication, and other Iowa Department of Education-sponsored activities to evaluate Iowa's 21st CCLC grant overall effectiveness.

Budget Narrative

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

Expected Average of 75 students/month -	75
Number of days programming/month -	22
Number of months of programming -	9
\$7.50/student -	\$7.50
	\$111,375 per school X 2 schools = \$222,750 total/year

Required Allowable Expenditures

ADMINISTRATIVE		
Administrative costs for Washington and Jefferson middle schools	Amount	In-Kind
• Program Director, including benefits	\$17,820	
• Athletics/Activities Coordinator (in-kind funding from DCSD)		\$15,000
Total Administrative:	\$17,820	\$15,000
ACCESS		
Student access/transportation for both Washington and Jefferson middle schools	Amount	In-Kind
• Trolleys of Dubuque or other district approved provider to activities (150.00/trip)x(5 trips/mo.)x(9 mos.)x(2 schools)	\$13,500	
• Approved School/Program Personnel (\$.535/mile x 800 miles)	\$428	

Dubuque Community School District (Dubuque, Iowa)

• Cab Fare for family transportation (Family Literacy access and celebration events)	\$750	
• Creative Adventure Lab mobile lab transportation	\$3,142	
• Activity bus for post-ASP transportation		\$20,000
Total Access:	\$17,820	\$20,000
PROFESSIONAL DEVELOPMENT		
Professional development will be offered for staff at both schools for Project Based Learning, Lexia, DreamBox, and Adventures in Peacemaking specifically, and will also cover adolescent development, meetings the needs of student/families in poverty and family literacy	Amount	In-Kind
• Project Based Learning	\$500	\$500
• Lexia		\$500
• ST Math		\$500
• Adventures in Peacemaking	\$5,000	
• Middle school expectations and meeting student needs	\$4,137	
• Family Literacy	\$1,500	
Total Professional Development:	\$11,137	\$1,500
EVALUATION		
Evaluator for both Washington and Jefferson schools	Amount	In-Kind
• Program Evaluator	\$8,910	
Total Evaluation:	\$8,910	
PERSONNEL		
Personnel for Washington and Jefferson middle schools	Amount	In-Kind
• School Coordinator/Student Needs Facilitators (2 hours/day)x(\$40/hour)x(180 days)x(1 coordinator)x(2 schools)		\$28,800
• Classroom Teachers to support students in Literacy Room, specifically Math and Reading teachers for Lexia and ST Math (1.5 hours/day)x(\$35/hour)x(170 days)x(2 teachers)x(2 schools)	\$35,700	
• Teachers to support PBL (1 hours/day)x(\$35/hour)x(30 days)x(1 teachers)x(2schools)	\$2,100	
• Enrichment Program Teachers – (1.5 hours/day)x(\$35/hour)x(55 days)x(4 teachers)x(2 schools)	\$23,100	
• ELL Teachers (4 hours/week)x(\$35/hour)x(30 weeks)x(1 teacher)x(2 schools)	\$8,400	
• Paraprofessional to support content area teachers (1.5 hours/day)x(\$15/hour)x(170 days)x(1 para)x(2 schools)	\$7,650	
• Partner agency staff in Literacy Room (1.5 hours/day)x(\$20/hour)x(150 days) x(2 schools)	\$9,000	
• Instructional Coaches (in kind contribution from DCSD)x(2 coaches)		\$15,000
• Foster Grandparents (\$200/school year)x(1 grandparent)x(2 schools)	\$400	
• Program Personnel (staffing costs for partner agencies)	\$32,600	
Total Personnel:	\$118,950	\$43,800
CONSUMABLE SUPPLIES AND MATERIALS		
Consumable Supplies and Materials for Washington and Jefferson – consumable supplies and materials are provided. Healthy snacks that meet the USDA Nutritional requirements will be provided to students every day. Jefferson meets the USDA requirement for free snacks. Washington does not meet the requirement for free snacks, so snacks will be purchased from the central kitchen. Invoices and receipts will be maintained for all expenses.	Amount	In-Kind
• Snacks for Washington school (\$.65/snack)x(170 days)x(40 students daily)	\$4,420	
• Consumable student reading materials (\$500/school)x(2 schools)	\$1,000	
• Literacy Room reading materials and literacy support for families (\$750/school)x(2 schools)	\$1,500	
• Thematic materials and supplies for Open House and family celebration nights (includes food for families and 16 events)	\$6,000	
• Lexia (\$30/license) x (25/licenses) x (2 schools)	\$1,500	
• ST Math (\$1,500/license)x(2 schools)	\$3,000	
• Adventures in Peacemaking materials	\$2,500	

Dubuque Community School District (Dubuque, Iowa)

• Program materials (PBL and enrichment related materials - Legos, drama, dance, painting, drawing, crafts, woodworking, etc)	\$15,000	
• Field Trips (admissions, food costs, other field trip related expenses)	\$5,000	
• Office supplies (paper, copying, pencils, markers, general supplies, registration and recruitment materials)	\$5,000	\$500
Total consumables and supplies	\$44,920	\$500
STAFF TRAVEL		
Travel for both Washington and Jefferson - Staff travel expenses for required state meetings/participation on committees and in-district travel	Amount	In-Kind
Des Moines meeting expenses: Costs to accommodate the Program Director and one other person, traveling up to Des Moines up to 3 times/year for 21 st CCLC meeting and conference <ul style="list-style-type: none"> • Mileage (440 miles/roundtrip)x(\$.535/mile)x(3 trips) • Meals (\$50/day)x(2 people)x(2 days)x(3 trips) • Hotel (\$100/night)x(2 people)x(2 nights)x(3 trips) 	\$706 \$600 \$1,200	
Davenport meeting expenses: Regional meetings held in Davenport for 2 attendees 2x/year <ul style="list-style-type: none"> • Mileage (142 miles/roundtrip)x(\$.535/mile)x(2 trips) 	\$152	
Program Director mileage: The Program Director will travel from the DCSD central office to both Washington and Jefferson middle schools for the purpose of program oversight and implementation. This person will also travel to program locations. <ul style="list-style-type: none"> • Mileage (100 miles/month)x(\$.535/mile)x(10 months) 	\$535	
Total staff travel	\$3,193	
Grant Total:	\$222,750	\$61,500

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