Local Evaluation for *Grantee Name*
2020-2021

Overview

To assist grantees with meeting the local evaluation requirements, the Iowa DOE provides a standardized form for local evaluations of the 21st CCLC Programs. Each grantee is required to complete the local evaluation form with data from the previous school year. Each grantee must submit **ONE** evaluation that encompasses all centers funded by the grantee. Cohorts 11-15 are to be included for reporting data for the previous school year. Reported data will be from the Summer, Fall, and Spring .

The table below lists the eight required sections of the local evaluation. Each section includes a checklist of required items to include.

The completed form should be saved with the filename <**Grantee Name** 21st CCLC Local Evaluation Form 2020-2021>. The form must be completed and submitted in Word format.

(Note: Instructions and clarifications are shown in RED.)

Required Section	Complete?
1. General Information	X
2. Introduction/Executive Summary	X
3. Demographic Data	X
4. GPRA Measures	X
5. Local Objectives	X
6. Anecdotal Data	X
7. Sustainability Plans	X
8. Summary and Recommendations	X

1. **General Information**

General Information Required Elements	Complete?
Basic Information Table	X
Center Information Table	X

Basic Information Table	
Item	**Information**
Date Form Submitted	**January 2, 2022**
Grantee Name	**Dubuque Community School District**
Program Director Name	**Joe Maloney**
Program Director E-mail	**jmaloney@dbqschools.org**
Program Director Phone	**563-552-3000**
Evaluator Name	**Miriam J. Landsman, PhD, MSW**
Evaluator E-mail	**Miriam-landsman@uiowa.edu**
Evaluator Phone	**319-335-1257**
Additional Information from Grantee (optional)	

Center Information Table	
Cohort	**Centers**
(If not in a cohort, leave that cohort info blank)	*(Enter Names of Centers, separated by commas)*
Cohort 11	
Cohort 12	
Cohort 13	**George Washington Middle School, Thomas Jefferson Middle School**
Cohort 14	
Cohort 15	
Additional Information from Grantee (optional)	

Note: **If you are in Cohort 16, you will report your data next year (We always report the previous year's data in the local evaluations).**

2. **Introduction/Executive Summary**

Introduction/Executive Summary Required Elements	Complete?
Program Implementation	X
• Needs Assessment Process	X
• Key People Involved	X
• Development of Objectives	X
Program Description	X
• Program days and hours	X
• List of activities	X
• Location of centers	X
• Attendance requirements	X
• Governance (board, director, etc.)	X
Program Highlights	X

Needs Assessment: The Dubuque 21st CCLC Grant supports an after-school program for middle school students at George Washington Middle School and Thomas Jefferson Middle School, serving grades 6-8. This program, known as LEAP (or Literacy Education and Project Based Learning program) is a non-traditional after-school program focused on choice, interest, and igniting students' passion for learning. Through this grant, middle school students are allowed to choose from an extended variety of active and project-based learning programs. The central question guiding the needs assessment and the evaluation process is this: How can we structure afterschool programming to have a meaningful impact on students' in-school academic and behavioral performance?

Key People Involved: LEAP was created because the district – building administrators, middle school teachers, district administrators associated with Student Services and Curriculum Directors – identified a critical need for support and enrichment programming for students who were not involved in other extra-curricular activities. LEAP does not exclude students who are involved in formal sports, music, or drama programs, but the district wanted to ensure that all students would have opportunities for academic and social/emotional development. The LEAP program was developed to provide enrichment services intended to complement school day instruction and develop the whole, 21st Century child.

Development of Objectives: The objectives driving this grant were developed based on the priorities that key middle school players identified as critical for after-school programming and that fit with the Department of Education's requirements for 21st Century programming. The work of developing these objectives was conducted by committee, which included the middle school principals and the Student Needs Facilitators at each building   - in other words, those who have their thumb on the pulse of the middle school population and understand their needs and motivations.

Program Days and Hours: LEAP meets five days per week at each site. At Jefferson, activities were from 2:30-4:00. Literacy Room (Homework Help) was from 2:30-5:30. At Washington, activities were from 2:30-4:00. Homework Help was as follows: Monday-Thursday, from 6:40 a.m.-7:20 a.m. and from 2:30-4:30 p.m. and Friday, from 7:15-8:15 a.m. and 2:30-4:00 p.m. Washington increased its Literacy Room hours to Monday-Thursday from 6:30 a.m.-7:30 a.m. with activities held on Monday-Friday, from 2:30-4:30.

List of Activities: A menu of offerings include learning experiences focused on areas including science, literature, technology, fine arts, environmental issues, community service, physical activity, and social-emotional programming. Students could be playing in a rock band or working in the Aquarium Skull Diggery Program at the National River Museum one evening and playing chess or learning folk dancing the next evening. Other students could choose to learn Asian Dance and Cooking during one session and make ice cream or clay pots another time. Arts on Canvas, craft projects through the library, or learning more about the animals at the Humane Society are some of the many activities which make up LEAP. In addition, there is access to daily assistance with homework in the Literacy Room.

Location of Centers: LEAP locations are at both George Washington Middle School and Thomas Jefferson Middle School. Essentially the same program is offered at both schools.

Attendance Requirements: There have not been specific attendance requirements for LEAP, and this has been an ongoing challenge. The approach has been to provide opportunities for learning enhancements for all interested students whose parents permit their participation. Meeting the expectation of "regular" attendance (minimum of 30 days) has been difficult for several reasons, including changes in personnel, varied schedules of students and families, and most recently disruptions in attendance patterns created by the COVID-19 pandemic. However, some positive changes are occurring. Participation in homework assistance has been increasing. Program staff are aware of the importance of improving attendance to be able to continue offering this vital support for students.

Governance: Governance has been handled by district administration in collaboration with each building administrator. This includes the Director of Athletics, the Director of Behavior and Learning Supports, building principals and site coordinators. Jackie Lambe, who is the LEAP Coordinator, has created and met with a student advisory group, consisting of 5-6 students from each of the two schools - Jefferson and Washington. The students' input has been instrumental in determining the scope and sequence of activities.

Program Highlights: Between the two program sites, a total of 439 students were able to participate in the various activities and supports offered by LEAP.

3. **Demographic Data**

Demographic Data Required Elements	Complete?
2020-2021 School Year Attendance Tables	X
• 2020-2021 School Year Attendance Summary Table	X
• 2020-2021 School Year Attendance Ethnicity Table	X
• 2020-2021 School Year Attendance Special Needs Table	X
Summer of 2020 Attendance Tables	NA
• Summer of 2020 Attendance Summary Table	NA
• Summer of 2020 Attendance Ethnicity Table	NA
• Summer of 2020 Attendance Special Needs Table	NA
Attendance Discussion	X
Partnerships	X
• Partnerships Table	X
• Partnerships Discussion	X
Parent Involvement Information and Discussion	X

2020-2021 School Year Attendance. *Enter data in the appropriate fields in the tables below. Data will be from the Fall of 2020 and the Spring of 2021. There are separate tables for the Summer of 2020. Leave blank any cohorts that do not apply.*

21ˢᵗ CCLC Program 2020-2021 School Year Attendance *Summary* Table				
Cohort	Attendees	*Total Attendance*	*Male*	*Female*
Leave Blank if NA		***Enter #***	***Enter #***	***Enter #***
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All	439	204	235
	Regular*	59	26	33
Cohort 14	All			
	Regular*			
Cohort 15	All			
	Regular*			

*Regular Attendees have attended the program for 30 or more days.

21ˢᵗ CCLC Program 2020-2021 School Year Attendance *Ethnicity* Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
Leave Blank if NA		***Enter #***	***Enter #***	***Enter #***	***Enter #***	***Enter #***	***Enter #***
Cohort 11	All						
	Regular*						

Cohort 12	All						
	Regular*						
Cohort 13	All	274	30	2	66	24	43
	Regular*	27	2	1	22	4	3
Cohort 14	All						
	Regular*						
Cohort 15	All						
	Regular*						

*Regular Attendees have attended the program for 30 or more days.

21st CCLC Program 2020-2021 School Year Attendance *Special Needs* Table				
Cohort	Attendees	*LEP*	*Free and Reduced Price Lunch (FRPL)*	*Special Needs*
Leave Blank if NA		*Enter #*	*Enter #*	*Enter #*
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All	26	285	221
	Regular*	2	27	19
Cohort 14	All			
	Regular*			
Cohort 15	All			
	Regular*			

*Regular Attendees have attended the program for 30 or more days.

Attendance Discussion.

Attendance Discussion Required Elements	Complete?
General discussion on attendance including	X
• Percentage of 21st CCLC attendance compared to total population.	X
• Percentage of attendees who are FRPL.	X
• Efforts to increase and keep attendance high.	X
• Recruitment efforts.	X
• Discussion on how contact hours requirement is being met. *60 hours per month (3 hours per day x 5 days a week) during weeks when school is in session (not counting Christmas or Spring Break)*	X
• *Explain WHY attendance met or did not meet grant goals.*	

Percentage of 21st CCLC Attendance Compared to Total Population: The total student population, according to certified enrollment and combined for both sites - Jefferson (545) and Washington (669) Middle Schools - for the 2020-21 school year was 1,214.

439 students or 36% of the total student population attended at least one or more LEAP activities. Of those 439 students who attended LEAP from both schools, 59 of these students participated 30 or more times, or 13%. This represents an increase from 1% from the 2019-20 school year, and program staff are working toward increasing that percentage further. In summarizing the Ethnicity Table for all students, 62% of students participating were white, 15% were Black/African American, 7% were Hispanic, 5% were Asian/Pacific Islander, 2 students were American Indian/Alaska Native, and for 10% of students the race/ethnicity was not known. We noted that the percentage of all students who are regular attendees was highest among American Indian/Alaska Native (1 out of 2 students, or 50%), followed by Black/African American students (33%), then by Asian/Pacific Islander students (17%) and white students (10%). Additionally, 50% of LEAP participants have special learning needs, and 6% are English language learners.

Percentage of Attendees who are FRPL: 65% (or 285 of 439 students) of the total number attending LEAP were FRPL.

Efforts to Increase and Keep Attendance High: Although the total number of students participating in one or more LEAP activities is high (36% of the total population), the issue here is with the number of students who attended 30 or more times. Because of misunderstandings about enrollment and attendance, the DCSD has fallen well short of the attendance goal of 70% attending 30 or more times. They were able to increase the percentage of regular attenders (59) of the 439 students attending at least one day from 5% during the 2018-19 school year to 12% during the 2019-20 school year to 13% during the 2020-21 school year. Program staff continue to strategize to further increase attendance

Recruitment Efforts: LEAP continues to use various strategies to strengthen recruitment. There have been pizza parties for regular attenders. Both schools personally recruit students and promote at Open Houses with a LEAP informational table for students and parents. In addition, there is a LEAP Board at each school, which allows students to find out about the activities for the month. LEAP is promoted through WTV and all school announcements and successes or positive notes about LEAP are shared during "Student Success Time" by all teachers. There is also a LEAP website (https://www.dbqschools.org/district/programs/leadership-enrichment-school-programs-leap/), which keeps both students and parents informed of programs and activities.

Discussion on how contract hours requirement is being met: LEAP meets five days per week at each site. At Jefferson, activities were from 2:30-4:00. Literacy Room (Homework Help) was from 2:30-5:30. At Washington, activities were from 2:30-4:00. Homework Help was as follows: Monday-Thursday, from 6:40 a.m.-7:20 a.m. and from 2:30-4:30 p.m. and Friday, from 7:15-8:15 a.m. and 2:30-4:00 p.m. Washington increased its Literacy Room hours to Monday-Thursday from 6:30 a.m.-7:30 a.m. with activities held on Monday-Friday, from 2:30-4:30.

Why attendance did not meet grant goals: LEAP serves a large percentage of the student population (36%), but DCSD fell well short of the attendance goal of 70% attending 30 or more times. They were able to increase the percentage of regular attenders from 5% during the 2018-19 school year to 12%

during the 2019-20 year to 13% during the 2020-21 school year, despite the pandemic which impacted many aspects of programming. Program staff continue to strategize to further increase attendance.

Partnerships Table. *Enter data in the appropriate fields in the table below. Add rows as needed. In-kind value must be reported as a monetary value (i.e. $1,200). Contribution type must be one of the following eight items. The number of each item may be used in the table (i.e. 4 in place of Provide Food). If a partner has more than one contribution type, enter all of them in the Contribution Type cell.*

1. *Provide Evaluation Services*
2. *Raise Funds*
3. *Provide Programming / Activity-Related Services*
4. *Provide Food*
5. *Provide Goods*
6. *Provide Volunteer Staffing*
7. *Provide Paid Staffing*
8. *Other*

21st CCLC Program 2020-2021 Partnerships Table					
Name of Partner *(Enter name of Partner)*	Type*: Full/ Partial/ Vendor *(descriptions below)*	Contribution Type *(From list above)*	Staff Provided *(Describe if applicable)*	In-kind Value *(Monetary Value if unpaid partner)*	Number of Centers Served *(Input the number of centers this partner served)*
Carnegie-Stout Library	Partial	3, 6	None due to Covid Restrictions	$0	0
Dubuque Humane Society	Full	3, 6	None due to Covid Restrictions	$0	0
Dubuque Police Department	Full	3, 6	None due to Covid Restrictions	$0	0
Dubuque Leisure Services	Full	3, 6	None due to Covid Restrictions	$0	0
Mississippi River Museum & Aquarium	Full	3, 6	None due to Covid Restrictions	$0	0
Swiss Valley Nature Center	Full	3, 6	None due to Covid Restrictions	$0	0
Trolleys of Dubuque	Vendor	8	None due to Covid Restrictions	$0	0

Creative Adventure Lab	Vendor	3, 7	None due to Covid Restrictions	$0	0
Challenge to Change	Vendor	3, 7	None due to Covid Restrictions	$0	0

*Full – partner works with local program at no cost to the program
Partial – partner works with local program by providing discounted costs/rates
Vendor – services only provided with a cost to the program

Partnerships Discussion. **Make sure to discuss what partners do, length of the partnership and how critical the partnership is to the success of the program.**

Partnerships Discussion Required Elements	Complete?
General discussion on Partnerships including	X
• Summary of partnerships table.	X
• All partner types	X
• Efforts to recruit partners.	X
• Highlights of partnerships.	X
• How partnerships help program serve students.	X

Summary of Partnership Table: There were 9 community partners during the 2020-21 school year. Community partners did not contribute funds to LEAP programming this year due to COVID-related restrictions on outside entities coming into the schools. These partners did offer services at their respective locations, and LEAP students and families had access to these services. However, we do not have any data about the costs of services off-site, thus there are no monetary values listed in the table.

All Partner Types: Vendors – 3; Partial – 1; Full – 5

Efforts to Recruit Partners: Jackie Lambe (LEAP Coordinator) is deeply connected in the community, and has middle school children of her own, so she not only acutely understands the needs and interests of this age group, but she has many contacts within the community who are willing to help in some way. Currently, her efforts to recruit partners are by word of mouth or by networking. Jackie uses her community contacts as a network system and often those who are already providing services to the LEAP program will have an idea for Jackie in her pursuit of additional contacts.

Highlights of Partnership: One of the interesting aspects of LEAP's partnerships is the variety of services and experiences that these community entities are offering students through this collaborative project. For example, students have access to the National Mississippi River Museum and Swiss Valley Nature Center for science and nature experiences, they have opportunities for hands-on arts learning through the Creative Adventure Lab, and Gold Standard Athletics for sports. Together, these varied community partnerships are meeting students' needs for academic, behavioral, and social-emotional growth.

How Partnerships Help Programs Serve Students: Partnerships have created a diverse offering of interests and possibilities for middle schoolers. Partners have a passion for the program they offer, allowing students to think about and experience things that would likely be unavailable to them otherwise. During the 2020-21 school year, because of COVID restrictions, community partners were not permitted to come into the schools to providing programming; rather, these programs were available to LEAP participants off-site.

Parent Involvement Information and Discussion.

Parent Involvement Information and Discussion Required Elements	Complete?
Number and description of parent meetings and/or events.	X
Number of parents at each meeting and/or event.	X
Description of communication with parents (flyers, letters, phone calls, personal contact, etc.)	X
Efforts to increase parental involvement.	X

Number and Description of Parent Meetings and/or Events: The LEAP program sponsored a registration and information table during Open House for incoming 6th graders, as well the full school Open House for all 6-8 grade students and their families.

Number of Parents at Each Meeting and/or Event: Between the two schools, approximately 275 families requested information about the LEAP program during the Open Houses. This number is estimated based on the number of student registration applications that were distributed at these events.

Description of Communication with Parents: Communication with parents occurred through various ways. Information was posted on the LEAP website. Flyers were sent home with students along with reminders given to the students to pass on to their parents. Information was also provided in the electronic student mailbag. Finally, LEAP hosted an informational table at the schools' Open Houses to educate parents about the program.

Efforts to Increase Parental Involvement: Program leaders continue to use school newsletters, informational tables at Open Houses and conferences and the district website as avenues to educate families about the benefits of LEAP and being involved in supporting their students. This program provides students with the opportunity to further explore project-based learning, but also provides parents with a safe place for their children to be after school. Getting parents to school events has become a universal issue and knows no economic or ethnic barriers. It seems to be even more challenging at the middle and high school levels. Previous attempts to encourage parent involvement through parent nights offered through this program have been unsuccessful. There may be new opportunities in the post-COVID environment, when perhaps people will be looking to increase in-person connections after a long period of isolation.

4. **GPRA Measures**

For 2020-2021, the US DOE has indicated that 21ˢᵗ CCLC Programs should measure 14 performance indicators that follow the Government Performance and Results Act (GPRA). Please note the GPRA data intends to measure student improvement based on how many <u>regular attendees needed improvement</u>. If you do not have this number, then enter the total number of Regular Attendees for each grade level instead. Also note that reading scores can be used for GPRA Measures 4-6 – Improvement in English. This is the same data reported online to the APR Data System.

GPRA Measures Required Elements	Complete?
GPRA Measures Data Table	X
• Name of Assessment Tools Used for Each Measure.	X
• Data Entered for all Applicable Measures.	X
GPRA Measures Discussion	X

GPRA Measures Data Table.

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
GPRA Measures 1-3 – Improvement in Mathematics			
Assessment Tool Used: MAP			
1. The number of elementary 21ˢᵗ Century regular program participants who improved in mathematics from fall to spring.	NA	NA	NA
2. The number of middle/high school 21ˢᵗ Century regular program participants who improved in mathematics from fall to spring.	59	32	54%
3. The number of all 21ˢᵗ Century regular program participants who improved in mathematics from fall to spring.	59	32	54%
GPRA Measures 4-6 – Improvement in English			
Assessment Tool Used: MAP			
4. The number of elementary 21ˢᵗ Century regular program participants who improved in English from fall to spring.	NA	NA	NA
5. The number of middle/high school 21ˢᵗ Century regular program participants who improved in English from fall to spring.	59	33	56%

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	59	33	56%
GPRA Measures 7-8 – Improvement in Proficiency Assessment Tool Used: MAP			
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	NA	NA	NA
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.	35	17	49%
GPRA Measures 9-11 – Homework and Class Participation			
Assessment Tool Used: Infinite Campus Data and Teacher Survey			
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	NA	NA	NA
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	59	54	92%
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	59	54	92%
GPRA Measures 12-14 – Student Behavior			
Assessment Tool Used: Infinite Campus Data			
12. The number of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.	NA	NA	NA
13. The number of middle/high school 21st Century regular program participants with teacher-reported improvements in student behavior.	59	52	88%

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
14. The number of all 21st Century regular program participants with teacher-reported improvements in student behavior.	59	52	88%

GPRA Measures Discussion.

GPRA Measures Discussion Required Elements	Complete?
Total or Regular Attendance Used?	X
Discussion of high performing and low performing areas.	X
Description of data collecting instrument.	X
Discussion of difficulties on any GPRA Measure.	X
Assessment of 21st CCLC Program based solely on GPRA Measures.	X

Total or Regular Attendance Used: To calculate the GPRA measures, we used the total number of regular attendees for *Regular Student Attendees Needing Improvement* (59 for most of the measures). Then the number and percentage of regular students who improved was calculated from the regular attendee group of 59.

Discussion of High Performing and Low Performing Areas: 54% (32 students) of regularly attending students improved in MAP scores from fall 2020 to fall 2021 in the area of Math. In English, 56% (33 students) improved from fall 2020 to fall 2021. Thus, the improvement noted in the 59 regularly attending students is substantial and can be regarded as positive academic growth trend in LEAP attendees. Surveys completed by teachers indicated that 92% of students assessed as needing improvement in homework completion and class participation, and 88% of students assessed as need improvement in classroom behavior, improved over the academic year.

Description of Data Collecting Instrument: MAP (Measure of Academic Progress), is used to compare achievement data and set achievement goals. We reviewed data from Fall 2020 to Fall 2021 to give us a full year picture. Students are assigned a RIT score which represents their own achievement level at any given time and helps measure growth over time. Homework completion and class participation, as well as student behavior, are measured with a brief survey developed by LEAP which is distributed to teachers.

Discussion of difficulties on an GPRA Measure: Since the district did not take the ISASP (Iowa Statewide Assessment of Student Progress) during the Spring 2021 semester due to the COVID-19 pandemic we looked at proficiency ranks with MAP test. The challenge with this was some of the regular attenders were in 8th grade during the 2020-21 school year and did not have a Fall 2021 score and others left the district after the 2020-21 school year. Nonetheless, nearly half of the students who were not proficient in math (49%) did achieve proficiency in the 2020-21 school year.

Assessment of 21st CCLC Program Based Solely on GPRA Measures: With 54% MAP growth in regular LEAP attendees in Math and 56% MAP growth in regular LEAP attendees in English, we can say that a substantial percentage of students who regularly attended LEAP showed positive academic growth. Further, 92% of LEAP students were assessed by their teacher as having improved in homework completion and class participation, and 88% improved in classroom behavior. We reaffirm that LEAP is not a traditional program offering strictly reading and math tutoring programs for students to raise their achievement level. Opportunities to participate in different educational and developmental activities allows for student growth in multiple areas.

Local Objectives

ON JULY 1, 2017, GPRA MEASURES BECAME THE OFFICIAL OBJECTIVES. Additional local objectives should be added to help your local organizations better serve your community. However, these local objectives will be considered as additional information since the GPRA Measures will always serve as the official objectives. Data will be from the Summer and Fall of 2020 and the Spring of 2021.

Local Objectives Required Elements	Complete?
Local Objectives Data Tables	X
• Rating of each Objective as listed below.	X
• Full Methodology used for measurement.	X
• Justification for Rating	X
Local Objectives Discussion	X

Local Objectives Data Tables.

For each cohort table, enter the appropriate data. If a Grantee did not participate in a cohort, that cohort table will be left blank. Rows may be added as needed. If desired, all cohorts may be combined into one table (especially helpful if all objectives are the same). If this is done, in the objectives discussion section, note that the table combines more than one cohort. Objectives will be rated as one of four ways:

- Met the stated objective. *Must provide methodology on how the objective was measured and justification for meeting the objective*.
- Did not meet but made progress toward the stated objective. *Must provide methodology on how the objective was measured and what criteria was used to determine that progress was made.*
- Did not meet and no progress was made toward the stated objective. *Must provide methodology on how the objective was measured and what criteria was used to determine that no progress was made.*
- Unable to measure the stated objective. *All objectives should be measured unless extraordinary circumstances prevent doing so. If an objective cannot be measured, complete details on these circumstances must be provided in the Methodology/Justification column.*

Cohort 13 Table

Cohort 13 Objectives	Objective Rating	Methodology/Justification for Rating
80% of students in the After School Program (ASP) will participate in Project Based Learning.	Met	Reviewed content of every LEAP offering to determine evidence of Project Based Learning. 100% of the programming sessions, contain Project Based Learning.
50% of regular attenders will increase academic performance in reading on the MAP test	Met	Comparing student scores on MAP reading test from Fall 2020 to Fall 2021, 56% increased reading performance.
50% of the total school population will attend at least one day of programming	Did not meet	Daily attendance logs were used to track participation. 36% of the total student population attended at least one day of programming.
50% of regular attenders will increase academic performance in mathematics on the MAP test	Met	Comparing student scores on MAP math test from Fall 2020 to Fall 2021, 54% increased math performance.
At least 50% of program participants will have a family member attend an Open House night	Met	Measured using student application registrations distributed at Open House nights. About 275 out of 439 total participants (63%) had a family member attend the Open House.
Increase the number of community partners that work with the after-school LEAP program	Did not meet	Partner participation and contributions were documented by LEAP staff. These are displayed in the Partnership Table. Due to COVID-19 pandemic restrictions, LEAP was unable to increase the number of partners from 2019-20 to the 2020-21 school year

Local Objectives Discussion.

Local Objectives Discussion Required Elements	Complete?
• Statistical Analysis as Applicable.	X
• Improvement over more than one year as observed.	X
• Applicable graphs, tables, and/or charts.	X
• Details on methodology and ratings as needed.	X
• Clarification for objectives not met.	X
• Clarification for objectives not measured.	X

Remember to include a Local Objectives discussion

Statistical Analysis as Applicable: None applicable at this time.

Improvement Over More Than One Year as Observed: Progress on several local objectives has been consistent over previous years: achievement of the objectives for project-based learning, improvement in math and reading, and family participation in Open House night were consistent with the previous year.

Applicable Graphs, Tables, and/or Charts: None applicable at this time.

Details on Methodology and Ratings as Needed: Methodology and ratings are explained in the chart above.

Clarification for Objectives Not Met: The objective related to at least 50% of the total school population attending at least one day of programming was not met. Between the two schools, 36% of the total population attended at least one day of programming throughout the year. The pandemic has placed restrictions on afterschool activities for some students. Other students have chosen different extracurricular opportunities (i.e., athletics, band, orchestra, etc.) over LEAP. Additionally, LEAP was not able to increase the number of community partnerships for the 2020-21 school year as a result of the COVID-19 pandemic. Even though other groups are willing to partner with the LEAP program, the district was not allowing outside groups into the schools due to COVID. This impeded the addition of new partners.

Clarification for Objectives Not Measured: N/A.

5. **Anecdotal Data**

Anecdotal Data Required Elements	Complete?
Success Stories	X
Best Practices	X
Pictures	X
Student, teacher, parent, and stakeholder input.	X

Remember to include Anecdotal Data (Interviews, Observations, Comments)

Success Stories

Success Stories Required Elements	Complete?
Specific Examples.	X
Key People Involved	X
Quotes from participants, teachers, parents, etc.	X
Include objectives showing large increases.	X

Remember to include a student success story

Specific Examples: We had a student who was new to Dubuque and our school district and was having a difficult time making new friends. Teachers tried to pair them up with other students to build a better school connection to no avail. Finally, it was recommended that they attend some of our LEAP sessions to see if there would be something that might pique their interest. They were able to attend one of our cooking sessions and became immediately hooked. They started attending LEAP on a regular basis and were able to create new friendships with classmates.

Key People Involved: Student Advisory Committee and Facilitators

Quotes from participants, teachers, parents, etc.: "Honestly, the most shocking thing about LEAP for me is how different the kids are after school versus how they are in school. They love the programs and do so well, even if they have some troubles during the school day. It's cool to see them in their element." – Teacher

"I do enjoy having the time to get more work done in Homework Help." – Student

"This is a great opportunity for my son to engage in enrichment opportunities rather than playing video games on his computer after school." – Parent

Include objectives showing large increases: 80% of student in the ASP will participate in Project Based Learning. The ASP provides 100% Project Based Learning opportunities.

Best Practices

Best Practices Required Elements	Complete?
Description of the practice/activity.	X
Methodology of measuring success of best practice.	X
Information on why practice/activity was implemented.	X
Impact of practice/activity on attendance.	X
Impact of practice/activity on student achievement.	X

Remember to include a few best practices that you observed or that were reported to you

Description of the Practice/Activity: Project Based Learning is central to the best practices within LEAP. Project Based Learning is a teaching method in which students gain knowledge and skills by being immersed in a topic or skill in which they have the opportunity to investigate, interact and collaborate with others, and learn in an authentic and hands-on environment.

Methodology of Measuring Success of Best Practice: Project Based Learning engages students in critical thinking skills, construction of knowledge and can affect self-regulation. Success has been measured through reflective comments offered by participating students and community partner observations of student's level of engagement and growth.

Information on why practice/activity was implemented: Research indicates that when Project Based Learning is employed, student motivation and engagement increases. Those involved with the LEAP program understand the specific attributes of this age group as well as the importance of motivating and engaging students both during and after school and chose to dedicate and involve Project Based Learning in all LEAP activities.

Impact of Best Practice on Attendance: All of the students assessed for Project Based Learning were regularly attending students in the LEAP program. This suggests that the activities were those that students found engaging and motivating.

Impact of Best Practice on Achievement: Based on student responses to Project Based Learning, the immersion in topics or skills, the ability to collaborate and interact with other students and staff, and the opportunity to engage in create and intellectually stimulating activities had a positive impact on students' intellectual and social-emotional development.

Pictures

Cooking Class

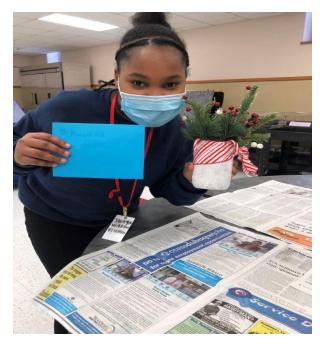Cooking Class

Cooking Class

Students making "tie pillows"

Students engaged in physical activities

Students engaged in physical activities

Students making holiday decorations

Chew toys for Humane Society

Students making holiday decorations

Students engaged in physical activities

Students making chew toys for dogs at Humane Society   Cooking Class

LEAP Informational Table at Open House   Cooking Class

Cooking Class

Cooking Class

Student, teacher, parent, and stakeholder input

Student, teacher, parent, and stakeholder input Required Elements	Complete?
Quotes from **s**tudent, teacher, parent, and stakeholders.	X
Quotes from partners.	X
Quotes should be attributed (titles can be used but names only with permission).	X
Showcase success of the program, especially for student attendance, behavior and academic success.	X

Quotes from student, teacher, parent, and stakeholders:

Student Responses to the Question – "Tell us one thing you liked about the LEAP Program."
"The activities and new opportunities to meet people".
"Gettin good grades"
"The snacks sometimes."
"One thing I like about LEAP is that I get to make something."
"The chocolate milk."

"I don't know but the only thing I go to is Homework Help so that's good."
"I do enjoy having the time to get more work done in Homework Help."
"Being able to talk to others."
"That I get to do fun activities and be with people that isn't my family."
"I like running, and how we get to run outside."
"The nice people within LEAP."
"I love the peace and quiet when doing Homework Help."
"One of the things I love about LEAP is the variety, like baking/cooking, crafts for some peeps VPA, Gay Straight Alliance, etc."
"The snacks and aloud to listen to music."
"It's fun."
"Chillin with my friends."
"The teachers."
"The learning."
"I can get homework done before it's too late."
"It's always fun and has something to go in joy!"

Student Responses to the Question – "How has LEAP helped you?"
"With my homework and keep my grades up."
"Getting good grades and helps me with missing work."
"LEAP helped me with baking new things."
"Helped me get faster and run longer distances."
"It has let me do more ST Math."
"It has helped me get exercise and give me something to do after school while I can't get picked up by my parents."
"Helped me with work that I can't usually do at home."
"It helped meet new people who are like me and there always kind and being helpful."
"I have a place to stay at school when I can't be picked up right at 2:30."
"I get homework done."
"It helps me cook better, and in homework help it helped me get my grades up, and then there's crafting crew, which helped me make stuff which I give to my mum."

"Honestly, the most shocking thing about LEAP for me is how different the kids are after school versus how they are in school. They love the programs and do so well, even if they have some troubles during the school day. It's cool to see them in their element." – Teacher

"This is a great opportunity for my son to engage in enrichment opportunities rather than playing video games on his computer after school." – Parent

"My daughter has been able to build better relationships with trusted adults in the building through their participation in the LEAP program." –Parent

"The LEAP program has provided an outstanding opportunity for our middle school students to connect what they learn in the classroom with the numerous opportunities that await them after school. The

program has allowed students to explore high interest areas that they might like to pursue later in life."
– Stakeholder

Quotes from partners: "LEAP programming offers amazing opportunities to middle school students and the Dubuque Regional Humane Society is proud to have provided enrichment for many years as part of this program. In our sessions with LEAP, students share their companion animal stories and gain more respect for all animals and people. From fur to scales, the animals visiting the program aid in building skills not only in pet care but also in gaining confidence while socializing with unfamiliar adoptable animals." - Partner

Showcase success of the program: LEAP provides Project Based Learning opportunities that engages middle school students and allows them to explore numerous areas that may be of interest to them later in life. The partnerships that have been formed with the LEAP staff and community organizations allows for outstanding programming that benefits not only the students, but also the staff and partners.

6. **Sustainability Plans**

Sustainability Plans Required Elements	Complete?
Original plan from grant application summary.	X
Discuss formal sustainability plan if applicable.	X
How program will continue without 21st CCLC grant funding.	X
How partnership contributions will help the program continue (refer to partnership table from section 3).	X

Discuss the level of sustainability over the life of the grant.   Explain how partner contributions can help sustain the program after federal funding ends.

Original Plan from Grant Application Summary: Beginning in Year 4 of this project, the district will begin planning for and soliciting local contributions to sustain ASP programing. Furthermore, nearly all the ASP programming will be sustainable in the two reduced-funding years. Partnerships have been carefully crafted to enhance and sustain programming. The ASP partners are all cognizant of the need to reduce costs by increasing in-kind services, reducing fees, or providing service for free in years 4 and 5 and the district will also continue to recruit and train more volunteers for enrichment programming.

Discuss Formal Sustainability Plan If Applicable: NA at this time

How Program Will Continue Without 21st CCLC Grant Funding: Several community partners are on board with offering middle school programming free of charge, as evidenced by the fact that they already offer programming at no cost. Dubuque is also known as a community that supports the education of their children; selling the need for an after-school enrichment program at the middle school level is not a stretch in thinking for the community. There will be increased responsibility at the building level for maintaining the integrity of the program. However, the middle schools embrace the fact that offering Project Based Learning to their students in this kind of after school, safe, nurturing setting is right for their kids, and they are passionate about making life better for their students.

How Partnership Contributions Will Help the Program Continue: These partnerships represent incredible talent, passion, and commitment to the youth in these communities. Based on the grant's accomplishments with collaboration between school personnel and committed community partners, we anticipate sustained collaboration for after-school educational and developmental programming.

7. **Summary and Recommendations**

Summary and Recommendations Required Elements	Complete?
Summary of program.	X
Dissemination of local evaluation.	X
Recommendations for local objectives.	X
Recommendations on future plans for change.	X

Summary of Program

Summary of Program Required Elements	Complete?
Reference introduction section.	X
Showcase successes of program.	X
Highlight items contributing to program success.	X
Include exemplary contributions from staff, teachers, volunteers and/or partners.	X

Reference introduction section: The Dubuque 21st CCLC Grant supports an after-school program for middle school students at George Washington Middle School and Thomas Jefferson Middle School, serving grades 6-8. This program, known as LEAP (or Literacy Education and Project Based Learning program) is a non-traditional after-school program focused on choice, interest, and igniting students' passion for learning. Through this grant, middle school students are allowed to choose from an extended variety of active and project-based learning programs. Dubuque Community School's desire to support the academic and social emotional needs of middle school students through Project Based Learning is central to this 21st CCLC Grant. Student data, as well as anecdotal data tell us that our afterschool programming at the middle school level has had a positive impact on student success.

Showcase successes of program: Children have grown academically, socially, and emotionally. They have been made to feel that their opinions matter and some have found undiscovered passions that may create a path into their adult lives. Many have felt a new sense of belonging, self-confidence, and motivation to succeed.

Highlight items contributing to the program success: LEAP provides opportunities for students to suggest topics, choose their own sessions, and try things that they never imagined or never had access to before. Project Based Learning is also key to program success. The wonder … the discovery … the realization that this is fun is all so necessary and motivational at the middle school level. A dedicated staff is also central to the success of LEAP. Their willingness to go the extra distance just to provide a safe place and inspiring programs in which students can thrive, is a strength of this program.

Include exemplary contributions from staff, teachers, volunteers and/or partners: One teacher said: "With all the challenges going on in our world as a result to the COVID-19 pandemic LEAP has been a great reminder for me as to why I became a teacher. The connections I've been able to establish with students during LEAP programming has not only benefited me in working with students during the school day, but they have been extremely rewarding. It is great that we have opportunities for kids right here at school that they would not get if they just went home after school."

Dissemination of Local Evaluation.

Dissemination of Local Evaluation Required Elements	Complete?
Exact URL where local evaluation is posted (required by US DOE).	X
Discussion of other methods of Dissemination (Board reports, community meetings, person to person, e-mail, etc.)	X

Exact URL: https://www.dbqschools.org/LEAP

Other Methods of Dissemination: Highlights from this evaluation will be shared in committee meetings, with the Director of Secondary Education, building leadership at both Jefferson and Washington Middle Schools and with our partners as we continue to explore opportunities for improvement to the program.

Recommendations for Local Objectives.

Recommendations for Local Objectives Required Elements	Complete?
Objectives to be changed and reasons why.	X
Objectives to be added.	X
Include objectives not met.	X
Include objectives not measured.	X

Remember to include an evaluator discussion on how the program met or did not meet the local objectives

Objectives to be changed and reasons why: For the current objective related to increasing the number of community partners involved with LEAP, the evaluator recommends establishing a target number per year (post-pandemic). This can then be monitored over time to track successful growth.

Objectives to be added: None recommended at this time

Include objectives not met: For the objective related to student participation, 50% remains a reasonable objective once the pandemic has waned. However, student participation has been lower than expected for several years. The evaluator recommends that the project team consult with stakeholders about how

to improve this. Stakeholders, including teachers, parents, community partners, and students themselves may have ideas about what might done to encourage and incentivize more students to participate in LEAP programming, and to encourage regular participation among a larger number of students. For the objective related to increasing the number of community partners working with the LEAP program, the pandemic interfered with the ability of outside organizations to work within the schools. This may continue to be an issue until the pandemic has ended. Still, it may be useful to set a target for the number of community partners to add each year (see above).

Include objectives not measured: Not applicable

Recommendations on Future Plans for Change.

Recommendations on Future Plans for Changing Required Elements	Complete?
Changes in activities.	X
Changes in recruitment efforts.	X
Changes in partnerships.	X
Changes for sustainability plans.	X
Other changes as suggested by governing body.	X

Remember to include an evaluator discuss of what can be done to improve the program

Changes in activities: Based on feedback from students and stakeholders, current activities have been appreciated, and students seem to be benefiting from Project Based Learning. Once the dangers of the pandemic have passed and community partners are permitted back in the schools, increasing their engagement and presence will be helpful to student growth and to increasing student engagement.

Changing in recruitment efforts: LEAP has been quite successful in its recruitment efforts, as evidenced by the fact that 439 students, or 36% of the total student population, attended one or more LEAP activities during the 2020-21 academic year. The challenge is to increase the percentage of regularly attending participants (a minimum of 30 days over the school year). A small but growing percentage of participants are regular attenders: from 5% in 2018-2019, to 12% in the 2019-2020, to 13% in 2020-21— with the latter two years occurring during a pandemic. This indicates that program staff are making progress toward increasing regular attendance. LEAP has chosen a strategy to be inclusive, to engage as many students as possible, and this this certainly has its benefits in terms of exposing a large number of students to enrichment activities and educational supports. However, to achieve the state's goal of 70% regular attendance, after the pandemic ends program staff should consider setting some expectations for time commitment as part of the registration process or develop a follow-up strategy with students and parents to encourage greater participation. The evaluator also recommends seeking input from stakeholders—including, staff, teachers, parents, community partners, and students— on other strategies to strengthen regular attendance. This can be accomplished through surveys, focus groups, or informal mechanisms.

Changes in partnerships: Increasing the involvement of community partners was discussed previously (Local Objectives). LEAP has a strong history of community involvement, and the LEAP Coordinator has been very successful in engaging community partners. Once outside entities are permitted back in the schools, it will be important to re-activate those partnerships to sponsor activities in the schools again.

Changes for sustainability: The DCSD and LEAP community partners have strong supportive relationships. The district should continue to build and nurture a sense of community with these partners, showing appreciation for their efforts, highlighting their work on the website, and generally giving partners a sense that they are a vital part of making a difference in the lives of middle school students. This will be an important priority once community partners can once again sponsor activities in the schools.

Other changes suggested by governing body: The pandemic has and continues to create barriers to programming. Once communities return to some sense of normalcy it will be time to re-evaluate options for strengthening regular attendance and for developing new programming.

UNEXPECTED DATA (Unusual circumstances that occurred during the past school year- Flood, Tornado, Storm, Pandemic or other) Explain how this affected the program and how you responded to continue to serve children. What new procedures did you introduce? How did the Staff, Students and Parents respond?   You may include pictures to help illustrate the challenges faced because of natural disaster.

The COVID-19 pandemic had a significant impact on the program, as our school district did not allow partners to be present in the buildings or students to take field trips to partner sites during the 20-21 school year. This resulted in us needing to pivot to find other ways to involve partners in our after-school programming.