

Local Evaluation for *Grantee Name*
Iowa 21st CCLC for 2018-2019

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 9-13 are to be included for reporting data for the 2018-2019 school year. Reported data will be from the Fall of 2018 and the Spring of 2019. Data will also be reported for the Summer of 2018. 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 2018-2019>. The form must be completed and submitted in Word format. *(Note: Instructions and clarifications are shown in RED.)*

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

1. General Information

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

Basic Information Table	
Item	Information
Date Form Submitted	11/15/19
Grantee Name	Dubuque Community School District
Program Director Name	Joe Maloney
Program Director E-mail	jmaloney@dbqschools.org
Program Director Phone	563-552-3107
Evaluator Name	Nan Welch
Evaluator E-mail	nkowelch@aol.com
Evaluator Phone	563-590-4210
Additional Information from Grantee (optional)	Both Joe Maloney (Program Director) and Nan Welch (Evaluator) are new to the Dubuque Community School District's 21 st CCLC as of July 1, 2019. Amy Hawkins is serving in a new capacity for the district (Human Resource Director) and Mae Hingtgen has moved to a position outside of DCSD.

Center Information Table	
Cohort	Centers
<i>(If not in a cohort, leave that cohort info blank)</i>	<i>(Enter Names of Centers, separated by commas)</i>
Cohort 9	
Cohort 10	
Cohort 11	
Cohort 12	
Cohort 13	George Washington Middle School, Thomas Jefferson Middle School
Additional Information from Grantee (optional)	

2. Introduction/Executive Summary

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

Needs Assessment and Key People Involved: 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 the igniting of passion for learning in students. Through this grant, middle school students are allowed to choose from an extended variety of active and project-based learning programs provided by 19 community providers. Central to this grant, and a key to the needs assessment, is the following question: Does afterschool programming have a significant impact on students' in-school academic and behavioral performance? Throughout the gathering of data, this question will continually guide the evaluation process.

LEAP came into fruition 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 weren't involved in other extra-curricular activities. Not that LEAP is exclusive to students who are not in formal sports, music or drama programs – all are welcome - but the district wanted to ensure that those who weren't involved had an outlet for academic and social/emotional development. Therefore, a program seeking to provide enrichment services that are intended to complement school day instruction and develop the whole, 21st Century child, was born.

Development of Objectives: The objectives that drive this grant were developed based on the priorities that key middle school players identified as critical for after-school programming and in conjunction with state requirements from the RFP. The work of developing these objectives were done in committee, specifically by 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 Monday through Friday, at both sites. Activities are from 2:30-4:00. Literacy Room (Homework Help) is from 2:30-5:30 every day at Jefferson. At Washington, Homework Help is 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 a.m.-8:15 a.m. and 2:30-4:00 p.m. I would like to note here that as of the 2019-2020 school year, Washington has increased their hours to the following: Monday-Thursday, 6:30 a.m.-7:30 a.m. and Monday-Friday, 2:30-4:30.

List of Activities: A menu of offerings include learning experiences focused on science, literature, technology, fine arts, environmental issues, community service, physical activity and social emotional programming, to name a few. 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. All quantitative and qualitative data has been compiled and presented as one program for the purpose of this report.

Attendance Requirements: There were no set guidelines for gathering attendance this last year. Sites enrolled all students whose parents had signed a permission slip, which therefore proved challenging to get 70% of those attending to participate 30 or more times. The LEAP Program had accomplished breadth in attendance, but not the depth necessary to meet attendance guidelines. The grant administrators are well aware that this posed an issue and they immediately set about creating a more fruitful enrollment plan for the 2019-2020 school year. I believe Mae Hingtgen, 2018-19 administrator of the grant, communicated this to Vic Jaras, per e-mail, this past summer. In essence, the plan is to continue to ask parents to sign a permission slip for participation at the first building open house. There will be a two week "introductory" period in which all students will be invited to attend LEAP programming. The introductory period will help factor an average daily attendance. In addition, staff are working to take attendance on-line for ease in management. Both LEAP Facilitators at the buildings are aware of the need to encourage 70% of the participants to become "regular attenders" (30 times or more). I believe they are, in good faith, working toward this.

Governance: Governance has been handled by district administration in collaboration with each building administrator. This includes the Director of Athletics (previously Amy Hawkins and now Joe Maloney), the Director of Behavior and Learning Supports (Mae Hingtgen), building principals (Kelly Maloney and Brian Howes) and site coordinators, (Lindsay Boyer and Amy Haverland). The new grant administrator, Joe Maloney, is convening an adult advisory board, including those mentioned above, as well as partner agencies and parents to serve on this board. 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 - and their input has been instrumental in determining the scope and sequence of activities.

Program Highlights: This was such a positive year for LEAP. 357 students at Washington and 201 students at Jefferson were able to experience the wide range of LEAP offerings, which would not have happened without this grant. When asked for a program highlight, Coordinator Jackie Lambe shared this: She met with representative students from Washington and Jefferson throughout the year to discuss the following questions: What offerings did you take advantage of? What did you like? What did you dislike? What would you like to see offered? Each time, students were so positive and

enthusiastic about all of the LEAP programs. They talked with great excitement about the craft projects they created, the volunteer opportunities they were able to access through programming, the new skills they learned or just the general background building that filled them up, thanks to the many varied offerings. After leading these discussions, Jackie would return full of passion for her own work with finding programming for LEAP, indicating that the kids' enthusiasm and appreciation ignited her own desire to do her best work on behalf of LEAP participants.

3. Demographic Data

Demographic Data Required Elements	Complete?
2018-2019 School Year Attendance Tables	
• 2018-2019 School Year Attendance Summary Table	
• 2018-2019 School Year Attendance Ethnicity Table	
• 2018-2019 School Year Attendance Special Needs Table	
Summer of 2018 Attendance Tables	
• Summer of 2018 Attendance Summary Table	
• Summer of 2018 Attendance Ethnicity Table	
• Summer of 2018 Attendance Special Needs Table	
Attendance Discussion	
Partnerships	
• Partnerships Table	
• Partnerships Discussion	
Parent Involvement Information and Discussion	

2018-2019 School Year Attendance. *Enter data in the appropriate fields in the tables below. Data will be from the Fall of 2018 and the Spring of 2019. There are separate tables for the Summer of 2018. Leave blank any cohorts that do not apply.*

21 st CCLC Program 2018-2019 School Year Attendance <i>Summary</i> Table				
Cohort	Attendees	Total Attendance	Male	Female
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 9	All			
	Regular*			
Cohort 10	All			
	Regular*			
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All	558	272	286
	Regular*	29	11	18

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

21 st CCLC Program 2018-2019 School Year Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 9	All						
	Regular*						
Cohort 10	All						
	Regular*						
Cohort 11	All						
	Regular*						
Cohort 12	All						
	Regular*						
Cohort 13	All	367	37	0/0	98	19	37
	Regular*	22	0	0	5	1	1

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

21 st CCLC Program 2018-2019 School Year Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 9	All			
	Regular*			
Cohort 10	All			
	Regular*			
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All	17	351	54
	Regular*	0	27	5

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

Summer of 2018 Attendance. *Enter data in the appropriate fields in the tables below. Data will be from the Summer of 2018 ONLY. Leave blank any cohorts that do not apply.*

21 st CCLC Program Summer 2018 Attendance <i>Summary</i> Table				
Cohort	Attendees	Total Attendance	Male	Female
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 9	All			
	Regular*			
Cohort 10	All			
	Regular*			

Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All			
	Regular*			

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

21 st CCL Program Summer 2018 Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
<i>Leave Blank if NA</i>							
Cohort 9		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
	All						
Cohort 10	Regular*						
	All						
Cohort 11	Regular*						
	All						
Cohort 12	Regular*						
	All						
Cohort 13	Regular*						
Cohort	All						
	Regular*						

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

21 st CCLC Program Summer 2018 Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
<i>Leave Blank if NA</i>				
Cohort 9	All			
	Regular*			
Cohort 10	All			
	Regular*			
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	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	
<ul style="list-style-type: none"> Percentage of 21st CCLC attendance compared to total population. 	
<ul style="list-style-type: none"> Percentage of attendees who are FRPL. 	
<ul style="list-style-type: none"> Efforts to increase and keep attendance high. 	
<ul style="list-style-type: none"> Recruitment efforts. 	
<ul style="list-style-type: none"> Discussion on how contact hours requirement is being met. <i>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)</i> 	

Percentage of 21st CCLC Attendance Compared to Total Population: The total student population, according to certified enrollment and combined for both sites - Jefferson (586) and Washington (645) Middle Schools - for the 2018-19 school year was 1,231.

558 students or 45% of the total student population attended at least one or more LEAP activities. Of those 558 students who attended LEAP from both schools, 29 of these students participated 30 or more times, or 5.1%. In summarizing the Ethnicity Table for all students, 66% of students participating fell into the race category of white, and 34% of students were from other categories of race: Hispanic, African American, Asian/Pacific Islander and Unknown Race. In addition, 10% of students with Special Needs have attended LEAP programming. Although the percentage of non-white students attending was commendable, the challenge for both sites is getting the aforementioned students to regularly attend (30 or more times).

Percentage of Attendees who are FRPL: 63% (or 351 of 558 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 (45% of the total population), the issue here is with the number of students who attended 30 or more times. Because of the misunderstanding about enrollment and attendance, the DCSD fell well short of the attendance goal of 70% attending 30 or more times. To rectify this situation, they will offer an introductory period in which all students will be invited to try out LEAP and explore the activities. After the introductory period, they will factor an average daily attendance, adding 20% to that number for each school to set their enrollment goal. This higher number will be the total number of students they will enroll at each school. To increase attendance, schools will work with students and provide better outreach to their parents throughout the school year to encourage regular attendance. In addition, there will also be more frequent student advisory meetings to gather input as a means to offer/add engaging activities as well as get ideas for encouraging other students to participate in LEAP.

Recruitment Efforts: There were a number of creative ideas employed at both schools to encourage attendance and recruit new participants this past year. There was a t-shirt design contest offered to all students participating in LEAP. The winning entry was then used to design the school's LEAP shirt and was given to all active participants. 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 are from 2:30-4:00. Literacy Room (Homework Help) is from 2:30-5:30. At Washington, activities are from 2:30-4:00. Homework Help is 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. It has been noted that Washington has increased its Literacy Room hours to Monday-Thursday from 6:30 a.m.-7:30 a.m. and activities are held on Monday-Friday, from 2:30-4:30.

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*

21 st CCLC Program 2018-2019 Partnerships Table					
Name of Partner <i>(Enter name of Partner)</i>	Type*: Full/ Partial/ Vendor <i>(descriptions below)</i>	Contribution Type <i>(From list above)</i>	Staff Provided <i>(Describe if applicable)</i>	In-kind Value <i>(Monetary Value if unpaid partner)</i>	Number of Centers Served <i>(Input the number of centers this partner served)</i>
Adam’s Dance Connection	Vendor	3, 7	Adam Kieffer; Proprietor		2
Green Iowa Americorp Education	Full	3, 6	Aaron Hyla; Green Iowa Americorps Education Coordinator	\$105	2
Carnegie Stout Public Library	Partial	3, 5, 6	Sharon Daly; Teen Services	\$840	2

Creative Adventure Lab	Vendor	3, 7	Allie Grainger; Discovery Lab Program Director		2
Dubuque Humane Society	Full	3, 6	Kelsey Schmidt; Outreach Coordinator	\$735	2
Name of Partner <i>(Enter name of Partner)</i>	Type*: Full/ Partial/ Vendor <i>(descriptions below)</i>	Contribution Type <i>(From list above)</i>	Staff Provided <i>(Describe if applicable)</i>	In-kind Value <i>(Monetary Value if unpaid partner)</i>	Number of Centers Served <i>(Input the number of centers this partner served)</i>
Perfect Zen	Vendor	3, 7	Rachel Harwood and Hanna Reese; Proprietors		2
Hillcrest Family Services	Full	3, 6	Chelsea Stratton; Community Health Education Manager	\$105	2
Hy-Vee Food Store	Full	3, 5, 6	Megan Horstman and Amy Cordingley; Dieticians	\$210	2
DCSD Food Service	Full	3, 6	Jackie Ament; Assistant Manager; Food Service	\$157.50	2
Jazzercise Dubuque	Vendor	3, 7	Shelly Rehfeldt; Co- Owner and Certified Instructor		2
Convivium Urban Farmstead	Partial	3, 6	Heather Runde		1
City of Dubuque Leisure Services	Full	3, 6	Brian Feldott; Recreation	\$335	2
National Mississippi River Museum	Full	3, 6	Jennifer Frayna; Ed Outreach Coordinator	\$420	2
Northeast Iowa Community College	Full	3, 6	Gisella Aitken-Shandle; District Adult Education and Literacy Director	\$157.50	1
Swiss Valley Nature Center	Full	3, 6	Allie Schmalz; Naturalist	\$210	2
Sara Loetscher	Full	3, 6	Sara Loetscher	\$315	2
Challenge to Change	Vendor	3, 7	Molly Schreiber; Proprietor		2
Girl Scouts of Eastern Iowa	Full	3, 6	Robin Summers; Director of Community Outreach	\$315	

Dubuque Police Department	Full	3, 6	Corporal Mike McTague; Community Policing	\$210	2
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**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.

Partnerships Discussion Required Elements	Complete?
General discussion on Partnerships including	
• Summary of partnerships table.	
• Total unpaid and paid partners. (all partner types)	
• Efforts to recruit partners.	
• Highlights of partnerships.	
• How partnerships help program serve students.	

Summary of Partnership Table: There is a remarkable list of community partners – 19 partners in all, including 12 who offered programming at no cost and 2 who have provided discounted rates. Community Partners have offered engaging programming and met the varied needs of middle school students with willingness and enthusiasm.

All Partner Types: Vendors – 5; Partial – 2; Full - 12

Efforts to Recruit Partners: I would have to say, after interviewing the LEAP Coordinator – Jackie Lambe - the LEAP Program is very lucky to have her. She 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. At this time, her efforts to recruit partners are by word of mouth or by networking. For example, last year she wanted to offer a Safe Sitter class. Her attempts in the past to find a provider, through Hillcrest Family Services, the YMCA, and the local hospitals, were not met with success. However, the fact that she reached out to Hillcrest with this idea brought about some brainstorming with Hillcrest employees and Safe Sitter Training will be offered this year through Hillcrest Family Services. 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: I was able to enjoy many heartwarming stories of partnerships, but this one is my favorite: There is a student at Washington who is obsessed with becoming a policeman. He lives for any information gleaned or any experience in which he comes in contact with a police officer. When the Dubuque Police Force came to Washington as a LEAP provider, this young student was ecstatic, and his enthusiasm bubbled over to other students in the group. The first time the police officer came, he introduced his canine “officer” and allowed students to see every part of a squad car. The next time the officer came, he brought a drone to release outside and a screen for viewing the drone inside. Half the

children were asked to go outside and hide on school grounds. The other half stayed inside and as the drone flew above the school, it allowed them to track the students hiding, either visually or through infra-red and heat. The young man, as well as the others, were completely enthralled, and their experience was discussed in the lunch room and hallways for many days to come. The Police Force, seeing the power of relationships, have asked permission to drop in during the day and chat with LEAP members or join other LEAP programming, working right beside students as they make clay pots or participate in yoga, etc. The young student who was so obsessed in becoming a police officer some day, sent a list to LEAP Site Coordinator, Lindsay, with possible topics for the police force to consider for this school year leading to a possible mentorship being reflected upon.

How Partnerships Help Programs Serve Students: It was very obvious to me, as I listened to a variety of partner highlights, that partnerships not only have created this diverse offering of interests and possibilities for middle schoolers, but because partners have a passion for the program they offer, they have the potential for passing this passion on to the LEAP participants, allowing students to think about and experience things that would probably be outside their realm of possibility.

Parent Involvement Information and Discussion.

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

Number and Description of Parent Meetings and/or Events: The local community college – NICC – planned and advertised two family engagement sessions, which were designed to support parents in monitoring their students’ literacy and math skills, throughout last school year. These were scheduled in the evening, outside of the LEAP time frame.

Number of Parents At Each Meeting and/or Event: 0, which was very disappointing to all involved.

Description of Communication with Parents: There was information on the LEAP website. There were flyers that were sent home with students as well as reminders given to the students to pass onto to their parents. There was information in the electronic student mailbag.

Efforts To Increase Parental Involvement: All LEAP staff are well aware and have expressed concerns about getting parents involved in family engagement sessions. One idea for this school year is to have parent engagement activities scheduled 30-45 minutes before parents are to pick up their children so that this happens during the LEAP time frame. LEAP staff at both Washington and Jefferson have expressed that parents interest for the program has been very high this fall as they field phone calls weekly from parents asking how to get their children involved in LEAP. Getting parents to school events has become a universal issue and knows no economic or ethnic barriers. It seems to suffer additionally at the middle and high school levels. One way to get parents to events is through some kind of

presentation or performance by their children. I would offer this idea to site facilitators as a way to increase parental attendance and meet grant guidelines. Jackie Lambe, LEAP Coordinator shared this story, which highlights this recommendation: "We had 2 groups of students who auditioned, and were accepted, into the talent show at Jefferson using knowledge they gained during LEAP activities. One group played music that they had learned during LEAP's "Rock Band," while the other group performed a dance they had learned during LEAP's "Asian Dance." I attended the talent show, and was very impressed with both groups. Additionally, *and* more importantly, the talent show was performed for both students and parents, an example of getting parents involved with a presentation or performance by their children."

4. GPRA Measures

For 2018-2019, 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 regular attendees needed improvement. 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	
<ul style="list-style-type: none"> Name of Assessment Tools Used for Each Measure. Data Entered for all Applicable Measures. 	
GPRA Measures Discussion	

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.			
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.	29	24	83% (based on 29 total regular attendees)
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	29	24	83%
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.			

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.	29	21	72% based on 29 total regular
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	29	21	72%
GPRA Measures 7-8 – Improvement in Proficiency			
Assessment Tool Used: ISASP			
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.			
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.	9	NA/See narrative	NA/See narrative
GPRA Measures 9-11 – Homework and Class Participation			
Assessment Tool Used: Teacher Survey			
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.			
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	10	8	80% (Based on 22 surveys collected)
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	10	8	80%
GPRA Measures 12-14 – Student Behavior			
Assessment Tool Used: Teacher Survey			
12. The number of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.			

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
13. The number of middle/high school 21 st Century regular program participants with teacher-reported improvements in student behavior.	11	8	73%
14. The number of all 21 st Century regular program participants with teacher-reported improvements in student behavior.	11	8	73%

GPRA Measures Discussion.

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

Total or Regular Attendance Used: The total number of regular attendees (29) was used in the box labeled *Regular Student Attendees Needing Improvement*. Then the number and percentage of regular students who improved was calculated from the regular attendee group of 29.

Discussion of High Performing and Low Performing Areas: 83% (24 students) of regularly attending students improved in MAP from fall to spring in the area of Math. In English, 72% (21 students) improved from Fall to Spring. Looking more closely at this data, of the 24 students who improved in Math, 17 improved by 5 or more points. One improved 24 points! In English, 17 students improved by 5 points or more. Thus, the improvement noted in the 29 regularly attending students is statistically significant and can be regarded as a positive academic growth trend in LEAP attendees.

Description of Data Collecting Instrument: MAP (Measure of Academic Progress), is used to compare achievement data and set achievement goals from Fall to Spring. Students are assigned a RIT score which represents their own achievement level at any given time and helps measure growth over time

Discussion of difficulties on an GPRA Measure: Although I reported additional student data using the ISASP (Iowa Statewide Assessment of Student Progress), the DCSD administered this test for the first time last spring, so there is no comparative data available until the next evaluation cycle. At Washington, of the 15 students who attended 30 days or more, 2 were not proficient, 7 were proficient, and 6 were in the advanced category. At Jefferson, of the 14 students who attended 30 days or more, 7 were not proficient, 5 were proficient, and 1 was advanced (One student did not have a test score).

Assessment of 21st CCLC Program Based Solely on GPRA Measures: There is good news here. With 83% MAP growth in regular LEAP attendees in Math and 72% MAP growth in regular LEAP attendees in

English, it would be appropriate to say that students who regularly attended LEAP showed positive academic growth. In addition, using the DCSD Teacher Survey, teachers reported that 80% of students who regularly attended LEAP improved in homework completion and class participation. Please note, there were 22/29 surveys completed and collected, so 80% is based on 10 students who needed improvement and 8 students who actually improved. The additional students (4) were marked *did not need to improve*. In addition, based on this same survey, teachers reported behavior improvements in 73% of students (based on 11 students needing improvement and 8 students who actually improved). The additional students (3) were marked *did not need to improve*.

It should be restated that LEAP is not a traditional program offering strictly reading and math tutoring programs for students to raise their achievement level. However, what it does do, is to build background knowledge in students, which leads to student achievement. Numerous educational studies have confirmed the relationship between background knowledge and achievement. In short, students who build their background knowledge, in any given subject area, are likely to learn new information readily and well. As I see it, expanding background knowledge is the beauty and power of LEAP.

5. 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 2018 and the Spring of 2019.

Local Objectives Required Elements	Complete?
Local Objectives Data Tables	
<ul style="list-style-type: none"> • Rating of each Objective as listed below. 	
<ul style="list-style-type: none"> • Full Methodology used for measurement. 	
<ul style="list-style-type: none"> • Justification for Rating 	
Local Objectives Discussion	

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 9 Table

Cohort 9 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 10 Table

Cohort 10 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 11 Table

Cohort 11 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 12 Table

Cohort 12 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 13 Table

Cohort 13 Objectives	Objective Rating	Methodology/Justification for Rating
Objective: 100% of students in the ASP will develop an Afterschool Growth Plan.	Jefferson – met the stated objective. Washington – did not meet and no progress was made toward the stated objective.	Collected growth plans
Objective: 75% of partner agencies will provide supervision in the Literacy Room to build relationships with students and hold them accountable for their goals.	Unable to measure the stated objective.	Every partner agency was asked to participate in the Literacy Room beyond their delivery of programming. However, this ended up to be an unrealistic request, especially of those already giving of their time free of charge.

Cohort 13 Objectives	Objective Rating	Methodology/Justification for Rating
Objective: 75% of students will show progress towards their plan goals.	Jefferson – Did not meet, but progress made Washington – Unable to measure the stated objective.	The Jefferson supervisor has attempted to keep track of progress made, especially of those attending 30 times or more.
80% of students in the ASP will participate in Project Based Learning.	Met	Review content of every LEAP offering to determine evidence of Project Based Learning. 100% of the programming sessions, outside of the Literacy Room, contain Project Based Learning, so any student who participates is involved in Project Based Learning.
75% of teachers, school administrators and instructional coaches will report an increase in continuity of school and after school programming.	Did not meet, but progress made.	Teacher Survey 47% of teachers surveyed believe that LEAP is aligned well with curriculum.
50% of students increase academic performance through ISASP (replacement for ITP) and classroom assessments (MAP)	Met	MAP – Fall to Spring data
50% of students who attend ASP will access the services and supports of the Literacy Room.	Did not meet, but progress made.	Sign-in sheets
70% of students in Lexia will meet dosage minutes each month.	Unable to measure the stated objective	It was decided at each building not to bring Lexia into the after school program. This will no longer be measured.
Each year, 80% of participants will participate in 2 or more enrichment activities.	Met. 67% of students from Jefferson and 100% of Washington participated in 2 or more activities. Total when combining both school's participation: 84%	Sign in sheets for name of participant and what they attended.
80% of participants will report new skill-based learning in an enrichment activity.	Met	During student advisory group, 100% of students, representing each school, spoke of new skill based learning when discussing enrichment activities.

Cohort 13 Objectives	Objective Rating	Methodology/Justification for Rating
50% of students who participate in Conflict Management will reduce disciplinary referrals.	Unable to measure the stated objective	The district grant coordinator was unable to secure a contract with Conflict Management. This will no longer be measured.
At least 50% of program participants will have family members attend an Open House night.	Met	Sign-in sheet at LEAP table
35% of parents will take advantage of the services offered in the Literacy Room.	Did not meet and no progress was made toward stated objective	0 parents took advantage of 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.	Did not meet and no progress was made toward stated objective	0 parents took advantage of services offered in the Literacy Room
At least 50% of program families will engage in celebrating their students' learning.	Did not meet, but progress made.	Anecdotal comments from site supervisors. A way to measure goal has not been put in place, other than anecdotal data from site facilitators who have kept track of conversations with parents.

Local Objectives Discussion.

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

With the exception of the 1st objective (in which I stated that Jefferson achieved the objective and Washington did not), all objectives reflect the performance of both Washington and Jefferson combined.

Statistical Analysis as Applicable: None applicable at this time. When asked about replacing those objectives no longer applicable, those involved in the management of the grant said this (paraphrased): Our objectives are simple: We want to make a difference in the academic and behavior achievement in those students who attend LEAP. In addition, we want to provide a safe place for students who need it, while providing enriching and engaging programming that students may not automatically be exposed

to, in their everyday lives. I am recommending that Joe Maloney schedule a meeting ASAP to go over each objective and review and revise as necessary.

Improvement Over More Than One Year As Observed: I do not have data/was not provided data from Year One to compare. Comparisons will be observed next year between the 2018-2019 and 2019-2020 school years.

Applicable Graphs, Tables, and/or Charts: None applicable at this time. Graphs, tables and/or charts could be used during this next reporting period to look at data over time.

Details on Methodology and Ratings as Needed: All Methodology stated clearly in chart.

Clarification For Objectives Not Met: Here are clarifications for the objectives not met: 1. *100% of students in the ASP will develop an after school growth plan.* One school (Jefferson) completed this. One school (Washington) did not. It is the evaluator's opinion that this would have been a difficult goal to manage, given the fact that the way to measure attendance was confusing. Who writes a growth plan? Every student who attends? Just the 30 or more? Given the way attendance was taken this Fall 2019, I believe that it will be easier to identify those students for whom writing a growth plan makes sense.

2. *75% of students will show progress in their plan goals.* Again, this would have been difficult to measure accurately for the 2018-2019 school year. Once the regular attendees are identified in Fall 2019 and they write their growth plans, these can be more accurately monitored.

3. *75% of teachers, school administrators and instructional coaches will report an increase in continuity of school and after school programming.* Although 47% agreed with this statement, 28% were not sure that LEAP was well aligned to the curriculum. It is worth noting, that 0 teachers said "No" (alignment), which was a choice. It is of this evaluator's opinion, that this could be solved quite easily, by making sure that all stakeholders are getting current information about LEAP and that their opinions matter and are taken into account when discussing how to strengthen alignment of school and after school programs. Also, be sure administrators and instructional coaches are taking this survey.

4. As noted in the above chart, two of four objectives under the Family Literacy Goal have not been met (*35% of parents will take advantage of the services offered in the Literacy Room and 75% of these parents will report an expanded awareness of student literacy and diversity issues*). Both sites, along with the Grant Coordinator are in discussion regarding the objectives of this Family Literacy Goal using the following questions: What support are parents looking for? Is this goal written to express accurately a realistic participation of parents? How can sites use the enthusiasm of their students for LEAP activities to ignite and encourage parent involvement and participation? Creating an Adult Advisory Board will help to bring sites into compliance, I believe that parents whose children are participating in LEAP activities will be able to generate more realistic ideas. The partnership between NICC and LEAP is a really good concept. Now LEAP parents need to help guide the means in which families will participate.

5. *At least 50% of program families will engage in celebrating their students' learning.* This is not a S.M.A.R.T. goal. In order to rewrite it as a S.M.A.R.T. goal, it should be listed as this: *At least 50% of program families will engage in supporting/celebrating their students' learning by completing a parent survey at the end of the school year.* On the parent survey, list the following possible questions:

a. What LEAP program/s did your child talk about most? b. What growth were you able to attribute to the LEAP programming in which your child participated? c. How did you support/celebrate your child's participation/growth in LEAP? d. What suggestions do you have for improvement in the LEAP after-school program?

Clarification For Objectives Not Measured. Here are clarifications for three objectives that will no longer be used: 1. *75% of partner agencies will provide supervision in the Literacy Room.* It is this evaluator's opinion, especially after talking with Jackie Lambe, who secures partner agencies, that this is an unrealistic objective, given that these partners already take time from their own work, to provide programming for LEAP, mostly free of charge. Jackie indicated that although they were asked to supervise the Literacy Room, all of them said they could not give that additional time. Jackie is fearful that if she pushes the issue, she may damage the relationship she has with these partners, and I would agree with her. I see relationship building happening through the programs they are offering. To work in the Literacy Room on top of their mostly volunteer time for delivering programming, is unrealistic and redundant. The only agency that agreed to drop into the Literacy Room is the Police Department, but it is only when they have time or if their schedules allow. This should be dropped as an objective.

Teachers from both schools staff the Literacy Room. This is a good way for teachers to see their own students outside of the school day and continue building relationships, as well as build relationships and support students for whom they don't serve.

2. *70% of Lexia users will meet dosage minutes each month.* It was determined at the school level not to use Lexia in the Literacy Room, and instead concentrate fully on homework help.

3. *50% of students who participate in Conflict Management will reduce disciplinary referrals.* The Grant Coordinator was not able to secure a Conflict Management contract.

6. Anecdotal Data

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

Success Stories

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

Success Stories

Specific Examples: At Washington, there were two girls, one in 7th grade, and one in 8th, who developed a supportive friendship around LEAP programming. The 8th grader had some learning disabilities and struggled socially. The 7th grader picked up on these difficulties and made the choice to help her every day at LEAP. She would support her during Literacy Room (Homework Help) and then as they went to various activities, she would help her during more hands-on activities. These two started LEAP on Day One and continued coming the entire year. Both of their grades and attendance improved, and they formed a great friendship through this enrichment program.

Key People Involved: 2 multi- grade and multi-leveled students.

Quotes From Participants, Teachers, Parents, etc.: From the LEAP Facilitator at Washington: “Last year was my first year in the position of LEAP Coordinator at the building and I LOVED IT! One of the best things was to watch all different groups of kids who were getting the opportunity to hang out with people they would probably not connect with unless it was at an after school activity like LEAP.”

Include Objectives Showing Large Increases: *80% of students in the ASP will participate in Project Based Learning.* These two girls who were described above participated 100% of the time.

50% of students increased academic performance through ITP and class assessments. Both girls improved from fall to spring on MAP.

Best Practices

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

Best Practices – Project Based Learning

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. Each of the LEAP partners provided Project Based Learning within their sessions by offering a learning journey, per se, in which children were able to wonder, discover, investigate, collaborate, and come to a decision regarding their new learning.

Methodology of Measuring Success of Best Practice: Project Based Learning engages students in critical thinking skills, construction of knowledge and can affect self-regulation. Anecdotally, students addressed this method within their focus groups by speaking to the love of the sessions they attended, the new knowledge and confidence they acquired, and their desire for LEAP to continue in the same pattern. One child said this: “During LEAP, some students are easier to get along with than they are during the school day,” speaking to the the impact of Project Based Learning on self-regulation skills. A community partner had this to say: “I never knew middle schoolers would be this interested and would be able to think deeply about something,” speaking to the development of critical thinking skills.

Information on why practice/activity was implemented: Research indicates that when Project Based Learning is employed, student motivation and engagement increases. Those who gathered to create this grant understood 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: Anecdotally, every child interviewed had something very positive to say about the hands on, collaborative nature of the LEAP activities. All students indicated that it was the varied and interesting activities that brought them to LEAP, along with the opportunity to work with all students, especially those they would not generally have contact with during the school day.

Impact of Best Practice on Achievement: Given that there was marked achievement gains and the fact that Project Based Learning builds background in children which leads to student achievement, I believe one can say that Project Based Learning contributed to the achievement growth experienced. I also believe that the impact of Project Based Learning and the background building it creates, can be experienced for years to come.

Pictures



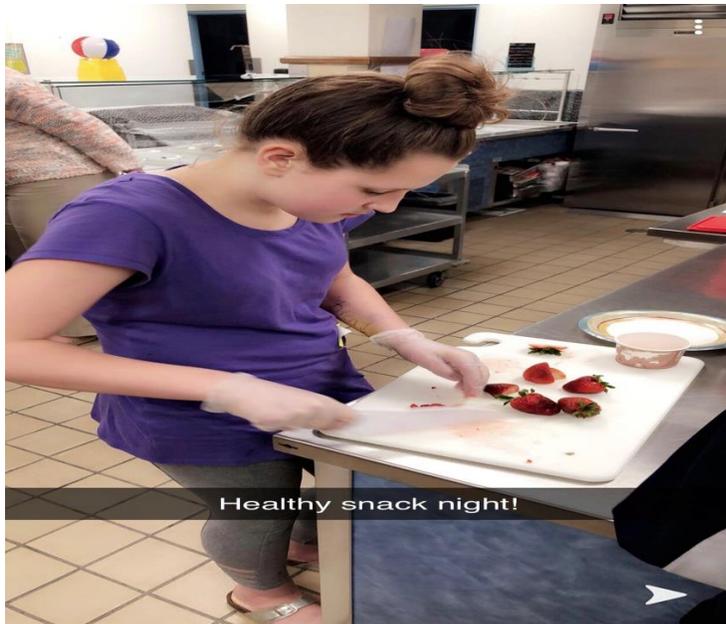
Craft Time



The Humane Society ... a favorite among participants.



Great snacks!



Making Healthy Snacks

Student, teacher, parent, and stakeholder input

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

Quotes from student, teacher, parent and stakeholders: Student: When asked what they didn't like about LEAP during a student advisory session, students could not come up with anything. Finally, a girl with Special Needs said ... "Ok. I didn't like archery. That's because I wasn't good at it. But bring it back next year because I want to try again!" This is a testament to the love middle school students have for the programs of LEAP.

Teacher: "Knowing that we provided a safe place for students after school, along with a healthy snack, meant the world to me to witness. Just watching friendships form across grade levels that would have never formed during the day ..."

My impression, in talking with teachers directly involved in the program was that watching students participate in LEAP was a very touching, tender experience and one in which they felt passionate about.

Parent: A site facilitator shared with me that she receives 1-2 phone calls per week in which parents say this: "My child is talking about LEAP every day after school. How do I get him involved?!"

Stakeholder: The Director of Secondary Education said this: "The LEAP program provides opportunities for students to connect with school around academics and interest areas. We are proud to partner with community members to help connect students with high interest activities."

The Assistant Principal of Washington indicated that she was very proud of the program they are offering to their students. The students love it and staff take comfort in knowing their kids are thriving during after school hours and are safe and stimulated socially, emotionally, and academically.

Quotes From Partners: I think the most heartwarming quote I heard was from the Dubuque Police Department. In a time in which the role of police officer has become so complicated and thwarted with issues, controversy and danger, the Dubuque police took an opportunity to deliver such engaging content, create community among participants and inspire eagerness for more content. When a police officer approached the school to ask if he could just drop into any LEAP programming as his schedule permitted (outside of his own session) and "play/work" right alongside kids, you know that the gifts run both ways – the police officer received as much from the kids as he gave.

Showcase Success of the Program: I can say that from my perspective, this has been an amazing glimpse into the workings of a successful afterschool program for middle school students. Every staff member I have interviewed has spoken with such integrity and with such a genuine spirit for the work of this program. Schools today can be complicated and energy zapping, but the enthusiasm, especially from site staff and LEAP Coordinator, for delivering the most engaging and relevant after school programming for their students has been heartwarming to experience. While visiting actual sessions this past spring, I was able to witness the excitement of students as they learned skills they had never even imagined. In an age when at least 85% of middle school students are alone and unsupervised after school, parents are so appreciative for these opportunities. One parent remarked to a site coordinator, "You have no idea how grateful I am for the fact that my child gets to continue learning fun things while I'm finishing up at work, and our dinner conversation inevitably leads to discussion about a LEAP experience." Finally, going back to the question central to this grant – "*Does afterschool programming have a significant impact on students' in-school academic and behavioral performance?*" The data points to the fact that LEAP does indeed have a significant impact on students' academic and behavioral performance.

7. Sustainability Plans

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

Original Plan From Grant Application Summary: 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 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: It appears as though partners are on board with offering middle school programming free of charge, as evidenced by the fact that 63% (12 of 19) already offer programming free of charge. Dubuque is also known as a community that supports the education of their children, and 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, but 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: I can't begin to tell you how truly happy I was by this list of partnerships. These partnerships represent incredible talent, passion and commitment to the youth of today. Combining the expertise of those at the building level with community partners of this caliber will lead to an after school program that will endure the test of time.

8. Summary and Recommendations

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

Summary of Program

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

Reference Introduction Section: In the Dubuque Community School's desire to support the academic, social and emotional needs of middle school students immediately following the school day, and extend the chance for students to be involved in Project Based Learning that focuses on choice, interest, and igniting of passion for learning, the Dubuque 21st CCLC Grant was created as an after school program for middle school students at George Washington Middle School and Thomas Jefferson Middle School, serving grades 6-8. Central to this grant is the following question: Does the afterschool programming have a significant impact on students' in-school academic and behavioral performance? YES. The academic and behavioral data shared in this evaluation shows that there has been a significant impact on students' in-school academic and behavior performance, as recorded in the data charts.

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 and have been able to rewrite the sometimes negative academic success story in their heads by learning successfully in a different way.

I have a story I can share that happened to me last year before I knew I was going to be an evaluator. Three of my neighbor girls attend Washington and have participated in LEAP programming. After completing the Humane Society/Two by Two LEAP program (which was created by Two by Two Character Development, in which I work, two days per week), they came home and decided to have a lemonade stand. When I arrived home that day from my work with Two by Two, (a program in all Dubuque Schools in which animals are used to teach character and get to the heart of children), I discovered that these neighbor girls had set up their lemonade stand in my yard. I smiled about their comfort level with my property (!) and walked over to buy a lemonade. Later that day, there was a knock at my door and there were my neighbor girls handing me the profits of their stand to take to Two by Two. After telling me all about their adventures with the Humane Society /Two by Two LEAP program, they said they were inspired to help animals and people. I was deeply touched, and it took a LEAP program about animals to inspire something bigger in these girls.

I'd like to also highlight an essay from an 8th grade student that truly encapsulates the ability for the LEAP program to make life better and more interesting for students, and brought tears to my eyes as I read it. Although I thought of shortening or summarizing it, I didn't want to take away from the power of this young student's words (and vocabulary!).

"A few days ago, one of my favorite teachers had asked to talk to me, I obliged hoping that I wasn't in trouble. This teacher asked me to write an essay talking about my LEAP experiences. I became esthetic that she had asked me as I am a big supporter for the LEAP program. I had started doing LEAP when I was in 6th grade as my parents were always trying to get me to do extracurricular activities but nothing piqued my interest. Reluctantly I signed up for LEAP as I was doing nothing else and attended the only thing open that day. I wasn't planning on going back, I only did this because my parents were forcing me too. Yet, I came back the next day... and the next. I quickly found myself immersed in school related activities, 4 days a week I would come to LEAP with the same group of 2 or 3 kids who were also interested, and we would have fun. LEAP didn't just help me with my everlasting boredom but socially as well. I was never a shy kid, but I always had an undeniable fear of people who were older than me. This was especially concerning when you took in the factors that I had a class with the at that time 7th graders. I always had trouble speaking up, and I was genuinely petrified to be there. Through LEAP I got to interact with a group of 8th graders and I began building confidence. Soon enough during group projects in that class I began talking more and voicing my opinion, I was beginning to feel more comfortable around the other kids and that was huge for me. A prime memory is my teacher of that class telling me that whenever I would raise my hand, she would start to get excited because I would never interact with the class. I also remember her mentioning that she was impressed by how much I had grown in confidence that year. That never would have happened if I hadn't gotten the opportunities regarding socializing that I had at LEAP. I had gotten to do so many things through LEAP. I made a podcast in 6th grade, learned to play some cords on the bass guitar, made cards for children in hospitals, I even got to try out karate. These are all experiences that I would have never even considered doing and that I got to try and fall in love with through LEAP. The most amazing part was watching LEAP grow. When I was in 6th grade the most that would ever show up to LEAP would be 7 kids and that was on an extremely good day, often it was 2-4. We had activities that were scheduled and would be separated into monthly intervals. 4 days a week for usually 2-3 weeks we would have an activity and then never see it again. In 7th grade a dramatic change happened, while still not many we now had a decent handful of kids who would show up daily and others who would just pop in for an interesting activity. However, I also noticed that LEAP was losing interest as a program. While seemingly more popular among students we had less activities and what seemed to the students to be less interest among teachers. Snacks were cut for what was presumed to be budget reasons and we would no longer receive treats at the end of trimesters for going to LEAP activities. Rewards which had been a drive for quite a few of the people I talked to. Then 8th grade hit, and everything changed. Tons of people were coming to LEAP and tons of them were coming back. Those people brought friends and those friends brought their friends. Not only were there more people but more activities. There was something going on every day other than homework help. Henna, painting, learning piano, wrestling, it was like a phoenix in the way it was shriveling up but then reborn as a newer and brighter flame. LEAP has been a life changing experience for me, it helped me with confidence, and my never-ending predicament of boredom. It is a collection of experiences that I know have shaped me to who I am today. Taking the lessons of trying new things from LEAP I have gone on to try new things because of how much I had loved the activities in

the program. This isn't just me either, friends that I've talked to have had similar or the same experiences. I truly love LEAP and can't see myself having gone without it."

Highlight Items Contributing to Program Success: A common theme, which runs through most partnership programs is that students have the ability to suggest topics, choose their own sessions, and try things that they never imagined. 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 commendable.

Include Exemplary Contributions From Staff, Teachers, Volunteers and/or Partners: This quote came to mind after interviewing the committed and passionate staff of LEAP: *"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has."* (Margaret Mead). Through the gathering of evidence, I have met and had my heart warmed by some of the most committed educators I have ever had the privilege of being around. They have amazed me with their love for this age group, their dedication to their students' needs, and their willingness to do whatever it takes. In a world in which education has become so very complicated and challenging, they have given me hope. Both Jackie Lambe and the site coordinators, Amy and Lindsay, spoke of the gifts this program has given to them, including the delight they've experienced in watching budding friendships that never would have sprung up in school, and the sheer joy they have experienced in witnessing their students' enthusiasm in participating. Community Partners have also grown in their understanding of this age group and in the realization of just what middle school students have to offer. Because of this experience, they have become advocates for this age group in the community.

Dissemination of Local Evaluation.

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

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

Other Methods of Dissemination: Highlights from this evaluation will be submitted for inclusion in the board reports. I have met with Mark Burns, Secondary Curriculum Director and Joe Maloney, Activities Director and the Forum staff member who will oversee this grant to review the evaluation with emphasis upon what is going well and what needs to improve. In addition, I met with the LEAP Coordinator, Jackie Lambe, and Site Facilitators, Amy Haverland and Lindsay Boyer and reviewed the highlights of the evaluation, especially the areas of needed improvement. I have presented a list of improvements to Joe Maloney, as well as the necessary data to gather before next evaluation as an attempt to make this manageable for all stakeholders.

Recommendations for Local Objectives.

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

Objectives To Be Changed And Why: 1. Drop the following Objectives: *50% of students who participate in Conflict Management will reduce disciplinary office referrals.* Mae Hingtgen was unable to establish a contact with Conflict Management.

2. *70% of students in Lexia will meet dosage minutes each month. The site managers decided not to include Lexia.* Drop.

3. *75% of partner agencies will provide supervision in the Literacy Room to build relationships with students and hold them accountable for their goals.* This is not realistic to ask partner agencies to give additionally beyond their volunteer programming time. Drop.

4. *At least 50% of program families will engage in celebrating their students' learning* should be changed to *At least 50% of program families will engage in supporting/celebrating their student's learning by completing a parent survey at the end of the school year.* Too difficult to measure as stated.

5. Clarify this objective: *Change 100% of students in the ASP will develop an Afterschool Growth Plan to 100% of those students who are enrolled as regular attenders will develop an Afterschool Growth Plan.* Easier to measure. Then the other objective (75% will show progress towards their plan goals) will be easier to measure.

Objectives To Be Added: 1. *Using a student survey at the end of the school year (given during a home based time), 80% of students will indicate their approval of LEAP programming in that it provided support, inspiration, and engagement.* 2. I would encourage the LEAP team to think about creating a new objective around the "Promise Program" (see p. 36), which will be offered in January, through the Multicultural Center, for girls.

Include Objectives Not Met: 1. *75% of teachers, school administrators and instructional coaches will report an increase in continuity of school and after school programming.* The teacher survey was given only to teachers at both schools. Be sure to include school administrators and instructional coaches next time.

2. *50% of students who attend ASP will access the services and supports of the Literacy Room.* Be sure to encourage attendance at Literacy Room as a way to ease stress and handle involvement in extra-curricular activities successfully, by getting homework finished.

3. *35% of parents will take advantage of the services offered in the Literacy Room.* This is obviously not the right parental involvement goal. Those stakeholders involved are currently re-thinking and re-working this goal.

4. *Of those parents who are served by the Literacy Room, at least 75% will report an expanded awareness of student literacy and diversity issues. This will change when the parent goal is clarified.*

Included Objectives Not Measured: 1. *50% of students who participate in Conflict Management will reduce disciplinary office referrals.* 2. *70% of students in Lexia will meet dosage minutes each month.* 3. *75% of partner agencies will provide supervision in the Literacy Room to build relationships with students and hold them accountable for their goals.*

Recommendations on Future Plans for Change.

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

Changes in Activities: Activities and Partnerships are such strengths for this grant. Activities are and continue to be right within the interests and capabilities of middle schoolers and are guided by the best practice of Project Based Learning, which provides such strong engagement possibilities for this age group.

Changes in Recruitment Efforts: Of great concern to me is how will those who serve within this grant meet the attendance guideline of 70% attendance of 30 days or more. Here are the facts. The number of children who have experienced LEAP activities 2 or more times is astounding – 67% of Jefferson students 75% of Washington students have participated. I understand that this may not have bearing from this grant’s perspective, but it is worth noting and is appreciated that a very high percentage of middle school students have been drawn into LEAP programming. I think it also must be stated that in the Dubuque Community System, the athletic programs are very inclusive, in that they draw many participants at the middle and high school levels, regardless of economic or demographic status. During football and basketball seasons, there are many students that participate in these sports, which brings about a dip in participation in the LEAP activities. Finally, both Jefferson and Washington have a strong Visual Performing Arts Program, attracting a large portion of the middle school population especially in the Spring, which may also lead to a dip in LEAP attendance. These are all good things! LEAP Coordinators and Facilitators should work to create a symbiotic relationship around these extracurricular activities so that their numbers don’t suffer during peak athletic or visual arts schedules. It might be that closer attention needs to be paid to the needs and desires of those specific students not involved in other middle school activities in an effort to capture their interests and attention during

these peak times. Literacy Room (Homework Help) for those involved in extra curricular activities should be highly recommended as a way to balance school life and extra curricular life.

I was personally disappointed in the regular attendance (30 or more days) of students comprised from the Ethnicity Table, especially from the African American and Pacific Islander categories. I understand that this is also a disappointment from the sites as well. How do we capture students (and their parents) who might not necessarily see the benefit of LEAP, but for whom the benefits could be great? Site Facilitators indicate that they try to have personal contact with these individuals and will ask other students to invite them along. I would encourage continued dialogue around this issue.

Changes in Partnerships: Other than continued investigation of additional partnerships, in which Jackie Lambe, LEAP Coordinator, has an on-going list, this is a very strong piece of the grant. Partners are loyal, eager, and grateful for the opportunity to share their passions with middle school students.

For January 2020, Jackie has secured the Director of the Multicultural Family Center coming twice per month to each school to facilitate their *Promise Program*. "The Promise Program is specifically designed to target the unique challenges girls face and provide them with the tools and confidence to live healthy, empowered, and successful lives. Girls participate in group discussions and activities designed to boost self-esteem and create a sense of sisterhood and support. Our ultimate goal is to ignite hope, inspire passion and assist girls with creating a plan and platform for their future." Jackie is very excited about this addition to our partnerships, and confident that this program can help to recruit more girls of color to the LEAP program. I would note that this might be a possible objective to replace the Conflict Management objective that has been dropped.

Changes for Sustainability Plans: Currently, the DCSD and the LEAP Community Partners have a strong and supportive relationship. It would benefit the district to 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. A Partner Appreciation Event, thank you notes from staff and students, and recognition on the district website are all vital to this effort.

Other Changes as Suggested By Governing Body: I see such potential, especially from the Leap Coordinator, the secretary assigned to the LEAP Supervisor, and the site supervisors and administrators at each site. New leadership for this grant, for the 2019-2020 school year (Joe Maloney) will provide a perfect opportunity to gather all stakeholders, review the grant, goals, and objectives and the responsibilities of each individual involved in LEAP, and move forward. To be attended to immediately: Attendance and Parent Involvement. Setting up a parent/partner advisory group will be key to parent involvement. Secondary to this are the management of objectives, expressly, institutionalizing data collection methods that attend specifically to each objective and everyone is using consistently. My belief is that the goal of this 21st CCLC Program has been met. Time and efforts should be put forth for tightening up the details this year.

