

**Grantee: Dubuque Community School District**  
**21<sup>st</sup> CCLC Local Evaluation for 2022-2023**

**Overview**

The U.S. Department of Education provided guidance on Local Evaluations, as stated in Section F-2 of *21st Century Community Learning Centers, Non-Regulatory Guidance: May, 2003*.

*What are the local evaluation requirements?*

*Each local subgrantee must conduct a periodic evaluation in conjunction with the SEA's evaluation plan (see F-1) to assess its progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success. (Section 4205(b)(2)(A)). The subgrantee must use the results of its evaluation to refine, improve, and strengthen the program or activity as well as review and refine the performance measures. (Section 4205(b)(2)(B)). A subgrantee may use a reasonable and necessary amount of its grant to conduct this evaluation.*

*A subgrantee must also collect the necessary data to measure student success as described in the subgrantee's application and to contribute to the SEA's overall evaluation of 21st CCLC programs in the State. (Section 4205(b)(1)(E)). The subgrantee must provide public notice of the availability of its evaluations and make the evaluations available upon request. (Section 4205(b)(2)(B)(ii)).*

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 13-17 are to be included for reporting data for the previous school year. Reported data will be from the Summer of 2022 and the 2022-2023 School Year.

The table below lists the nine 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 2022-2023**>. 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. Total Academic Improvement	X
5. GPRA Measures	X
6. Local Objectives	X
7. Anecdotal Data	X
8. Sustainability Plans	X
9. 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	1/25/2024
Grantee Name	Dubuque Community School District
Program Director Name	Joe Maloney
Program Director E-mail	<a href="mailto:jmaloney@dbqschools.org">jmaloney@dbqschools.org</a>
Program Director Phone	563-552-3000
Evaluator Name	Miriam J. Landsman, PhD, MSW
Evaluator E-mail	<a href="mailto:Miriam-landsman@uiowa.edu">Miriam-landsman@uiowa.edu</a>
Evaluator Phone	319-335-1257
Additional Information from Grantee (optional)	

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) INCLUDE SCHOOL LEVEL (i.e., Elementary, Middle, High School)</i>
Cohort 13	George Washington Middle School and Thomas Jefferson Middle School
Cohort 14	
Cohort 15	
Cohort 16	
Cohort 17	
Additional Information from Grantee (optional)	

**Note: If you are in Cohort 18, 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
<ul style="list-style-type: none"> <li>Needs Assessment Process</li> </ul>	X
<ul style="list-style-type: none"> <li>Key People Involved</li> </ul>	X
<ul style="list-style-type: none"> <li>Development of Objectives</li> </ul>	X
Program Description	X
<ul style="list-style-type: none"> <li>Program days and hours</li> </ul>	X
<ul style="list-style-type: none"> <li>List of activities</li> </ul>	X
<ul style="list-style-type: none"> <li>Location of centers</li> </ul>	X
<ul style="list-style-type: none"> <li>Attendance requirements</li> </ul>	X
<ul style="list-style-type: none"> <li>Governance (board, director, etc.)</li> </ul>	X
<ul style="list-style-type: none"> <li><b>Details on Parent Events and Parent involvement.</b></li> </ul>	X
<ul style="list-style-type: none"> <li><b>Details on provided food programs (i.e., snacks, full meals, weekend backpacks, etc.)</b></li> </ul>	X
Program Highlights	X

**Needs Assessment:** The Dubuque 21<sup>st</sup> 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, 21<sup>st</sup> 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 21<sup>st</sup> 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.

**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.

**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 90 hours) has been difficult for several reasons, including changes in personnel, varied schedules of students and families, and students being involved in other extracurricular activities (i.e., athletics, fine arts). However, some positive changes are occurring. Participation in homework assistance has continued to increase. 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.

**Details on Parent Events and Parent Involvement:** The LEAP program hosts informational tables during orientation days at the beginning of the school year as well as during family open house nights. Families are always welcome to come to program and participate and/or observe the activities that the students are involved in during the afternoon.

**Details of provided food programs:** The LEAP program provides daily afternoon snacks to all participants through the district's central kitchen.

**Program Highlights:** Between the two program sites, a total of 676 sixth, seventh, and eighth grade students were able to participate in the various activities and supports offered by LEAP throughout the 2022-23 school year.

### 3. Demographic Data

Demographic Data Required Elements	Complete?
2022-2023 School Year Attendance Tables	X
• 2022-2023 School Year Attendance Summary Table	X
• 2022-2023 School Year Grade Level Table	X
• 2022-2023 School Year Sex Table	X
• 2022-2023 School Year Attendance Population Specific Table	X
• 2022-2023 School Year Attendance Race/Ethnicity Table	X
Summer of 2022 Attendance Tables	X
• Summer of 2022 Attendance Summary Table	X
• Summer of 2022 Grade Level Table	X
• Summer of 2022 Sex Table	X
• Summer of 2022 Population Specific Table	X
• Summer of 2022 Attendance Race/Ethnicity Table	X
Attendance Discussion	X
Partnerships	X
• Partnerships Table	X
• Partnerships Discussion	X
Parent Involvement Information and Discussion	X

**2022-2023 School Year Attendance.** *Enter the number of students in the appropriate fields in the tables below. Data will be from the Fall of 2022 and the Spring of 2023. There are separate tables for the Summer of 2022. Leave blank any cohorts that do not apply.*

**21st CCLC Program 2022-2023 School Year Attendance Summary Table**  
**Reflects Number of Students**

<i>Days/Hours</i>	<i>Cohort 13</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Total</i>
<i>Less than a week (Less than 15 Hours)</i>	354					354
<i>More than a week (More than 15, Less than 45 Hours)</i>	239					239
<i>More than a Month (More than 45, Less than 90 Hours)</i>	54					54
<i>More than two Months (More than 90, Less than 180 Hours)</i>	19					19
<i>More than three Months (More than 180, Less than 270 Hours)</i>	10					10
<i>More than four Months (More than 270 Hours)</i>	0					0
<b>TOTALS</b>	676					676

**Note: The Grade Level attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.**

**21st CCLC Program 2022-2023 School Year Attendance Grade Level Table**  
**Reflects Total Number of Students**

<i>Days/Hours</i>	<i>Cohort 13</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Total</i>
<i>How many Prekindergarten</i>	0					0
<i>How many Kindergarten</i>	0					0
<i>How many 1st Grade</i>	0					0
<i>How many 2nd Grade</i>	0					0
<i>How many 3rd Grade</i>	0					0
<i>How many 4th Grade</i>	0					0
<i>How many 5th Grade</i>	0					0
<i>How many 6th Grade</i>	255					255
<i>How many 7th Grade</i>	227					227
<i>How many 8th Grade</i>	194					194
<i>How many 9th Grade</i>	0					0
<i>How many 10th Grade</i>	0					0
<i>How many 11th Grade</i>	0					0
<i>How many 12th Grade</i>	0					0
<b>TOTALS</b>	676					676

**Note: The Sex Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.**

**21st CCLC Program 2022-2023 School Year Attendance Sex Table  
Based on Total Attendance**

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
<b>Male</b>	312					312
<b>Female</b>	364					364
<b>Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)</b>	0					0
<b>Gender Data Not Provided</b>	0					0

**Note: The Population Specifics Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.**

**21st CCLC Program 2022-2023 School Year Attendance Population Specific Table  
Based on Total Attendance**

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
<b>Students who are English Learners (LEP)</b>	7					7
<b>Students who are economically disadvantaged (FRPL)</b>	344					344
<b>Students with disabilities</b>	61					61
<b>Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)</b>	0					0

**Note: The Race/Ethnicity Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.**

**21st CCLC Program 2022-2023 School Year Attendance Race/Ethnicity Table  
Based on Total Attendance**

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
<b>American Indian/Alaska Native</b>	1					1
<b>Asian</b>	6					6
<b>Black or African American</b>	99					99
<b>Hispanic or Latino</b>	30					30
<b>Native Hawaiian or Pacific Islander</b>	20					20
<b>White</b>	399					399
<b>Two or more races</b>	121					121
<b>Data not provided</b>	0					0

**Attendance Discussion.**

<b>Attendance Discussion Required Elements</b>	<b>Complete?</b>
General discussion on attendance including	X
• Percentage of 21 <sup>st</sup> 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. <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>	X
<b><i>Explain WHY attendance met or did not meet grant goals.</i></b>	

**Percentage of 21<sup>st</sup> CCLC Attendance Compared to Total Population:** The total student population, according to certified enrollment and combined for both sites - Jefferson (459) and Washington (630) Middle Schools - for the 2022-23 school year was 1,089.

A total of 676 students (62% of the entire student population) attended at one or more LEAP activities. Of those 676 students who attended LEAP from both schools, 29 of these students participated in 90 or more hours. Program staff are working toward increasing that percentage further. In summarizing the Race/Ethnicity Table, 59% of students participating were white, 15% were Black/African American, 4% were Hispanic, 1% were Asian/Pacific Islander, and 1 student was American Indian/Alaska Native. Additionally, 1% were English Language learners and 9% of LEAP participants have special learning needs.

**Percentage of Attendees who are FRPL:** 51% (or 344 of 676 students) of the total number attending LEAP were eligible for Free/Reduced Price Lunches.

**Efforts to Increase and Keep Attendance High:** Although the total number of students participating in one or more LEAP activities is high (62% of the total population), the issue here is with the number of students who attended 90 or more hours. 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 the program at Open House events 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.

**Contact Hours Requirement:** 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.



**Why attendance did not meet grant goals:** LEAP serves a large percentage of the student population (62%) but continues to work to increase the number of “regular” attendees who attend 90 or more hours. 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 2022-2023 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>
Carnegie Stout Public Library	Partial	3, 6	Haidee Cordoso	\$500
Challenge to Change	Vendor	3, 7	Sandra Gotto	\$0
Dubuque County Conservation	Full	3, 5, 6	Taylor Schaeffers	\$100
Dubuque Police Department	Full	3, 6	Officer Nicole Brehm and Corporal Joel Cross	\$100
Mississippi River Museum and Aquarium	Full	3, 6	Megan Hahn	\$200
Rising Star Theater Company	Vendor	3, 7	Megan Schumacher	\$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
<ul style="list-style-type: none"> <li>• Summary of partnerships table.</li> </ul>	X
<ul style="list-style-type: none"> <li>• <b>Total Partners by Type</b></li> </ul>	X
<ul style="list-style-type: none"> <li>• <b>How in-kind value was determined</b></li> </ul>	X
<ul style="list-style-type: none"> <li>• Efforts to recruit partners.</li> </ul>	X
<ul style="list-style-type: none"> <li>• Highlights of partnerships.</li> </ul>	X
<ul style="list-style-type: none"> <li>• How partnerships help program serve students.</li> </ul>	X

**Summary of Partnership Table:** There were a total of 6 community partners during the 2022-23 school year.

**Total Partners by Type:** All provided programming and activity-related services.

**How in-kind value was determined:** In-kind value was determined by assuming an hourly rate of \$35. Each LEAP session that a partner hosted was calculated as \$50 (1.5 hours x \$35). Carnegie Stout hosted 10 session (\$500); Mississippi River Museum hosted 4 sessions (\$200); the Dubuque Police and Dubuque County Conservation each hosted 2 sessions (\$100 each).

**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 physical activities through Dubuque Leisure services. Trolleys of Dubuque provides transportation for field trips. The Dubuque Humane Society provides opportunities for students to learn animal care. 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.

#### Parent Involvement Information and Discussion.

Parent Involvement Information and Discussion Required Elements	Complete?
Parent Involvement Table	X
Parent Involvement Discussion. Description of communication with parents (flyers, letters, phone calls, personal contact, etc.)	X
Efforts to increase parental involvement.	X

**Parent Involvement Table.** List all parent events held during the Summer of 2022 and the 2022-2023 School Year. Add extra rows if needed. If data for the Parent Involvement Table is not available, add an explanation in the Parent Involvement Discussion section.

**21st CCLC Program 2022-2023 Parent Involvement Table**

Name of Event (Enter name/description of Event)	Cohorts Involved (List which Cohorts participated)	Number of Parents/Family Members attending	Total Attendance (Include staff, students, etc.)	Additional Information if needed
Student / Parent Orientation Day	13	121	189	Held at the beginning of the year in conjunction with first day of school for students
Open House	13	176	223	Held in conjunction with Open Houses at each school
LEAP Family Night	13	53	104	Promoted for families to take part in activities with their children

**Parent Involvement Discussion.**

**Number and Description of Parent Meetings and/or Events:** The LEAP program sponsored three parent events through a registration and information table during Orientation Day for incoming 6<sup>th</sup> graders, as well as the full school Open House for all 6-8 grade students and their families. Additionally, the program held a LEAP Family Night for parents and family members to participate in activities with their child(ren).

**Description of Communication with Parents:** Communication with parents occurred through various means. 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.

#### 4. Total Academic Improvement. (New state priority).

Total Academic Improvement and Discussion Required Elements	Complete?
Reading/English Improvement Table	X
Mathematics Improvement Table	X
Total Academic Improvement Discussion	X

This requirement for the Iowa 21<sup>st</sup> CCLC Local Evaluations provides the data needed to meet **Section F-1 of 21st Century Community Learning Centers, Non-Regulatory Guidance: May, 2003, which states,**

***These indicators and measures must—***

- ***Be able to track student success and improvement over time;***

The Iowa 21<sup>st</sup> CCLC Program has been tracking progress in reading and math for all 21<sup>st</sup> CCLC students since 2015. Sub-grantees even provided data on academic progress during the 2019-2020 and 2020-2021 school years affected by the COVID-19 Pandemic. **In order to review academic improvement data over time, The Iowa 21st CCLC Program is adding a state requirement to report ALL reading and math data as a local measure. Please complete the following tables on Reading/English and Mathematics Improvement.**

#### Reading/English Improvement

Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
K			
1			
2			
3			
4			
5			
6	17	14	82%
7	21	19	90%
8	22	11	50%
9			
10			
11			
12			
Totals	60	44	73%

### Mathematics Improvement

Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
K			
1			
2			
3			
4			
5			
6	31	29	94%
7	27	26	96%
8	22	21	95%
9			
10			
11			
12			
<b>Totals</b>	80	76	95%

#### Total Academic Improvement Discussion.

Total Academic Improvement Discussion Required Elements	Complete?
Please include a discussion of highlights of improvement data, including low and high performing grade levels.	X
Challenges to gathering data.	X
Efforts to increase student performance.	X

**Discussion of Low Performing and High Performing Areas:** LEAP participants demonstrated growth in Reading and Mathematics. Among students needing to improve in Reading, 73% demonstrated improvement in their MAP scores. For students needing to improve in Mathematics, 95% demonstrated improvement on their MAP scores.

**Challenges to gathering data:** No challenges to gathering data have been identified at this time.

**Efforts to increase student performance:** Based on the Reading and Math MAP tests, a substantial percentage of students who were assessed as needing improvement in these areas benefitted academically from LEAP programming: 95% in math and 73% in reading. 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.

#### 5. GPRA Measures

**For 2022-2023, the US DOE has changed the Government Performance and Results Act (GPRA) Measures. This is the same data reported online to the APR Data System. Note that any reference to**

**current school year is the 2022-2023 school year. Please note that the data tables for each GPRA Measure mirrors the APR data entry tables. Please do not change any of the tables.**

GPRA Measures Required Elements	Complete?
GPRA Measures Data Tables	X
• GRPA Measure 1A – Reading Progress	X
• GRPA Measure 1B – Math Progress	X
• GRPA Measure 2 – Academic Achievement GPA	X
• GRPA Measure 3 – School Day Attendance	X
• GRPA Measure 4 – Behavior	X
• GRPA Measure 5 – Teacher Survey	X
GPRA Measures Discussion	X

**GPRA Measure 1A – Reading Progress.** Percentage of students in **grades 4-8** participating in 21<sup>st</sup> CCLC programming during the school year and/or summer who demonstrate growth in reading and/or language arts on State Assessments. **If you have no data to report for GPRA Measure 1A – Reading Progress, provide an explanation here:**

GPRA Measure 1A – Reading Progress	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
<b>Number of Attendees for whom you have outcome Data to report.</b>	254	238	56	18	10	0
<b>Number of Attendees who exhibited growth.</b>	50	41	19	10	2	0
<b>Percentage of Attendees who exhibited growth. Calculated for each column.</b>	20%	17%	34%	56%	20%	0

**GPRA Measure 1B – Math Progress.** Percentage of students in **grades 4-8** participating in 21<sup>st</sup> CCLC programming during the school year and/or summer who demonstrate growth in mathematics on State Assessments. **If you have no data to report for GPRA Measure 1B – Math Progress, provide an explanation here:**

GPRA Measure 1B – Math Progress	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
<b>Number of Attendees for whom you have outcome Data to report.</b>	254	238	56	18	10	0
<b>Number of Attendees who exhibited growth.</b>	64	49	18	13	2	0
<b>Percentage of Attendees who exhibited growth. Calculated for each column.</b>	25%	21%	32%	72%	20%	0

**GPRA Measure 2 – Academic Achievement - GPA.** Percentage of students in **grades 7-8 and 10-12** attending 21<sup>st</sup> CCLC programming during the school year and/or summer with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA.

- Grade of A = GPA of 4.
- Grade of B = GPA of 3.
- Grade of C = GPA of 2.
- Grade of D = GPA of 1.
- Grade of F = GPA of 0.

**If you have no data to report for GPRA Measure 2 – Academic Achievement - GPA, provide an explanation here:**

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
<b>Number of Attendees for whom you have outcome Data to report and who had a prior year unweighted GPA of less than 3.0?</b>	112	78	20	6	0	0
<b>For how many of these students do you have outcome data to report and who had a prior-year un-weighted GPA of less than 3.0?</b>	24	46	11	4	0	0
<b>Percentage of Attendees who improved their GPA. <b>Calculated for each column.</b></b>	21%	59%	55%	67%	0	0

**GPRA Measure 3 – School Day Attendance.** Percentage of students in **grades 1-12** participating in 21<sup>st</sup> CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year. **If you have no data to report for GPRA Measure 3 – School Day Attendance, provide an explanation here:**

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
<b>How many students had a school day attendance rate at or below 90% in the prior school year (2020-2022)?</b>	57	32	18	4	1	0
<b>Of these students, how many demonstrated an improved attendance rate in the current school year (2022-2023)?</b>	41	18	7	2	1	0
<b>Percentage of Attendees who improved their attendance rate. <b>Calculated for each column.</b></b>	72%	56%	39%	50%	100%	0

**GPRA Measure 4 – Behavior.** Percentage of students in **grades 1-12** attending 21<sup>st</sup> CCLC programming during the school year and/or summer who experienced a decrease in in-school suspensions compared to the previous school year.

**If you have no data to report for GPRA Measure 4 – Behavior, provide an explanation here:**

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
For how many of these students do you have outcome data to report and who had in-school suspensions in the previous school year (2021-2022)?	7	7	2	0	0	0
Of these students, how many experienced a decrease in in-school suspensions in the current school year (2022-2023)?	4	3	1	0	0	0
Percentage of Attendees with fewer in-school suspensions. <b>Calculated for each column.</b>	57%	43%	50%	0	0	0

**GPRA Measure 5 – Teacher Survey.** Percentage of students in **grades 1-5** participating in 21<sup>st</sup> CCLC programming in the school year and/or summer who demonstrated an improvement in teacher-reported engagement in learning. **If you have no data to report for GPRA Measure 5 – Teacher Survey, provide an explanation here:** The afterschool program is only offered at middle schools that serve grades 6-8, therefore is no data for students in grades 1-5 for this measure.

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
For how many of these students do you have outcome data to report?						
Of these students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?						
Percentage of Attendees who improved. <b>Calculated for each column.</b>						



**GPRA Measures Discussion.**

GPRA Measures Discussion Required Elements	Complete?
<b>Please include, at a minimum, the following on your discussion of GPRA Measures. If you do not have data on any GPRA measure, add information on why those measures were not included.</b>	X
• <b>Discussion of high performing and low performing areas.</b>	X
• <b>Discussion of issues with any GPRA Measure.</b>	X
• <b>Assessment of 21<sup>st</sup> CCLC Program based solely on GPRA Measures.</b>	X

**Discussion of High Performing and Low Performing Areas:** Examining the GPRA measures, we note that greater academic growth is achieved when students attend programming on a more regular basis: 18% of students attending 44 or fewer hours programming exhibited growth in the area of reading compared to 37% of students attending 45 or more hours of programming. Regarding math, 23% of students attending 44 or fewer hours programming exhibited growth in math compared to 41% of students attending 45 or more hours of programming. For overall GPA, 37% of students attending 44 or fewer hours of programming exhibited growth in their GPA compared to 58% of students attending 45 or more hours of programming. Thus, the improvement noted in students attending programming on a more regular basis is substantial and can be regarded as positive academic growth trend in LEAP attendees. Additionally, 62% of LEAP students who had a school day attendance rate at or below 90% in the prior school year improved on their daily attendance rate. Finally, 50% of students who had a suspension in the previous year did not have a suspension the following year.

**Discussion of difficulties on an GPRA Measure:** The afterschool program is only provided at middle schools that serve grades 6-8, therefore there is no data for students in grades 1-5 for this measure.

**Assessment of 21<sup>st</sup> CCLC Program based Solely on GPRA Measures:** With 37% MAP growth of LEAP attendees participating in more than 45 hours in reading and 41% growth of LEAP attendees participating in more than 45 hours in math, a substantial percentage of students who regularly attended LEAP showed positive academic growth. Further, 62% of LEAP students improved in their regular school day attendance. Finally, 50% of LEAP students who had a suspension the previous year did not have a subsequent incident this year. 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.

**6. Local Objectives**

**GPRA Measures will always serve as the official objectives. However, Local Objectives allow grantees to focus on areas not covered by the GPRA Measures. The following guidelines should be followed when entering the Local Objectives.**

- 1. Enter no more than five Local Objectives. If you have more than five objectives, enter the top five in the Local Objectives Table and summarize additional objectives in the Local Objectives**

**Discussion Section. Another option is to consolidate two or more objectives into one objective. If you have fewer than five objectives, leave the additional rows blank.**

2. There is a Local Objectives Table for each Cohort. If a Grantee did not participate in a cohort, that cohort table should be left blank.
3. Objectives will be rated as one of four ways. These are the **ONLY** acceptable ratings:
  - a. **Met the stated objective.** (Must provide methodology on how the objective was measured and justification for meeting the objective.)
  - b. **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.)
  - c. **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.)
  - d. **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.)
4. Data will be from the Summer and Fall of 2020 and the Spring of 2022.

Local Objectives Required Elements	Complete?
Local Objectives Data Tables	X
<ul style="list-style-type: none"> <li>• No more than FIVE Objectives per Cohort.</li> </ul>	X
<ul style="list-style-type: none"> <li>• Rating of each Objective as listed above.</li> </ul>	X
<ul style="list-style-type: none"> <li>• Full Methodology used for measurement.</li> </ul>	X
<ul style="list-style-type: none"> <li>• Justification for Rating</li> </ul>	X
Local Objectives Discussion	X

#### Local Objectives Data Tables.

**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 the stated objective	Reviewed content of every LEAP offering to determine evidence of Project Based Learning. 100% of the programming sessions, contain Project Based Learning.
50% of attendees will increase academic performance in reading on the MAP test	Met the stated objective	Based on those numbers, 73% of participating students increased their academic performance in reading as measured by the MAP test.

50% of the total school population will attend at least one day of programming	Met the stated objective	Daily attendance logs were used to track participation. 62% (676 out of 1,089) of the total student population at Jefferson and Washington attended at least one day of programming.
50% of attendees will increase academic performance in mathematics on the MAP test	Met the stated objective	Based on those numbers, 95% of participating students increased their academic performance in mathematics as measured by the MAP test.
Increase the number of community partners that work with the after-school LEAP program	Did not meet but made progress toward the stated objective.	Partner participation and contributions were documented by LEAP staff. This year six community partners contributed to LEAP. Although this is a lower number than the previous year, the program did recruit one new partner (Dubuque County Conservation).

### 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
• Additional Objectives not in Local Objective Tables.	X
• Clarification for objectives not met.	X
• Clarification for objectives not measured.	X

**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 increasing the number of community partners that work with the after-school LEAP program was not met. However, although there were fewer community partners this year, LEAP was able to recruit one new partner (Dubuque County Conservation) to sponsor LEAP sessions.

**Clarification for Objectives Not Measured:** All objectives were measured.

## 7. Anecdotal Data

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

### 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

**Specific Examples:** During the 2022-2023 school year, LEAP was able to get school staff involved with many of the after-school activities, and it was beneficial for the students to experience greater engagement with school staff in meaningful and educational learning opportunities. LEAP was able to bring new students at both schools into the afterschool activities. When students are already involved with other extracurricular activities (i.e., athletics, band), it is challenging to get them involved with LEAP because of these scheduling conflicts. However, staff observed that students that try LEAP once are immediately hooked and want to come back again.

One example of a success story is provided directly by a LEAP student, in their own words:

"I've met some great friends during LEAP at my school. I have learned the importance of schoolwork, volunteering and cooking which helps my family at home. LEAP has helped me with my grades and getting assignments turned in on time. I feel that the teachers at LEAP have helped me to be a better student this year by giving me strategies to be more successful in school. I am thankful that my school provides LEAP for the students."

**Key People Involved:** Key people that contribute to LEAP's success include the Student Advisory Committee, Teachers, and Facilitators.

**Quotes from participants, teachers, parents, etc.:**

“I love that there are so many options. I also like that no matter which one you choose they are always fun. This year I have done Robotics. I think that it has taught me how to do many things like building, design and marketing. It has also taught me how to work with other people better.” –Participant

“I like learning new things and how there are so many options to choose from. I like hanging out with my friends during LEAP. LEAP would be a great spot to make new friends as you are with people who have the same interests as you. – Participant

**Include objectives showing large increases:** One objective demonstrating large increases in in the area of Project Based Learning. The objective was that 80% of student in LEAP After School Program will participate in Project Based Learning. The After School Program provided 100% of participants with 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

**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 students attending the LEAP program engage in Project Based learning. Students have the opportunity to suggest activities that will be incorporated into the program. Therefore, it has been evident that students find LEAP activities to be 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**



Working with University of Dubuque Nursing



Arts and Crafts with the Public Library



Working with the National Mississippi River Museum



Dubuque Police Department K-9 Unit



Working with Rising Star Theater Company



Cooking Class

**Student, teacher, parent, and stakeholder input**

Student, teacher, parent, and stakeholder input Required Elements	Complete?
Quotes from student, teacher, parent, partners, and stakeholders.	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

Type or copy and paste student, teacher, parent and stakeholder input here.

**Quotes from Students:**

"We created bird feeders with one of our partners for an activity. The activity started conversation between students and adults about conservation and the impacts we as humans have on the wildlife around us. This activity made me think about what I can do in the future to help our native wildlife. It was great working with our partners from the Dubuque Conservation and getting to know what they do for our community." - Student

"LEAP has helped me be successful because it has helped me with acting for VPA and creating a character and learning about that character. Since I went to those it may help me get a larger part in the musical." - Student

**Quotes from Teachers:**

"Through LEAP we have a Food's Club typically every Tuesday and Thursday each week. With having Foods two times a week, we get to see a lot of students as they get to experiment and practice making different foods. It is awesome to see the students get to work with their hands and take part in a different type of class! Some of the students we have in Food's Club come back each week and it is fun to see them work with other students and gain confidence in the area of cooking/baking!" - Teacher

“Teaching over 100 students a day is sometimes overwhelming to meet the needs of all students. I am grateful that Washington has provided me with the opportunity, through the LEAP program, to offer homework help to our 6<sup>th</sup> grade students. During homework help I am able to give students more attention and provide them with one-on-one attention to help them be successful.” - Teacher

#### Quotes from Parents:

“My son’s 6<sup>th</sup> grade year he had really struggled with his math homework and because of it his grade and confidence has been low. My son started to attend homework help twice a week in October. By November we saw his confidence improve in math and generally his entire attitude toward school has improved overall. After Christmas break, he was attending homework help four times a week. He went from a failing Math grade in October, passing with a C+ in December and by the end of the school year he was so proud to have earned an A- in math. His iready testing score was at grade level for the first time that I can remember. My husband and I both work two jobs and want to help our son with his schoolwork but our schedules made it difficult. I am forever grateful LEAP homework help was offered to our son!” - Parent

#### Quotes from Partners:

“I always enjoyed the LEAP presentations. The kids were engaged, asked great questions, and loved walking through the squad car and watching the K9. The staff were very professional and appreciative. It’s positive experiences like this that plants the seed in the next generation. Thanks for letting us be a part of your program!” - Partner

“I had a wonderful time doing LEAP last year! It’s great interacting with students and getting the word out on all the great offerings the library has. They often times seem surprised by all the offerings we have for teens specifically. I’m always happy to connect with the students and look forward to doing activities ranging from crafts to STEM.” – Partner

#### Quotes from other Stakeholders (Administrators, Counselors, etc.):

“I have been working with a student through the LEAP HW Help program on a regular basis this year. She struggles with school and was behind on her homework. She is a 7<sup>th</sup> grade student with very little confidence in school and was failing 3 of her classes. It seemed that this student did not feel she could get caught up, the first day she came she was very overwhelmed with the workload and cried. After her attending HW Help for 2 weeks, she was all caught up, and now comes once in a while to keep up with her schoolwork.” – Counselor

### 8. Sustainability Plans

Sustainability Plans Required Elements	Complete?
Discuss formal sustainability plan from your original grant application including how it has changed.	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



**Original Plan from Grant Application Summary:** Beginning in Year 5 of this project, the district will begin planning for and soliciting local contributions to sustain ASP programming. Furthermore, nearly all the ASP programming will be sustainable years with reduced funding through the grant. 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 year 5 and the district will also continue to recruit and train more volunteers for enrichment programming.

**Discuss Formal Sustainability Plan If Applicable:** Not Applicable at this time.

**How Program Will Continue Without 21<sup>st</sup> 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, the program anticipates sustained collaboration for after-school educational and developmental programming.

## 9. 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
Unexpected Data	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 21<sup>st</sup> 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 21<sup>st</sup> CCLC Grant. Student data, as well as anecdotal data indicate that 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:** Coming out of the COVID pandemic LEAP continues to identify numerous teachers and staff stepping up to offer afterschool programming for students as part of the LEAP program. Teachers and staff indicated the significant value in this program and offering opportunities for students to be engaged in their school outside of the normal school day.

#### Dissemination of Local Evaluation.

Dissemination of Local Evaluation Required Elements	Complete?
Exact URL where your <b>2022-2023</b> local evaluation is posted ( <b>required by US DOE</b> ). Because this is required by ESSA, we check each URL for accuracy.	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 community partners as staff continue to explore opportunities for program improvement.

**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

**Objectives to be changed and reasons why:** Due to ongoing challenges in attaining regular attendance, and the benefits in academic growth associated with higher LEAP attendance, program leadership may wish to consider modifying the local objective to increasing regular attendance for a specified percentage of students.

**Objectives to be added:** No additional objectives are recommended at this time.

**Include objectives not met:** The objective related to increasing the number of community partners that work with the after-school LEAP program was not met. However, the program did add one new community partner this year, demonstrating some progress in building community partnerships.

**Include objectives not measured:** All objectives were measured.

**Recommendations on Future Plans for Change.**

Recommendations on Future Plans for Changing Required Elements	Complete?
<b>This should be the most substantial discussion area. Please base your discussion on the data you are submitting. Please include the following elements as a minimum.</b>	X
• <b>Changes in activities.</b>	X
• <b>Changes in recruitment efforts.</b>	X
• <b>Changes in partnerships.</b>	X
• <b>Changes for sustainability plans.</b>	X
• <b>Other changes as suggested by governing body.</b>	X
• <b>Based on the data, recommendations for improving program quality.</b>	X

**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.

**Changes in recruitment efforts:** LEAP has been quite successful in its recruitment efforts, as evidenced by the fact that 676 students, or 62% of the total student population, attended one or more LEAP activities during the 2022-23 academic year. The challenge is to increase the percentage of regularly attending participants (a minimum of 45 hours over the school year). LEAP has chosen a strategy to be inclusive, to engage as many students as possible, and this certainly has its benefits in terms of exposing a large number of students to enrichment activities and educational supports. 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). This year LEAP had fewer community partners but did bring a new partner into the program. Because of LEAP's strong history of community involvement and the LEAP Coordinator's success in engaging community partners in the past, the evaluator recommends efforts to re-engage past partners and to seek out new community partners to support LEAP's activities.

**Changes for sustainability plans:** 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. Now that community partners are back in the schools, sustaining partnership can once again be prioritized.

**Other changes suggested by governing body:** The district will continue to look at ways to encourage more regular attendees for the LEAP program with the understanding there are many opportunities for students to be involved in extracurricular activities (i.e., athletic teams, band, choir) at each of the schools.

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 due to natural disaster(s).**

**Unexpected Data:** No unexpected data pertaining to the 2022-23 school year for LEAP programming.