

GRANT AGREEMENT

STATE OF IOWA
Iowa Department of Education

Grimes State Office Building
Des Moines, IA 50319-0146

CFDA Number: 84-287
Source Code 4646
Agreement #: 10CL-01

Grant Program:

21st CENTURY COMMUNITY LEARNING CENTERS

Grantee
Name
and
Address

Davenport Community Schools
1606 Brady Street
Davenport, IA 52803

Grantee Federal Identification Number:
42600135000

Name and
Address of
Grant Contact
Person:

Davenport Community Schools (Buchanan Elementary, Monroe Elementary)
John Border
1606 Brady Street
Davenport, IA 52803

Telephone Number:

563-336-5000

Fax Number:

563-336-5080

E-Mail Address:

border@davenportschools.org

Grant Amount:

\$ 231,400.00 *

Funding Period:

Grant Period: (Year 1 of 5)

January 1, 2010 to June 30, 2014

January 1, 2010 to December 31, 2010 (Yr 1)*

An Amendment to Grant Agreement will be issued annually for Yrs 2-5, at the discretion of the DE as funding permits.

Description:

The funds are designed for the development of high quality before and after school or out-of-school time programs at the local level by providing US Department of Education federal funds to local school districts, nonprofit organizations, faith-based, community-based and other public and private organizations that were reviewed and recommended for funding by the Iowa Department of Education review panel and approved for funding by the Department for the next five years. Funding for years 2 – 5 will be based on the availability of funds.

Provisions from the grantee proposal and Request for Applications (RFA) are hereby incorporated into this agreement. If there should be a conflict in language between any documents, the order of precedent shall be RFA, agreement, and proposal.

Performance Monitoring Strategy:

Grantees will be required to submit the following reports at a minimum each year. More performance and monitoring reports could be required if deemed appropriate at the federal or state level:

- (a) Quarterly financial budget reports detailing expenditures.
- (b) Year End budget report
- (c) Year End Performance and Monitoring report.
- (d) Data collection and evaluation information for the PPICS system – Profile and Performance Information Collection System (federal requirement).

Other grant conditions that must be met:

- (a) Grantees must participate in professional development opportunities at local, regional, state, and national levels according to minimum and maximums outlined within their grant budget.
- (b) Grantees must cooperate in research activities or evaluation opportunities which would help advance the before and after school movement at a locally, regional, state, or national level.
- (c) Grantees must share and disseminate information about the local 21st CCLC program with a variety of audiences, to work toward an element of sustainability of the program in the fourth and fifth years of the 21st CCLC grant when overall funding for the grant begins to occur.

An annual written year end performance and monitoring report must be provided the DE on or before January 31st following each year of the grant.

Grant applications are approved and funded for a period of five years contingent upon federal appropriations to the 21st CCLC program each year of the grant award years.

Claims for payment:

Payments will be made on an actual cost incurred basis after review and approval by the Department of fiscal activity on a quarterly basis. Claims for reimbursement should be received within 45 days of the end of each quarter. Distribution of funds will be electronic to the grant organization. Carry over of funds are permitted in years 1 – 3 only and are determined on a case-by-case basis; is not automatic; and a request must be submitted in writing or email format. Carry over funds in years 4 and 5 are not permitted. Funds in Year 4 of the grant will be reduced by 25%; Year 5 reduced by 50%; from the initial Year 1 award. Extension of grant funds beyond the fifth and final year of the grant is also not permitted at this time.

Final claims for payment and written reports are due on or before January 31st following each year of the grant with payment contingent upon receipt and acceptance the annual written year end performance and monitoring report by the DE.

*****For Department of Education Use Only*****

FY	Fund	AGENCY	ORGANIZ.	S/ORGAN.	OBJ	ARC	AMOUNT
2010	0268	282	3331		4100		\$ 231,400.00

TERMINATION: This agreement may be terminated by either party upon ten (10) days written notice.

NONTRANSFERENCE: Unless otherwise stipulated in this agreement, the grantee shall not transfer any interest in this agreement without prior written approval from the Department of Education.

AMENDMENTS: Requests for and approval of amendments to this agreement must be mutually acceptable and in writing.

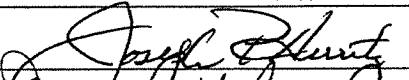
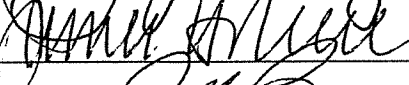

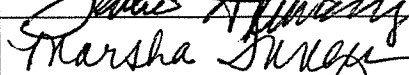

INDEMINIFICATION: The grantee agrees jointly and severally to indemnify and hold the State, its successors, and assigns harmless from and against all liability, loss, damage, or expense, including reasonable counsel fees, which the State shall incur by reason of the failure of the grantee to perform fully and comply with the terms and obligations of this agreement.

AVAILABILITY OF FUNDS: If this agreement has a multi-year operational period, its continuation is subject to the future availability of Federal and/or State funds under the program from which it is supported.

ASSURANCE: The GRANTEE, by signatures affixed below, assures the Department that the grantee is operating in compliance with all applicable FEDERAL, STATE, and LOCAL statutes, rules and regulations.

REPRESENTATIONS: Representations, verbal or written, that may have been made prior to the signing of this agreement and not expressly stated in the terms of this agreement, are nonbinding, void and of no effect. Neither party has relied on such prior representations in entering into this agreement.

Grantee: Obtain and date all required signatures and RETURN ORIGINAL using enclosed, addressed envelope to: Jill Corsbie, Accounting Technician 2, Bureau of Teaching and Learning Services, Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146. Retain a copy for your agency records. Receipt of the SIGNED AND DATED ORIGINAL agreement form will initiate the request for initial grant payment as identified in this agreement.

TITLE	SIGNATURE	DATE
DE Consultant (Program Manager, Project Director)		3/30/10
DE Bureau Chief		3/31/10
DE Authorizing Signature		4/14/10
Grantee Superintendent or Chief Administrator		4-7-10
Grantee Business Officer		4-7-10

Corsbie, Jill [ED]

From: Corsbie, Jill [ED]
Sent: Thursday, April 15, 2010 2:18 PM
To: 'John Border'
Subject: approved 21st Century Grant
Attachments: 20100418064523367.pdf

Attached to this e-mail is a copy of the approved 21st Century Grant for your file.

If you have any questions, please let me know.

Thanks,

Jill Corsbie
Iowa Department of Education
Grimes State Office Building
400 E 14th & Grand
Des Moines, IA 50319

Phone : 515-281-5315
FAX : 515-242-6025
E-mail: jill.corsbie@iowa.gov

**Project Application
21st Century Community Learning Centers**

RECEIVED

**Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319**

OCT 20 2009

DEPARTMENT OF
EDUCATION

Return to: Ruth Jones
Iowa Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, Iowa 50319-0146

**Due:
OCTOBER 20, 2009**

PART I: APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency) DAVENPORT COMMUNITY SCHOOLS			
County: SCOTT		Amount Requested: \$984,364 (Total Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) JULIO ALMANZA, SUPERINTENDENT		Grant Contact/Project Director: JOHN BORDER	
Agency Name: DAVENPORT COMMUNITY SCHOOLS		Agency Name: DAVENPORT COMMUNITY SCHOOLS	
Address: 1606 BRADY STREET		Address: 1606 BRADY STREET	
City: DAVENPORT	Zip: 52803	City: DAVENPORT	Zip: 52803
Phone: 563-336-5000	FAX: 563-336-5080	Phone: 563-336-5028	FAX: 563-336-5080
Email: almanzaj@davenportschools.org		Email: borderj@davenportschools.org	

PPIC's Data Collection Contact: JOHN BORDER		Fiscal Contact: HEATHER HARLAND	
Address: 1606 BRADY STREET		Address: 1606 BRADY STREET	
City: DAVENPORT	Zip: 52803	City: DAVENPORT	Zip: 52803
Phone: 563-336-5028	FAX: 563-336-5080	Phone: 563-336-3850	FAX: 563-336-5080
Email: borderj@davenportschools.org		Email: harlandh@davenportschools.org	

Part G: Program Site

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

Part H: Collaboration with Schools

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program was developed and will be carried out in active collaboration with the schools the students attend.

Part I: Notice to the Community

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

Part J: Public Review of the Application

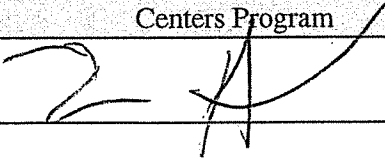
As the designated applicant agency representative, I certify that this application and any waiver requested have been made available for public review.

Part K: Parent Consent

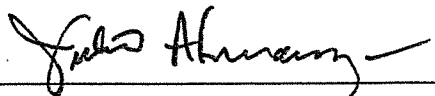
As the designated Applicant Agency, I certify that a process will be put in place to obtain parent consent from the parents of students who participate in the proposed Community Learning Center program for the purpose of transferring records between the participant students schools and the proposed program.

The Applicant agrees to meet with project staff at the Iowa Department of Education upon request.

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	City of Davenport Parks & Recreation

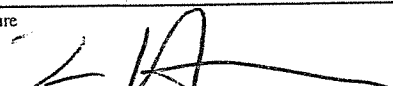
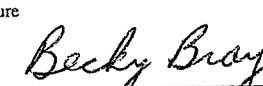
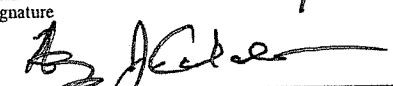
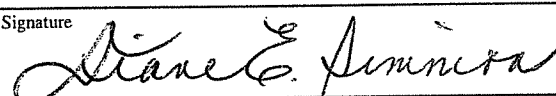


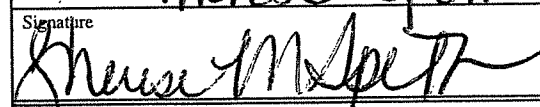
Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement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

Signature of Local Education Agency Representative on behalf of the 21st Century Community Learning Centers Program	Local Education Agency Name
	Davenport Community Schools

COLLABORATIVE SIGNATURES

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

Attach as many additional sheets as necessary

Name/Signature	Agency Affiliation	
Name/Title: Theresa Hauman, Senior Recreation Manager	Agency: City of Davenport Parks & Recreation	
Signature 	Address 1757 W. 12 th St. City/Zip Davenport, IA 52804 Phone 563-326-7812	
Name/Title: BECKY BRAY	Agency Iowa State University Scott County Extension Office	
Signature 	Address 875 Tanglefoot Lane City/Zip Bettendorf, IA 52722 Phone 563-359-7577	
Name/Title: Tony Calabrese VP/COO	Agency Scott County Family YMCA	
Signature 	Address 606 W. 2 nd Street City/Zip Davenport, IA 52802 Phone 563-322-7171	
Name/Title Diane Simmons, Principal	Agency Buchanan Elementary School	
Signature 	Address 4515 N. Fairmount City/Zip Davenport, IA 52806 Phone 563-391-1463	
Name/Title T.J. Schneckloth	Agency Monroe Elementary School	
Signature 	Address 1926 W. 4 th Street City/Zip Davenport, IA 52802 Phone 563-322-3559	
Name/Title Sandra K. Foster, 2nd Grade Teacher	Agency Buchanan Elementary Address 4515 N. Fairmount City/Zip Davenport IA 52806 Phone 391-1463	
Signature 		
Name/Title Therese Speth Special Ed	Agency Monroe Elementary Address 1926 th W. 4 th Street City/Zip Davenport IA 52802 Phone 563-322-3559	
Signature 		
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone

21ST CCLC APPLICATION FUNDING REQUEST SUMMARY

Form D1

21 ST CCLC TOTAL FUNDING REQUEST (Before and/or After School Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites):	Total first year funding request (all sites):	Total five year funding request (all sites):
2	270	\$231,400	\$984,364

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION

NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.

Name of Program Site	Year 1 Funding Request (see below 1, 2)	Year 4 Funding Request (75%) (see below 1, 2)	Year 5 Funding Request (50%) (see below 1, 2)	Total Funding Request (5 year total)	Number of Students being served
Buchanan Elementary	\$115,700	\$86,774	\$57,850	\$492,182	135/year
Monroe Elementary	\$115,700	\$86,774	\$57,850	\$492,182	135/year
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

1. Continuation grants are funded at the 50% level for years 1-5 based on their Cohort II (2004-2009) fifth and final year
2. New grants are funded at 100% levels in years 1-3; and 75% in year 4; and 50% in year 5

Iowa Department of Education 21st Century Community Learning Centers Grant Program Budget

Applicant Agency: Davenport Community Schools Site: Buchanan Elementary

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 135

Categories	Year 1		Year 2		Year 3		Year 4 (25% decrease)		Year 5 (50% decrease)		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	72,438	4,320	72,655	4,332	72,655	4,332	54,328	3,240	36,219	2,160	326,679
Staff Travel	1,500		1,500		1,500		1,125		750		6,375
Materials	6,220	2,160	6,220	2,160	6,220	2,160	4,665	1,620	3,110	1,080	35,615
Professional Development (minimum 5 % per year)	5,812		5,812		5,812		4,359		2,906		24,701
Student Access, Transportation etc. (maximum 8% per year)	9,300		9,300		9,300		6,975		4,650		39,525
Evaluation (minimum 4% per year)	4,650		4,650		4,650		3,487		2,325		19,762
Administrative/ Indirect Costs (maximum 8% per year)	9,300		9,300		9,300		6,975		4,650		39,525
Totals	109,220	6,480	109,437	6,492	109,437	6,492	81,914	4,860	54,610	3,240	492,182

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

Iowa Department of Education

21st Century Community Learning Centers Grant Program Budget

Applicant Agency: Davenport Community Schools

Site: Monroe Elementary

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

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

Number of Students Served: 135

Categories	Year 1		Year 2		Year 3		Year 4 (25% decrease)		Year 5 (50% decrease)		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	72,438	4,320	72,655	4,332	72,655	4,332	54,328	3,240	36,219	2,160	326,679
Staff Travel	1,500		1,500		1,500		1,125		750		6,375
Materials	6,220	2,160	6,220	2,160	6,220	2,160	4,665	1,620	3,110	1,080	35,615
Professional Development (minimum 5% per year)	5,812		5,812		5,812		4,359		2,906		24,701
Student Access, Transportation etc. (maximum 8% per year)	9,300		9,300		9,300		6,975		4,650		39,525
Evaluation (minimum 4% per year)	4,650		4,650		4,650		3,487		2,325		19,762
Administrative/ Indirect Costs (maximum 8% per year)	9,300		9,300		9,300		6,975		4,650		39,525
Totals	109,220	6,480	109,437	6,492	109,437	6,492	81,914	4,860	54,610	3,240	492,182

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

Applicant Agency's Fiscal Resource Information

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

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

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

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

Budget Narrative

Basis for estimated costs of expenditures...

YEAR ONE

Personnel (66%)

	BUCHANAN	MONROE	
<i>Afterschool</i>			
Site Coordinator	8,458	8,458	185 days (37 weeks) x 4
Certified Staff	18,432	18,432	144 days (36 weeks)
Program Assistants	20,290	20,290	185 days (37 weeks) x
Enrichment Providers	5,400	5,400	144 days (36 weeks)
SOLUTIONS Character Ed	3,600	3,600	36 sessions
Family Literacy Partner	4,320	4,320	
<i>Summer</i>			
Site Coordinator	1,600	1,600	28 days
Certified Staff	5,152	5,152	23 days (5 weeks) x
Program Assistants	4,606	4,606	28 days (5 weeks)
Enrichment Providers	1,750	1,750	20 days (4x per week for five weeks)
SOLUTIONS Character Ed	3,150	3,150	28 days (5 weeks+ travel)
	76,758	76,758	

*All personnel costs include FICA/IPERS, with annual growth of .03% in year two.

Staff Travel (1%)

Costs for staff travel are minimal and strategic, totaling 1% of the grant budget. Funds have been allocated to cover the expense of travel for professional development opportunities, including travel expenses associated with the national 21st CCLC Summer Institute, held annually.

Materials (7%)

Costs for materials total are 7% of the overall budget request. Grant funds will be used to leverage additional contributions from local funders and identified businesses affiliated with the afterschool and summer program community. Also, material costs include food for family literacy events, instructional and enrichment supplies, and tools for family engagement. The basis for these estimates is determined by projected attendance and reasonable usage.

Professional Development (5%)

Professional development costs are estimated at 5.0% of the total budget. This amount will fund approximately 1/4 of a full-time Field Coordinator position that will oversee afterschool and summer training for staff as well as continuous improvement processes. This amount includes associated costs of extensive pre-service orientation and training of staff and partners in the following areas: the Search Institute's 40 Developmental Assets, Continuous Improvement Process for Afterschool programs (CIPAS), our consensus-driven framework of best practices, data management, and an overview of 21st Century Community Learning Centers philosophy. An effective sustainability plan relies upon high quality programming, and staff development is the centerpiece of quality programming. Therefore, we place a premium on staff development in order to assure excellent, sustainable programming beyond the terms of the grant.

Student Transportation (8%)

The cost of student transportation is estimated to be 8.0% of the total budget request. Buchanan and Monroe Elementary schools have high rates of family transition and mobility. Daily afterschool transportation services will ensure expected daily attendance rates as well as assure the safety of K-5 students during the afterschool hours. Significant additional transportation costs

are being provided in-kind by Davenport Community Schools to meet the expenses of monthly afterschool and summer study trips.

Evaluation (5%)

Evaluation costs total 5.0 % of the full budget request. A portion of these funds are dedicated toward ¼ of the cost of a full-time Field Coordinator that will participate in the collection and aggregation of data toward formal evaluation of the Buchanan and Monroe project. A balance of \$6,000 is designated toward contractual services to conduct required state and local evaluation for both schools in the grant. A rigorous and thorough evaluation process is essential to sustainability of our Buchanan and Monroe project. Our design for the evaluation category is a reflection of that commitment and priority.

Administrative/Indirect Costs (8%)

Administrative and indirect costs have been reserved in the budget in the amount of 8.0% of the total budget request. In year one, a total of \$11,997 is allocated toward the salary of a full-time Field Coordinator, and \$6,603 is reserved for indirect costs. The amount dedicated to indirect costs was arrived at by applying the current standard of 2.84 % for the state of Iowa.

The extent to which the major cost items are aligned with proposed activities...

Personnel (66%): Our proposal will be evaluated on the basis of meeting expressed academic and social/behavioral goals. Therefore, it is important that as many resources as possible be committed to student-centered services geared toward academic improvement. It is important that intensive instruction for students in academic need be performed by teachers of origin, that is, teachers that are employed by the school during the core day. These professionals are in optimal position to help students further achievement levels afterschool.

It is vital to the development of a sound sustainability plan and to the concept of community learning centers that community organizations are involved and committed to academic and social/behavioral programming. These partners contribute significantly to the Buchanan and Monroe project with a diverse menu of academic enrichment, ESL academic and social supports and assistance with engaging family literacy components.

Professional Development (5.0 %): High quality programming is the centerpiece of sustainability and the hallmark of a successful initiative. A high degree of fidelity to best practice and continuous improvement processes are essential to that success. Accordingly, this budget proposes a professional development allocation that meets the minimum amount required by the RFA. The position of Field Coordinator is of critical importance as this is the mechanism by which site-based implementation is monitored and evaluation data is accumulated. The Field Coordinator is also the key communication link between program level and project administration, as well as contributing significantly to the evaluation and reporting process by gathering and aggregating data. At the programming level, it is necessary for all Buchanan and Monroe staff members who work with youth to undergo extensive pre-service training to create intention and awareness around program goals and objectives.

Evaluation (5.0 %): The allocation for program evaluation supports a carefully constructed assessment plan that addresses specific academic and social/behavioral outcomes expressed in the logic model. Program activities enhance and expand upon core day activities and place a focus on experiential learning and community opportunities that are directly aligned with those outcomes. The distribution of evaluation information to the community at large is an important method of building public will and support of sustainable out-of-school time program for the Buchanan and Monroe project.

The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits...

Projected costs are reasonable, cost-effective, and adequate given the depth and breadth of opportunity proposed at the proposed school site. The budget estimates reveal that daily cost for provision of proposed services meets the funding standard of \$10.00 per day times the number of students anticipated to participate in the program times the number of days the program will operate in before and afterschool and summer transition programs. The budget proposal also meets criteria for reasonable funding as it relates to expected benefit. Among the programming elements that address these criteria are the level of well trained and professional staff involved in program delivery, transportation services where necessary or appropriate, provision of low student to staff ratios, nutritious snacks offered through the U.S.D.A., maximum use of arts and technology resources, and minimal cost to students and families. The focus of the budget is to allow for the provision of caring, adult staff to build constructive, meaningful relationships with youth and their families through a variety of strategies. This community collaborative project, representing Davenport Community Schools and a host of arts and community based organizations, will accomplish this goal.

The extent to which the description provides assurance that this funding will supplement, rather than supplant, existing funding...

Any 21st CCLC funds awarded to Davenport Community Schools will not be used to supplant funding for existing programs and services. Rather, 21st CCLC funds will be used to create new before and afterschool and summer program opportunities for children and families of Buchanan and Monroe Elementary schools. The funds will be used to reach new populations and introduce expanded programming. As a component of our sustainability plan, principals and administrators will review the possibility of Buchanan and Monroe Elementary schools using discretionary federal, state, and local funds to strengthen the 21st CCLC initiative in their respective schools. It is understood that some changes may be requested as the continuous improvement process reveals expenditures that do not produce intended outcomes or that identify the need for a different focus.

The extent to which partners in the project will provide in-kind support or funding...

Davenport Community Schools (Administration/Transportation)	\$20,000
Iowa State University County Extension Service	\$5,000
City of Davenport	
Parks and Recreation	\$15,000
Davenport Public Library	\$2,000
Scott County Family YMCA	\$5,000
FIGGE Art Museum	\$3,000
	\$50,000 annually

Project Abstract

The Buchanan and Monroe Stepping Stones project is a joint application by the Davenport Community Schools and the City of Davenport Parks & Recreation department for the 21st Century Community Learning Centers 2010-2014 application cycle. The program serves the students and families of Buchanan Elementary (enrollment 354) and Monroe Elementary (enrollment 412) schools, two of the highest need schools in our district serving large populations of low-SES and English Language Learners. Davenport Community Schools (DCS) is in the fifth year of sanctions as a District In Need of Assistance based on academic achievement of Special Education, low SES, and African American sub groups who did not meet the Annual Measurable Objective (AMO) on the state trajectory under NCLB legislation. Both Buchanan and Monroe Elementary are considered Schools In Need of Assistance on either Full or Watch status. Buchanan is currently on Watch Status in Reading and Math, having missed trajectory for low-SES and African-American students in Reading, and all students, low-SES and African-American in Math. Monroe missed trajectory for all sub-groups except Hispanic students in Reading and Math, putting them in Fall SINA status. The DCS "Stepping Stones" out-of-school time model is becoming more widely recognized as a critical intervention for struggling elementary students. Recently, the program was showcased as part of an Iowa DOE accreditation visit and is an emerging exemplar for the role of Community Learning Center collaboratives in providing "extra help" and asset building for at-risk youth. The program will serve at-risk youth through the following components: 1) parent and community engagement, 2) academic intervention and ESL supports, 3) object-based experiential learning, and 4) research-based youth development strategies. A comprehensive evaluation plan is based on the Search Institute's 40 Developmental Assets and drives program activities and sustainability. A series of community partners offer specialized

activities that are aligned with specific developmental assets. Outcomes and performance measures include academic and behavioral outcomes for students and an array of family literacy activities. Buchanan and Monroe Stepping Stones will have an average daily attendance goal of 75, with after school hours from 2:30-5:30 p.m. and a five-week summer program. A dynamic referral system utilizes a “counselor watch list” to assure the impact of programming on academically and behaviorally at-risk youth. After school will have four student groups by general age range rotating through 45-minute blocks of academic and youth development-focused enrichment and recreation. The first block encompasses academic supports with an assistance “pyramid” that includes homework help for all and an intensive math and reading intervention for targeted students instructed by teachers of origin. Building level staff will include: a program-level Site Coordinator, three program assistants and a series of community partners providing “enrichment.” In-kind administrative support will include a project manager, a full-time equivalent field coordinator to assist with school day alignment, partnerships, professional development, monitoring implementation, purchasing, payroll, etc., and full-time clerical support for grants reporting, attendance, and evaluation. The sustainability model is based on broad community engagement, including impressive in-kind support and commitment from primary partners of sustainability into the 4th and 5th year and beyond the grant period. The City of Davenport Parks & Recreation department serves as joint submitter of the proposal, providing staffing and community-based enrichment. Iowa State University Extension, Scott County will serve in an evaluator, professional development and youth engagement role for the project. Other programming partners include: Davenport Public Library; P.T.A., Figge Art Museum, Putnam Natural Science Museum, and others. These partnerships and the program implementation will be overseen by the award-winning Davenport Community Education Advisory Council.

Project Narrative

General, Cross-Cutting Elements

General Cross Cutting Elements are present throughout the application, including:

Results for Iowa Youth The proposed program contributes toward the “Four Results for Iowa Youth,” as demonstrated throughout the application highlighted in yellow. The results are:

- 1) All Iowa children and youth are healthy and socially competent;
- 2) All Iowa children and youth succeed in school;
- 3) All Iowa children and youth are prepared for productive adulthood; and
- 4) All Iowa children and youth have the benefit of safe and supportive families, schools, and communities.

Ten Common Elements of Quality After-School Programs The proposed project is built on a quality framework, including the “Ten Common Elements of Quality After School Programming.”

These are highlighted in [redacted] throughout the application and include:

- 1) The program is a combination of academic, enrichment, cultural, and recreational activities that guide learning and engage children and youth in wholesome activities;
- 2) Goal setting and strong management;
- 3) Planning for long-term sustainability;
- 4) Quality after-school staffing;
- 5) Attention to safety, health, and nutrition issues;
- 6) Effective partnerships;
- 7) Strong involvement of families;
- 8) Extended learning opportunities;
- 9) Linkages between school-day and after-school personnel; and
- 10) Evaluation of program progress and effectiveness.

System Capacity

Capacity to meet timelines The Davenport Community Schools (DCS) and its partner agencies, singly as well as collectively, possess the financial, material and human resources necessary to fulfill the proposed project on time and within budget. Currently, all partners are able to maintain quality programming and offer a wide array of high impact services to youth and families across the community, which will only be strengthened and expanded by centralizing these services at the school level, through the Buchanan and Monroe Stepping Stones program. The project will meet this commitment and stated timelines through three critical program elements, including: 1) a comprehensive Accountability Plan; 2) a strong management plan; and 3) professional fiscal management through the DCS Finance Department. 1) An Accountability Plan has been developed in collaboration with community partners and distributed to stakeholders. The plan holds all collaborative partners, including the school district, accountable for the proposed action plan, timeline and budget. The plan includes the monitoring and evaluation process and partner agreements that specify outcomes, which their programming will address, along with operational and financial commitments. This guiding document includes an integrated system of job descriptions; explicit partner expectations; staff meeting and advisory council agendas; regularly scheduled reporting requirements to parents, community partners, school district administration and the DCS Board of Directors. The plan will be updated as the project begins to include daily staff and partner scheduling and explicit and systematic daily lesson plans. 2) A strong, clearly defined management structure follows the established “Framework of Best Practices” developed through the Davenport Community Education Advisory Council (CEAC) and adopted by all partner agencies to assure that the Buchanan and Monroe Stepping Stones meets all timelines within budget. A Project Manager will oversee program implementation, partner participation, professional development, evaluation and overall administration. This role will be supplemented by a full-time Field Coordinator who will

oversee daily operations and with the external evaluator to monitor implementation. The Project Manager and Field Coordinator will be supported by the DCS Development Supervisor, provided in-kind by the district. In addition, an Enrichment Coordinator will be provided by City of Davenport Parks & Recreation to assure relationship building and effective partnership among community agencies. 3) A strong accounting and fiscal auditing system will be provided by DCS, acting as fiscal agent, and communicated regularly to all stakeholders. Administering the third largest district in the state of Iowa, the accounting department manages a \$177 million budget annually according to Generally Accepted Accounting Principles and the state accounting system, Uniform Financial Accounting. An annual independent audit provides additional oversight. A designated Budget Specialist and Accounting Representative, both provided in-kind by the district, will provide direct oversight of project income and expenditures. In-kind clerical support will handle daily paperwork, payroll, report generation and pupil record services to support evaluation.

Evidence of previous success The DCS has a history of award-winning programs and partnerships that serve the youth and families of the Davenport area. DCS and the collaborative partners of CEAC have a successful track record with out-of-school-time collaboration and have worked with these and other community agencies for decades. In 2000, DCS summer enrichment camps received the national Audrey Nelson Community Development Achievement Award in recognition of “exemplary and innovative use of community development block grant funds to address the needs of low and moderate-income families, homes, and neighborhoods.” These collaborative partnerships maximize available resources for youth and competed successfully for federal 21st Century Community Learning Center funds (21st CCLC) helping local agencies better understand and meet the needs of youth and families. The proposed project brings these vital partnerships together with the capacity of the local public school district to support these high-need elementary schools. Additional evidence of previous successes include being selected in July 2008 by

the Iowa Afterschool Alliance as an Iowa “blueprint” for sustainable afterschool programs, and presenting the sustainability model at the June, 2008 National Conference on Volunteerism in Atlanta, Georgia, and DCS programs being recognized in October 2009 by the Iowa Afterschool Alliance and the National League of Cities as a model for collaborative partnerships in a series of webinar modules related to mayoral and municipal involvement with afterschool programs

Evidence of capacity to administer the program The DCS Finance Department, management team and community partners have administered similar programs and funding levels, including past federal 21st CCLC grants. DCS will provide annual audit reports of these funds with independent audit provided by Bide Baily Accounting to assure compliance with regulatory and industry best practice. Program partners have adopted the CEAC “Framework of Best Practices” for out-of-school time that describes standards for program administration. These sound administrative practices and fiscal responsibilities are explicitly documented in the Buchanan and Monroe Accountability Plan and its memorandum of understanding with community partners. A strong, clearly defined management and advisory function holds all parties accountable for administration of the Buchanan and Monroe Stepping Stones program.

Evidence of technology capacity The proposed project will use Cayen Systems’ A-Plus software networked to the district server to allow centralization of student data, staffing, and scheduling. A-Plus, an industry leader in dynamic software supporting community learning center programming, is aligned with the software in current elementary after school program, allowing transition activities and online registration capability. A-Plus has cross-platform capability with the district student information system (eSIS) and the Iowa Department of Education’s Year End Performance report. The Finance Department utilizes Integrated Financial and Administrative Solutions (IFAS) software, providing purchasing and payroll services and instant access to account information at a district and site level. Finally, technology is available at each site to support academic and enrichment programs,

including access to the Library Media Centers' computer labs allowing each instructional group a 1:1 ratio for daily computer use for family literacy activities.

Evidence of capacity to sustain the program Past 21st CCLC federal funding allowed DCS and the partners of the CEAC to improve capacity in critical areas, including community, parent and staff support and vital community partnerships. Past CEAC federal 21st CCLC programs were successful in achieving goals, student outcomes, and attendance over the course of the federal grant. Since the end of the federal grants, the district successfully sustained programming in its elementary schools through its award-winning "Stepping Stones" program, a fee-based, scholarship and financial-aid supported program currently serving over 600 students kindergarten through 5th grade at fifteen Davenport elementary schools. In the case of Buchanan and Monroe, the two lowest socio-economic and highest mobility schools in the district, current models are not working and a new approach is warranted, which will lead to sustainability through several evolving factors:

- Increased collaboration with community partners to strengthen fund development and operational economies of scale. A scholarship fund established as a custodial account in the Davenport Schools Foundation provides a 501(c)3 to receive United Way pledges from DCS staff, a growing source of revenue to support scholarships;
- Community Education, DCS Volunteer Center and Out-of-School-Time programming have been realigned in the district and moved under the purview of the DCS Development Office in the administration, creating new relevance, access and support for these critical functions;
- Search Institute's 40 Developmental Assets adopted by local United Way, partners and district as common language for outcomes and evaluation, aligning previously diverse community frameworks for youth development;
- A sophisticated collaboration with City of Davenport Parks and Recreation program, an in-depth model that features shared staffing and shared facilities to expand reach to youth and families.

Education and Enrichment

Comprehensive School Improvement Plans The proposed program aligns with and supports the DCS Comprehensive School Improvement Plan (CSIP) by acting as delivery system for critical CSIP action plan items, including: academic achievement, experiential learning, English as a Second Language supports, background knowledge, parent and community engagement and family literacy programming. DCS develops its CSIP by engaging in a broad, community-based needs assessment. This is accomplished through a Local School Improvement Advisory Council (LSIAC) that analyzes achievement, behavior data, and enrollment trends, and through the district's award-winning Community Education program which engages community and school leadership in bringing learning to life for Davenport youth and families. The proposed project was designed in collaboration with the DCS Development Office and Community Education Program, school Principals and staff, the district Curriculum Department, Executive Directors and Superintendent, community stakeholders, and the Community Education Advisory Council. Stakeholder participation included the LSIAC and CEAC, with members of these two councils attending a variety of collaborative design sessions and focus group discussions to inform the Comprehensive School Improvement Plan and the proposed Buchanan-Monroe project.

- **Needs Assessment** CSIP APR shows that Buchanan and Monroe students are struggling, particularly among ethnic subgroups and ESL, with Buchanan and Monroe serving the highest percentage of ESL students in the district. Some 17% of students at Buchanan and an estimated 20% of Monroe students are expected to be ESL with a new program starting next year. African-American and low-SES students, in particular, face an extreme achievement gap on ITBS for both Reading and Math.

Reading Proficiency						
		Euro-American	Afr-American	ELL	Low SES	
Buchanan	Grade 4	68.2%	55.6%	54.5%	59.6%	
	Grade 5	66.7%	50%	33.3%	54.8%	
Monroe	Grade 4	50%	50%	New program this year	53%	
	Grade 5	55%	33.3%		50%	

Math Proficiency						
		Euro-American	Afr-American	ELL	Low SES	
Buchanan	Grade 4	81.8%	66.7%	72.7%	72.3%	
	Grade 5	71.4%	55%	33.3%	64.3%	
Monroe	Grade 4	60%	28.6%	New program this year	53%	
	Grade 5	60%	22.2%		48.4%	

DCS also uses the 40 Developmental Assets as an evaluation framework. The human services community in Scott County has invested heavily in educating community members on the Developmental Assets. For this reason, beginning to align with the community language and adoption of the Developmental Assets framework will enhance alignment with student and family services provided by the rest of the community. In the fall of 2005, DCS partnered with the United Way of the Quad Cities to conduct a survey of students based on the Search Institute's 40 Developmental Assets. The assets below were identified as particular needs based on the gap of DSC against national data or assets reported at 30% or less.

Internal Assets	D'port	US	External Assets	D'port	US
Homework	36%	53%	Other Adult Relationships	41%	45%
Reading for Pleasure	22%	23%	Caring School Climate	27%	29%
Planning/Decision Making	26%	30%	Community Values Youth	22%	25%
Peaceful Conflict Resolution	39%	45%	Youth as Resources	27%	28%
Personal Power	36%	44%	Adult Role Models	24%	30%
Self Esteem	48%	52%	Creative Activities	21%	20%

Iowa is ranked fifth in the nation in percentage of families with two working parents (62%) and seventh in percentage of single parent households (20%). Davenport reflects this state trend and needs out-of-school time programming at all grade levels to support working families. The proposed program would also serve family literacy needs for participants, substantiated by parent surveying in partnership with Davenport PTA Council, inquiring about services families would like to receive through this type of community learning center programming: more than 50% of respondents said they would be interested in a class on helping their student learn.

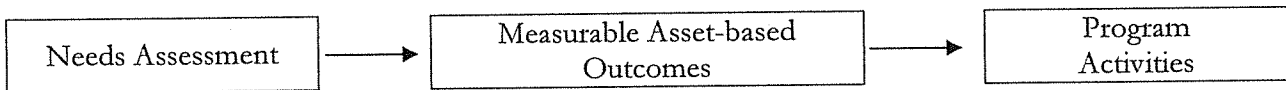
The Buchanan and Monroe programs will offer daily activities after school for 3 hours, and an innovative summer partnership. Additional existing summer and weekend activities will be actively promoted in partnership with a variety of community partners at parks and community sites throughout Davenport with training provided DCS in-kind to assure alignment of school day and school year curriculum. Content prioritization is defined below:

Needs Assessment	<i>Buchanan and Monroe After School Component</i>
Academic data	Experiential learning in reading, math and science
	Academic assistance in reading and math
	Art integration in reading, math and science
Asset data	Student directed activity and leadership opportunities
	Creative arts activities
Asset data and social behavioral	Character education and socialization
Asset data, IYS	Gang and V/ATOD Resistance
	Service learning and civic engagement
Parent survey and interviews	Parent engagement and family literacy activities

Content will be addressed through a 45-minute academic block and two 45-minute enrichment blocks four days a week. Weekly 3-hr project learning and study trips will provide students an immersive experience in specific interest areas through project-based learning, study trips, service learning and creative arts activities, and Applied Reading and Mathematics showing students “real-world” relevance of course work. Projects and study trips will be created in partnership with content area specialists from DCS and primary partners Iowa State University and Davenport Parks and Recreation. In addition, a series of community partners from the FIGGE Art Museum to American

Red Cross will provide expertise in the development of projects and study trips to align experiences with new people, places and experiences to build vocabulary and background knowledge.

Goals, Objectives and Outcomes The programmatic content of the proposed Buchanan-Monroe program is driven by strategic goals and objectives aligned with the presented needs assessment. Project design is based on the 40 Developmental Assets framework in partnership with Iowa State University Extension Service and the United Way of the Quad Cities.



The goal of the proposed Buchanan-Monroe program is that *participating youth will behave as positive, contributing members to the social, environmental and economic fabric of their communities*. In order to build this capacity in youth, the program adopts a series of outcomes and strategies designed to build youth assets through high relevance, high rigor activities that have students making choices about, and increasing responsibility for, their own learning and behavior. A series of these measurable initial outcomes are based on 40 Developmental Assets and organized in two logic models to drive programming: 1) academic outcomes and 2) social behavioral outcomes. Each of these asset-based outcomes has authentic assessment tools identified to measure impact and assure program fidelity. See attached Logic Models and the Evaluation section for more details on this rigorous evaluation framework and assessment tools, detailed in the project Accountability Plan.

Alignment with School Day The proposed program assures continuity with the school day by utilizing school day staff, including teachers and paraeducators from Buchanan and Monroe Elementary. The program content itself is based on the input of the Principal and core day teachers at Buchanan and Monroe who identified critical issues that would serve the needs of students, including a necessary focus of ESL learners. The program will maintain the DCS ESL Language Acquisition Plan, including enriching the literacy activities and print environment of the programs

and broadening parent engagement in programs. The plan includes high quality professional development for out-of-school time staff. The framework for professional development will integrate basic knowledge of child development with four essential areas for developing effective programs for second-language-learning children. These include: 1) the importance of the cultural and linguistic backgrounds of second-language learning children; 2) the course that second-language learning is likely to take in preschool-age children; 3) the supportive techniques that teachers can use in their classrooms; and 4) the part that second-language learners' families may play in linguistic and educational decisions. The third component, “supportive techniques that teachers can use in their classrooms,” will provide a base for strategies that the Buchanan and Monroe programs will integrate into program content, environment and communication with families. These techniques will be integrated into the learning environment through in-depth professional development activities and ongoing implementation monitoring. Program activities will be aligned with core curriculum in two critical areas: Academic Assistance and through Academic Enrichment and Youth Development Activities:

Academic Assistance Activities The first of the program logic models addresses academic improvement through a comprehensive approach to academic assistance that reinforces district standards and complements the academic program of the school day. The Academic Assistance program includes daily assistance that aligns with school day curriculum to provide “extra help/extra time,” a critical need for Buchanan and Monroe students and a necessary element of building vocabulary and background knowledge for ESL students. This help will be tailored to the individual needs of students including a 45-minute academic block four days a week where all students receive homework help and for an even fewer number of students, targeted intensive intervention in reading and math by “teachers of origin.” The DCS Electronic Student Information System (eSIS), the A-Plus software system, and student daily planners will allow dynamic interaction with other school

day teachers, staff, and families to assure constant communication about individual student needs. The Buchanan and Monroe programs will meet other academic needs driven by the needs assessment, including relevance in academic content through experiential learning models, project based and place based learning. Weekly 3-hr projects and study trips will provide students an immersive experience in a particular interest through project-based learning, study trips and experiential activities, and Applied Reading and Mathematics showing students “real-world” relevance of course work. Designed in a “club format,” a series of these sessions will be offered consecutively each year in 6-8 week sessions. Content will be driven by student interest and community partner expertise. Once essential content for each “club” is established through student leadership, ISU experiential learning experts and district curriculum experts and teachers will work with project leaders to layer in meaningful fiction and non-fiction texts for relevant leisure reading, and aligned vocabulary exercises as students increase background knowledge in each discipline.

The program content will also adjust to meet the special needs of the high percentage of English language learners in these urban elementary schools in the following ways:

Thematic Instruction provides background knowledge and cultural information along with opportunities to hear, speak and interact with carefully crafted language in thematic and story contexts. This type of instruction is valuable for all learners because it develops literacy in an engaging and playful context. In addition to interpersonal communicative skills topics will focus on developing more complex language needed for academic contexts, such as science and math.

Oral language development through pre-reading to preview the story, by highlighting key vocabulary, and making a clear connection to the curriculum topic being studied; and reading aloud slowly and clearly with a lot of dramatic expression in fairly short read-aloud sessions. During discussion and review, students listen to the book again in a smaller group, with additional

opportunities to interact with and learn the vocabulary, structures, and information. Extension activities will reinforce the connection between the book and the curricular theme.

Phonological Awareness Programs will increase phonological awareness through explicit instruction. Strategies will focus on the 44 phonemes of the English language, enabling ESL/ELL students to truly hear and discriminate between English phonemes, allowing them smooth acquisition of oral language skills.

Book Selection is critical because not all books are equally effective with ELLs. Teachers will select books based on the following criteria: meeting curricular objective or thematic connection; age and developmentally appropriateness; amount of text and the level of complexity and grammatical difficulty; use of repeated, predictable language patterns (rhyming and repetition of sounds, words, refrains, or entire sentences); use of clear illustrations to help tell a story; bilingual and multicultural books and objects in the classroom that represent diverse languages and cultures of the children.

Developmentally appropriate instruction will be based on the cognitive/developmental approach which considers what children may be able to do at various stages of development. This approach involves different types of learning, such as social learning, physical learning and play, emotional learning, and intellectual and academic learning. Strategies include purposeful and creative activities with other children; student determined selection among hands-on learning activities; self-motivated tasks in a rich environment; and students working at their own individual pace and in their own learning style.

Access to Print Broad access to high-quality picture books provide meaningful focus for developing reading skills such as vocabulary and comprehension, as well as an awareness of sounds and sound-letter relationships. Instruction will include repeated readings of stories in English along with “rich explanations of target vocabulary” and “cognitively challenging discussions” about the story.

Use of Visual Imagery When the teacher and student do not share a language, illustrations are a critical link. Teachers depend on pictures to explain new vocabulary and to hold the attention of the young learners.

Multi-media Stations to provide repeated exposure to a book is for the teacher or parent volunteer to record it on tape and put it in the listening center along with the book.

Enrichment and Youth Development Activities The proposed project will provide students a variety of interesting, age-appropriate enrichment activities that reinforce and complement the academic day and promote positive youth development. Driven by the needs assessment, enrichment activities will include creative arts, character education and social skill development, gang and V/ATOD resistance, service learning, career exploration and leadership experiences. Two 45-minute blocks will be dedicated to these experiences four days a week, delivered through enrichment and recreational activities by daily staff and by a series of community enrichment partners. These focus areas will also be imbedded in club lesson plans and activities to heighten relevance and context for each of these critical youth assets. Enrichment content was selected through a “service mapping” exercise among community partners which aligned a variety of potential programmatic responses to the asset-based outcomes of the Buchanan and Monroe programs. Services were selected as a slate of potential “evidence-based, age-appropriate enrichment and youth development activities” Activities are designed as a “pyramid of intervention” to assure that all students receive programming addressing each asset identified as an intended outcome. Students that are in need of more targeted social behavioral intervention will move up the “pyramid” to receive more intensive services, in particular, conflict resolution. For students needing more intensive services referrals will be made to community partners providing mental health and family crisis services. To assure that the final selection of general and targeted activities is interesting and highly relevant to youth, student input from potential participants was used to select final activities, including:

Research-based Youth Development Offering	Community Partner
Healthy Choices	ISU
Second Step character education	DCS
Solutions Conflict Resolution	YMCA
Service Learning	ISU

Students are actively involved in the selection, design and implementation of enrichment and youth development activities for the daily schedule. A series of focus group discussions and design sessions were held with students and their families to garner input on activities.

Family Literacy Activities A series of family literacy activities are driven by a thorough needs assessment of families and community. A survey of parent needs by the Davenport Council of the PTA revealed a want from some families for more involvement through volunteer opportunities, homework tips and parent support groups. Family needs vary widely, however, and many of our families need more intensive support and services. The Buchanan and Monroe programs will provide an array of family literacy, family resiliency-building and neighborhood capacity-building activities delivered through school-based and community-based enrichment integration. The programs will adopt the National PTA Parent Involvement Framework and the established research base on family resiliency, in consultation with ISU and United Way, to address identified family literacy needs. Participant family members will be provided with numerous opportunities to expand and enrich their interaction with their child's education through monthly Family Night activities and daily interaction with well-trained staff and parent resource material through the Mississippi Bend Area Education Agency. With a history of poor participation in PTA and other parent associations, the schools have seen the best attendance at events that celebrate youth accomplishments, which will be a focus for delivery for most of these strategies.

A recent survey of 1100 DCS teachers and staff revealed another need, specifically, the incongruity in teachers' perceptions about parent involvement:

“Although environmental factors related to student underachievement were frequently mentioned, respondents seldom confirmed the need (or suggested strategies) for dealing with these factors or their effects. For example, only 8% of responding educators specifically proposed strengthening the relationship between family and school, even though “unsupportive families” were reported to be the single greatest impediment to success for at-risk students.”

In addition to delivery of family literacy activities, the proposed programs build capacity of building staff through intensive professional development of program staff on cultural competence and the poverty framework in partnership with the AEA and through school day community learning center services, modeling relationship-building and communication skills for the school day staff. The research base on family literacy promises effectiveness of the proposed approach.

Characteristics of Effective Family Literacy Strategies

- Responsiveness to cultural, familial, and community characteristics
- Collaboration with surrounding agencies, including social, governmental, job skills programs
- Good referral system to connect with services
- Overcome barriers that otherwise hinder access and participation. These include physical barriers such as transportation and child care, as well as emotional barriers, such as fear of school and of being negatively judged.

“Characteristics of Effective Family Literacy Programs” Andrea DeBruin-Parecki, Scott G. Paris, Jennifer L. Seidenberg: *University of Michigan* in NCAL Technical Report TR96-07

Family Literacy and communication will be enhanced to meet the special needs of families of English language learners in the following ways:

Bilingual editions of classroom books will be available for families to take home. Hearing their native language or about their home culture boosts ELLs’ self-esteem and provides opportunities for enhancing literacy skills in both the native language and English.

Support for Native Language Development will include use of parent and community volunteers in the classroom to provide native language support to children, special classes or workshops to raise

parents' awareness of the importance of supporting children's native languages at home, and family literacy programs that give parents and children the opportunity to learn together.

Parent Involvement will include opportunities to provide input into their children's education. Program teachers will share information with parents about the standards, curriculum, and instructional methods that are used in their child's class and help parents understand the results of various placement and achievement assessment measures that are used in the programs.

Funds of Knowledge Programs will tap into the "funds of knowledge" that parents and families possess and use this knowledge as a basis for instruction. Teachers will find out what kind of literacy practices, such as storytelling, are typically used in children's homes; what topics and subjects the child and family enjoy discussing together; traditions that are observed; and other areas of interest that may be brought into the program so that the knowledge base of children's families is respected and valued.

"Principles of Effectiveness" The proposed program meets the required "Principles of Effectiveness." As previously described, the proposed program is 1) based on a thorough needs assessment substantiating the need for proposed services; and 2) utilizes effective performance measures aimed at ensuring high-quality academic enrichment activities. This is demonstrated with each program element identifying one or more developmental assets as intended outcome and a corresponding evaluation tool (See Logic Models,) all further described in the Evaluation section. Finally, the proposed project meets the final Principle in that it is 3) based on scientifically-based research, substantiating intended outcomes for academic achievement standards for all students. In addition to a sound research base for the program framework of developmental assets, each of the youth development programs and strategies meet the federal definition of "scientifically research based" and the ESL Language Acquisition Plan is based on effective practice and theory.

Effective Collaboration and Partnership

Collaborative Process The development, implementation and evaluation of the proposed program is based on vital and strategic community agency partnerships that assure high-quality programming and long-term sustainability. The Buchanan and Monroe Stepping Stones programs will advance the active involvement of community partners in a collaborative process that builds upon existing relationships, connects existing program strategies, and provides a unified system of service. The partners of the Community Education Advisory Council (CEAC) have worked collaboratively in every phase of program design and implementation. A series of design sessions have been driven by the community partners who are integral to the service delivery system of the Buchanan and Monroe Stepping Stones programs. As part of the development of the proposed project, community partners collaborated to create Logic Models (see attachments) and agree on the intended outcomes; “mapped” a variety of individual agencies’ youth development frameworks and offerings; delineated the management structure and partner expectations, budget projection and in-kind contribution; and established a shared vision for the sustainability plan and expectations of each partner. The program builds on existing relationships with a long history of successful collaborative projects including 20+ years of collaborative relationships with these partners in an array of out-of-school time student and family services.

Community Education Advisory Council (CEAC)

Since 1985, the CEAC has linked a variety of community agencies and stakeholders to address school and community needs in general and youth development specifically. The CEAC includes parents, teachers, administrators, and numerous community agency/organization representatives. See organizational flowchart in attachments for a list of all stakeholders and organizations represented. The CEAC and its Learning Supports Committee will be the Buchanan and Monroe Stepping Stones Advisory Committee.

Community Collaborative Summer Enrichment Camps

It was out of the CEAC that the design and implementation of these camps began in 1995. These camps were jointly developed and managed by the Davenport Community Schools, Friendly House, ISU Scott County Extension Service, City of Davenport Park & Recreation, and the Center for Alcohol and Drug Services. The work of these partners provided a foundation for collaboration that garnered a series of successful 21st CCLC grants from 199-2005.

Task Group for Community Summer and After school Programming (CSAP)

In 2002, the CEAC formed a sub-committee called the Task Group for Community Summer and After school Programming. (CSAP) The task group reviewed research, existing community assessments/plans and developed “Framework of Best Practices” and the asset based evaluation framework of the Buchanan and Monroe Stepping Stones programs lead by ISU Extension. The work of CSAP built a foundation for

collaboration beyond the federal 21st CCLC grants.

The Davenport Model

CEAC partners continue to work to map and develop a community-wide approach to quality before and afterschool and summer programs, including shared staffing, deliverance, and implementation of programs. Buchanan and Monroe Elementaries were targeted as important gaps in this approach, in particular their positioning to meet the needs of ESL students.

Activities include a strong connection to existing strategies in both the school district and community partners. The proposed project takes school day strategies into the after school hours and brings them to life with vital community partnerships. Support from agencies will realign current community strategies and services into the Buchanan and Monroe Stepping Stones delivery system, referenced throughout this application, including: shared staffing and governance, academic assistance, enrichment and youth development, recreation, character education and family literacy partnerships.

Maintaining Partnerships An effective plan for maintaining partnerships is in place:

Commitment. Past and current partnerships will continue because of the commitment all organizations demonstrate toward collaborative relationships that expand and enhance programming to meet the needs of youth. Partners understand and believe in the research framework of the Search Institute's 40 Developmental Assets, focusing effort within the CEAC Framework of Best Practices. Collaborative planning is ongoing and based on shared mission and commitment to youth development through the work of the CEAC, CSAP, United Way and partner agencies.

Collaboration. Shared leadership and staffing among partner organizations is encouraged. In addition, many of our community partner leaders serve on DCS leadership groups such as the LSIAC, the CEAC and its Learning Supports and Out of School Time Committees. Representatives of CEAC and DCS serve on United Way's Task Group for Youth Development and its Agency Council.

Coordination. The advisory and administrative structures support coordination with partners for program implementation. An organizational chart is located in the attachments to this proposal, noting the relationship of the LSIAC, CEAC and committees, Collaborative Management Team, and building site councils. Membership is shared across this integrated leadership structure. The Field Coordinator is the operational project liaison between DCS and project's primary and programming partners. The Site Coordinator is responsible for daily implementation of scheduled activities and staff management. Partners have embraced the leadership and management structure through a consensus-built Accountability Plan.

Communication. Broad participation of all constituent groups, supplemented by regular updates and meetings at the site level, will ensure that a diversity of perspectives is brought to bear in the design and operation of the Buchanan and Monroe Stepping Stones project. Vital stake-holders participate with all representative groups, including CEAC, LSIAC, and site councils. Monthly advisory committee meetings and weekly staff meetings at various levels support ongoing communication between partners. Reporting to stakeholders will include a dynamic communications plan, celebrating partnership and reporting on ongoing evaluation results.

Effective Use of Resources The Buchanan and Monroe Stepping Stones programs will combine and coordinate an array of community partners and services to make the best use of public resources, including blended existing federal, state and local programs. The foundation of the community learning center approach is the effective use of a vital community asset, its public schools. By providing existing facilities and needed facilitation, DCS will partner with a series of community partners to create a streamlined delivery system for a variety of youth resources and services, eliminating the need for multiple facilities, staffing solutions, management structures and operational budgets to serve these youth and families. Funding streams being blended in the Buchanan and Monroe Stepping Stones programs include:

DCS English as Second Language – Providing expertise, professional development and translation services
Federal Title I – Providing support for reading and math instruction during program and during intersessions
City of Davenport – Parks and Rec, Police, Public Works and Library partnership in staffing and enrichments
State Board of Regents – ISU youth development partnership
Scott County Family YMCA – Healthy Kids and Character Education partnership

Mapping between partnering agencies allows the program to effectively coordinate with other after school providers serving the same student population, and assures continuity and effectiveness of program delivery. The proposed project becomes a “delivery system” to allow partners to access at-risk youth and create “critical mass” increasing their impact on once fragmented student and family services.

Parent and Family Engagement In addition to critical community partner involvement, parent involvement has been key to the process to assure that the program meets the needs of parents of all socio-economic and cultural backgrounds, including scheduling that supports working families. Project planning actively engaged parents and families in project design and the development of this application. After the program begins, input will continue with parent participation on the Buchanan and Monroe Afterschool Advisory Council who will oversee site-level and district-wide implementation and evaluation in three critical program areas: academic assistance, youth

development and family literacy. All three of these critical components will expand to meet the special needs of English Language Learners and their families.

Youth Involvement Student involvement has also been critical to assure that the program meets student needs and is fun and enticing to potential participants. Student input was solicited through a series of focus groups on the proposed daily activities, club content and student leadership opportunities. The student input process also served as a starting point for a site-based Youth Council, where each school will have two students from each grade level act as a student advisory. Some of these students and their parents will also serve on a standing Buchanan and Monroe After School Advisory Council for the proposed project. In addition to students serving on the Youth Council, youth input will be acquired at every level of programming after the program begins. Interest and satisfaction surveys and ongoing communication with students regarding program quality will be standard procedures for staff to ensure that youth input and perspectives are valued and empowered. Youth will be actively engaged as decision-makers in design and daily implementation including project-based learning clubs, on Wednesday afternoons, where students will spend the first two sessions of the club creating their own content, weekly agenda and schedule. The Buchanan and Monroe Stepping Stones programs will be student directed and project based to allow students more choice in, and inherently more responsibility for, their own learning, including a high degree of relevance, rigor and relationship building in activities and program structure. Iowa State University Extension will lead the youth engagement process to assure that the “Clubs” are youth directed and align with best practice for a research-based youth development framework.

Advisory Council A management and advisory structure has been created with membership from a wide range of sectors of school and community to ensure diversity of perspectives. An organizational chart is located in the attachments to this proposal that describes the community level

and site level advisory structure. The Community Education Advisory Council (CEAC,) composed primarily of directors of local community agencies, meets monthly and will serve as an advisory committee to the Buchanan and Monroe Stepping Stones programs. Two CEAC committees will provide direct oversight, the standing Learning Supports Committee and the Out Of School Time Committee. The Learning Supports Committee, already comprised of many of the partnering agencies, will advise on the role of the program and its services in addressing barriers to learning for participating students and will assist in the evaluation framework. The Buchanan and Monroe Stepping Stones Advisory Committee will be composed of the Project Manager, Field Coordinator, the Site Coordinators, building principal, leaders and administrators of partner agencies, and parent representatives. The group will meet monthly, and as needed, to carry out the following functions:

Buchanan and Monroe Stepping Stones Advisory Committee
Evaluation of outcomes, timelines, and alignment with DCS standards and benchmarks
Provision of technical support and leadership opportunities for project initiatives
Represent constituent and neighborhood interests
Monitor student/parent participation
Strategic planning and problem solving related to program implementation and management
Monitoring and evaluation of overall program quality and project status
Development of strategies toward project sustainability

CEAC and its Learning Supports Committee will convene monthly, with the Buchanan and Monroe Stepping Stones Advisory Committees meeting at least monthly, but more frequently as needed, in particular during initial implementation. The Buchanan and Monroe Stepping Stones Advisory Committee of students and parents for each site will meet in conjunction with parent engagement activities to engage parents traditionally disenfranchised from the educational system in governance. A standing Youth Council will allow students to act as advisers and decision-makers. The LSIAC provides direct parent and community input to the district and school board on a wide array of student achievement issues. The CEAC oversees this and many other district stakeholder committees and relationships to engage, embrace and expand critical community ownership of and partnership in its schools. These district advisory councils, with many shared members, provide

direct and ongoing input to the school board and district administration to drive Comprehensive School Improvement Planning, including after school programming, academic assistance, ESL Language acquisition, experiential learning, family literacy and many other elements of the Buchanan and Monroe Stepping Stones project design.

Program Administration

Program and Fiscal Management Plan A strong program management plan follows the established “Framework of Best Practices” developed through the CEAC and adopted by all partner agencies. A Project Manager, provided in-kind by DCS, will oversee program implementation, partner participation, professional development, evaluation and overall administration. This role will be supplemented by a half time Site Coordinator who will work on daily operations and with the external evaluator to monitor implementation. The Site Coordinator oversees daily operations during the hours of the program and assures alignment with school day content and behavior expectations. Management is guided by an extensive Accountability Plan that includes the partner agreements that addresses programming outcomes and operational and financial commitments. This document also includes job descriptions with roles and responsibilities; explicit partner expectations; staff meeting and advisory council agendas; regularly scheduled reporting requirements to parents, community partners, school district administration and the school board. The plan will be adapted as project activities begin to include daily lesson plans. The proposed project is based on a solid plan for fiscal management developed in collaboration with community partners, including action plan, timeline and budget, and administered by the DCS Finance Department.

Safe Facilities The Buchanan and Monroe Stepping Stones project will create a community learning center at an existing accredited elementary school building, assuring program activities will take place in a safe and secure facility. The school has entrances that are accessible to individuals with disabilities, and programming will be sensitive to the needs of those individuals. The school has

a media center and technology labs that are immediately accessible to the community. The evaluation system will include a facilities quality checklist to assess learning environment. The use of developmental assets promotes the safe environment including continuity of school day behavior and expectations. **Transportation Plan** The proposed program was designed to respond to the needs identified in the needs assessment and the individual structure of and population served in the building. Due to high transience and mobility rates for students at Buchanan and Monroe, daily transportation will be necessary to assure participation and safety. In addition, in-kind transportation will be provided by DCS for a series of off-site activities to support monthly study trips, with students determining destinations as part of this student-driven framework.

Communications Plan A strategic communications plan is in place to disseminate information on the Buchanan and Monroe Stepping Stones programs to four critical audiences for two distinct purposes: students and parents to recruit for participation in youth and family activities AND general community and staff to create support for the program. In most cases, recruitment communication is directly to students who have been identified through a counselor “watch list” of students dropping below a “Meets” in three or more classes or students with unexcused absence more than five days in the year. These students will receive a personal invitation by the Site Coordinator in partnership with the Principal or Counselor, or a specific caring adult is identified in the student’s “Solution Focus” plan. The Principal and Site Coordinator will follow up with the parents to communicate the opportunity for student and family participation and answer any questions or concerns. The communications plan also addresses parents oriented to daycare/supervision needs, as well as students and parents oriented to enrichment needs. For these students and families, key message points are based on input from the above groups: quality programming for students, adult supervision in a safe environment, social interaction and peer relationship opportunities, academic support, alignment with school curriculum, and the

involvement of certified staff. A program brochure will be distributed to targeted families via direct student distribution as well as home mailings and availability at each school site – including other community sites. The district’s autodialer phone system will be used to increase awareness of the program as will articles in building newsletters and student newspapers which are frequently read by parents as well as students. Because of the diversity of and language barriers among targeted students and parents, language used in communication tactics will be designed at an 4th grade level and translations will be available in Spanish and Vietnamese. A comprehensive communications plan is designed to increase program support among the general community and staff in the school and administration. Several tactics will reach the community-at-large to celebrate project milestones, including building and stadium marquee signs on well-traveled thoroughfares, local cable access and through presentations to the local school board, city councils, and service organizations. Participating school building and feeder school staff and district administration will be invited to summer orientation/“friend raising” activities to communicate opportunities to support the program, including a reminder that United Way pledges can be designated to the program. School day staff will be invited to participate in “learning laboratory” program observations to see experiential learning and parent engagement strategies at work and, perhaps, enjoy a new perspective on participating students and families.

Staffing and Professional Development The planning process with partners included establishing a realistic and quality plan for staff recruitment, training, professional development and retention strategies. Recruitment will be multi-layered through both school district, building and agency resources. DCS will recruit and hire the Site Coordinator drawing from internal and community applicants. Agency partners will recruit both internally and throughout the community to assure high quality Enrichment Coordinator and program assistants, with a focus on recruiting school day staff to assure alignment with caring adults in the life of the students. The building principal has agreed to

assist partners in recruitment efforts among school staff and will lead recruitment for “teachers of origin” in reading and math and any needed additional program assistants from school day staff. All district paraprofessionals that would serve as program assistants meet Title I requirements. In addition, enrichment “providers” have committed to stable staffing to assure continuity for students with additional caring adults. Hiring will be facilitated by the City of Davenport Human Resources Department to assure background checks, proper certification and payroll and income tax compliance. The DCS will provide in-kind staff time for opportunities to affect curriculum and project planning, professional development and regular staff meetings, all considered critical according to the Iowa Professional Development Model. Pre-service planning and curriculum development, based on student needs assessment, will include Curriculum Specialists in reading, math and science, Project Manager, Site Coordinator, Enrichment Coordinator and reading and math teachers of origin from all four buildings. In addition, the district will provide in-kind participation of the Principal and key administrators, including Executive Directors, Director of Curriculum, Learning Supports Specialist, English as a Second Language Specialist/Cultural Liaison and Development Supervisor to align vision and action planning with other district initiatives. Community partners will invite key staff to participate as agency contribution toward the project as well. Once planning and curriculum is complete, professional development will begin with a total of ten hours for all paid Buchanan and Monroe Stepping Stones staff, with an additional hours for the Site Coordinator to finalize framework, goals, outcomes and programming outline and schedule, including clearly understood administrative expectations for data collection, payroll, purchasing, etc. In addition to pre-service planning and professional development, in-service continuing education will be provided through quarterly 3-hour sessions by site with the Site Coordinator, teachers and their program assistants. Strong management will be supported through monthly staff meetings where staff will meet collaboratively with the Principal and Curriculum Specialists. Bi-weekly

meetings will provide coordination between program management staff, including Project Manager and Site Coordinators. This explicit support and expectation is blended with effective, ongoing communication with project and site leadership to troubleshoot issues, cultivate innovation among and celebration of staff and their role in the program's mission.

Senior Citizens and Other Volunteers A similar approach is taken with all volunteers, required to undergo pre-service training to become familiar with tutoring strategies (in reading and mathematics) and develop deeper age-appropriate interpersonal skills. Volunteers will also be encouraged to attend training opportunities and program celebrations. Recruitment, placement and retention of high-quality volunteers, including senior citizens, is based on a series of critical relationships supporting broader program implementation and targeting academic assistance: The Retired Senior Volunteer Program (RSVP) will provide direct volunteer support of senior citizens, Parks and Recreation, ISU and other community partners will blend agency volunteers in programs; PTA will support parent engagement through volunteerism as supported by parent surveying; DCS Volunteer Center will provide referrals from corporate and community sources. To ensure program safety, all volunteers will be required to apply; undergo screening with background checks; and will be assigned and scheduled by the DCS Volunteer Center. The Volunteer Center will assure quality, effective communication and proper celebration and recognition of program volunteers. The Volunteer Center will work actively with program management and ISU on monitoring implementation and evaluation of volunteers. With active volunteer placement, full-time enrichment partners on site, and high quality teaching and program assistant staff, the student to adult ratio will be 6:1 with paid site staff ratio at 12:1. During average activity, an instructional grouping of 18-20 students is supported by a volunteer, an enrichment partner or teacher, and a dedicated program assistant, with the Site Coordinator rotating through groups to monitor implementation and behavior. Intensive academic assistance and youth development intervention is intended to maintain a 4:1 ratio.

Continuation and Sustainability of Plan

The DCS, Davenport Parks and Recreation, ISU, YMCA other community partners are dedicated to sustaining the Buchanan and Monroe Stepping Stones programs into the fourth and fifth year and the full operation of the program beyond the fifth year. DCS program staff has participated in the Finance Project, a continuous improvement process for sustaining after school programs sponsored by the Iowa Department of Education (DOE) and Iowa Afterschool Alliance (IAA.) Through this process, DCS, Parks and Recreation, ISU, the Scott County Family YMCA and community partners have crafted a thorough sustainability plan for the Buchanan and Monroe Stepping Stones program that includes:

Project design supports building capacity in school staff and partners through professional development experiences and collaborative planning to allow “scaling back” of training in 4 th year
Enrichment partners to provide in-kind services with outside sources of funding to support mission
School staff has begun to dedicate United Way pledges to support Buchanan and Monroe Stepping Stones program
Custodial fund established with DSF to receive corporate gifts to support scholarships
Partner discussions on collaboration on tax financing strategies and other public funding mechanisms
Resource development is ongoing, lead by DCS Development Office with community partners and CEAC.

Many partners have made commitments for contributions to support the program, including cash and in-kind for staff, professional development, transportation, facilities, and other operating expenses. Current in-kind would begin in January, 2010 with the announcement of the award. Second phase contributions will begin in the 4th year of the project, with the goal of complete sustainability by the end of the 5th year. Partners have agreed to the Accountability Plan documenting these commitments. The DCS Finance Department has reviewed the project budget to assure accuracy of salary and other budget projections under bargaining contract and projected increases in payroll taxes, insurance and benefits packages according to trend analysis.

Sustainability

Representatives of DCS out-of-school time programs participated in a series of sustainability workshops through the Finance Project. During the process, DCS identified critical elements it

intends to sustain during out-of-school time including daily academic, enrichment, and recreation activities; a focus on special needs populations, including ESL; character education programs; family engagement strategies; and continuous improvement processes with special focus on staff development and intensive program evaluation.

Process and Maintenance of Sustainability Efforts Collaborative partners have agreed to support project sustainability efforts through ongoing participation in the Community Education Advisory Council and Local School Improvement Advisory Council. Buchanan and Monroe Stepping Stones will have specific advisory councils that will seek community supports leading to balanced and diversified funding streams. The proposed project supports the district-wide approach to sustainable afterschool for all by incorporating capacity building strategies for families of Buchanan and Monroe elementary schools (e.g., access to Child Care Assistance through the Department of Human Services, public education about the costs of a quality afterschool program, scholarship development). Toward this end, a series of afterschool ambassadors (DCS staff are National Afterschool Alliance Ambassadors for the state of Iowa, as well as serving on the Iowa Afterschool Alliance, and the Iowa Community Education Association Board of Directors) will engage stakeholders in legislative advocacy in support of local, state, and federal funding for afterschool resources.

Monitoring, Evaluation and Program Accountability

Capacity to Conduct Evaluation The Buchanan and Monroe Stepping Stones project will conduct comprehensive, rigorous evaluation of the programs at the local level and provide all requested program information and data to the Iowa Department of Education. This will be accomplished through three critical functions: 1) a comprehensive, broadly endorsed evaluation plan; 2) effective,

efficient tools for data collection and management; and 3) strong management and human resource structure to accomplish evaluation. 1) Evaluation Plan - The evaluation plan for the Buchanan and Monroe Stepping Stones program was created in collaboration with the Community Education Advisory Council, based on consensus-built “Framework of Best Practices,” the Results 4 Iowa Youth and the Developmental Assets Model. A Logic Model (see attachments), designed as a graphic organizer for the evaluation framework, provided the basis for community partnerships, program plans, and outcomes for the Buchanan and Monroe Stepping Stones program. All partners adopted the evaluation plan and committed to specific project outcomes as part of their Memorandum of Understanding. 2) Data Tools – A series of rigorous evaluation tools, researched by evaluation experts at ISU, have been identified and aligned with each of these asset-based outcomes. *AP/MS* software tracks attendance and other program information and has easy linkage with the district’s student database with the capacity to generate more than forty reports, including student, site, and project level elements as outlined in the project logic model and required by both local partners and the required DOE PPICS and YEPME reporting system. 3) Management and leadership -Field and Site Coordinators, in partnership with ISU Extension, collect data at the site level. DCS Learning Information Services will lead data analysis to align student behavior and academic data with implementation data (ITBS) and other data points.

Ongoing Monitoring and Program Improvement The evaluation plan was facilitated by ISU based upon the 40 Assets and Results for Youth (See attachments). These intended outcomes for participants drive project activities and partner accountability. Performance indicators assign measurable benchmarks for success in attaining these outcomes, utilizing local student data and nationally recognized assessment tools.

Type of Data Collected	Evaluation Tool	Collection Timeline
Reading, Math , Science Proficiency	ITBS	Annually
Daily Attendance and Student Behavior	SIS/A Plus	Quarterly

Parent and Student Input	Surveys	Quarterly
Qualitative Information	Formal Observation	Weekly
Teacher Input	Surveys & Staff Meetings	Monthly


A system of program and safety audits, including a facilities quality checklist; ongoing auditing of program scheduling; and participants surveying and observation will determine fidelity of implementation in five critical outcomes. **Aligning with Results for Iowa Youth** The proposed program aligns project evaluation with the four Results for Iowa Youth, project goals, indicators and program activities (highlighted throughout the grant). **Sharing Evaluation Results** Evaluation will assist in program refinement, and will be used in building support for the program among partners and the general community. Critical project findings and evaluations will be posted on the DCS website, shared with community partners, and presented at local and regional meetings and to interested groups. **Competitive Priority 1)** The Davenport Community Schools is in the 5th year of District in Need of Assistance status. Both Buchanan and Monroe Elementary are considered Schools In Need of Assistance on either Full or Watch status. Buchanan is currently on Watch Status in Reading and Math, having missed trajectory for low-SES and African-American students in Reading, and all students, low-SES and African-American in Math. Monroe missed trajectory for all sub-groups except Hispanic students in Reading and Math, putting them in Fall SINA status. 2) This grant application is being jointly submitted by the Davenport Community Schools, a Title I local education agency, the City of Davenport Parks and Recreation department, and Iowa State University Scott County Extension Office.

Memorandum of Understanding
Davenport Community Schools

This agreement made this 19th day of October, 2009 is by and between **Scott County Family YMCA** with its principal offices located at 606 West 2nd Street in Davenport, Iowa, hereinafter referred to as "YMCA," and the Davenport Community Schools, with its principal offices located at 1606 Brady Street, Davenport, Iowa 52803, hereinafter referred to as "DCS."

- 1) *YMCA and DCS will work collaboratively toward the development and provision of the following services to students and families of Buchanan and Monroe Elementary schools during out-of-school time hours:*
 - Collaborate with DCS staff to provide a safe and supervised learning environment in a school-based setting. (Integrated Education, SOLUTIONS)
 - Partner with DCS and community agencies on Pioneering Healthy Communities.
- 2) *The outcomes of these services as reflected in program evaluation are as follows:*
 - Participants will have choices within out-of-school time programs that offer access to three or more hours of per week in sports, clubs or organizations, and creative activities.
 - Participants will have access to out-of-school time activities that offer academically-focused programs.
 - Participants will demonstrate a positive view of their personal future by increasing self-esteem and sense of purpose.
- 3) *The services described above shall be provided by means of the following methods:*
 - Compliance with the project Accountability Plan described in the 21st CCLC proposal.
 - Adoption of the Framework of Best Practices for afterschool programs, as determined by the Community Summer and Afterschool Program task force convened by Community Education Advisory Council.
 - Collaboration with DCS staff to develop an integrated system of delivery for services to DCS students and families.

This agreement shall be effective January 1st, 2010, and shall expire June 30th, 2014. This agreement is valid when signed and dated by both parties to this agreement.



Scott County Family YMCA
VP/CAO
10/19/09



Davenport Community Schools

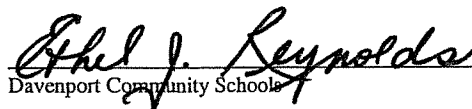
Memorandum of Understanding Davenport Community Schools

This agreement made this 19th day of October, 2009 is by and between **Iowa State University County Extension Office** with its principal offices located at 875 Tanglefoot lane in Bettendorf, Iowa, hereinafter referred to as "ISU," and the Davenport Community Schools, with its principal offices located at 1606 Brady Street, Davenport, Iowa 52803, hereinafter referred to as "DCS."

- 1) *ISU and DCS will work collaboratively toward the development and provision of the following services to students and families of Buchanan and Monroe Elementary schools during out-of-school time hours:*
 - Facilitation evaluation and continuous improvement in afterschool programs toward the development of arts related learning opportunities.
 - Facilitation of various enrichment classes in afterschool programs in content areas that is supportive of core day curriculum, including "Challenge."
 - Conduct professional development sessions for 21st CCLC staff and volunteers.
- 2) *The outcomes of these services as reflected in program evaluation are as follows:*
 - Participants will demonstrate the ability to set and work toward personal goals
 - Participants will have access to out-of-school time activities that offer academically-focused programs.
 - Participants will demonstrate a positive view of their personal future by increasing self-esteem and sense of purpose.
- 3) *The services described above shall be provided by means of the following methods and at the following locations:*
 - Agreeing to act as an agency of joint submission to the Iowa Department of Education of the 21st Century Community Learning Centers grant.
 - Agreeing to perform evaluation services for local and state reporting requirements and providing ongoing assistance with implementation of an accountability plan based upon evaluation rubric in the 21st CCLC proposal.
 - Continue to support DCS through active participation in Community Education Advisory Council, which serves as advisory for the 21st CCLC initiative.

*This agreement shall be effective January 1st, 2010, and shall expire June 30th, 2014.
This agreement is valid when signed and dated by both parties to this agreement.*


Iowa State University County Extension


Davenport Community Schools

Memorandum of Understanding Davenport Community Schools

This agreement made this 19th day of October, 2009 is by and between **City of Davenport Parks & Recreation Department** with its principal offices located at 1737 West 12th Street in Davenport, Iowa, hereinafter referred to as "**Parks/Rec,**" and the Davenport Community Schools, with its principal offices located at 1606 Brady Street, Davenport, Iowa 52803, hereinafter referred to as "DCS."

- 1) *Parks/Rec and DCS will work collaboratively toward the development and provision of the following services to students and families of Buchanan and Monroe Elementary schools during out-of-school time hours:*
 - Involvement with Buchanan and Monroe in afterschool programs toward the development of youth programming.
 - Facilitation of various enrichment clubs in afterschool programs in content areas that is supportive of core day curriculum, including Drama, Dance, etc.
- 2) *The outcomes of these services as reflected in program evaluation are as follows:*
 - Participants will demonstrate the ability to set and work toward personal goals
 - Participants will have access to out-of-school time activities that offer academically-focused programs.
 - Participants will demonstrate a positive view of their personal future by increasing self-esteem and sense of purpose.
- 3) *The services described above shall be provided by means of the following methods and at the following locations:*
 - Continue to support DCS through active participation in Community Education Advisory Council, which serves as advisory for the 21st CCLC initiative.
 - School-based activities as well as community-based activities when appropriate.

*This agreement shall be effective January 1st, 2010, and shall expire June 30th, 2014.
This agreement is valid when signed and dated by both parties to this agreement.*


City of Davenport Parks & Recreation


Davenport Community Schools

Academic Logic Model

Goal: Youth will behave as positive contributing members to the social, environmental and economic fabric of their communities (family, school, neighborhood and society.)

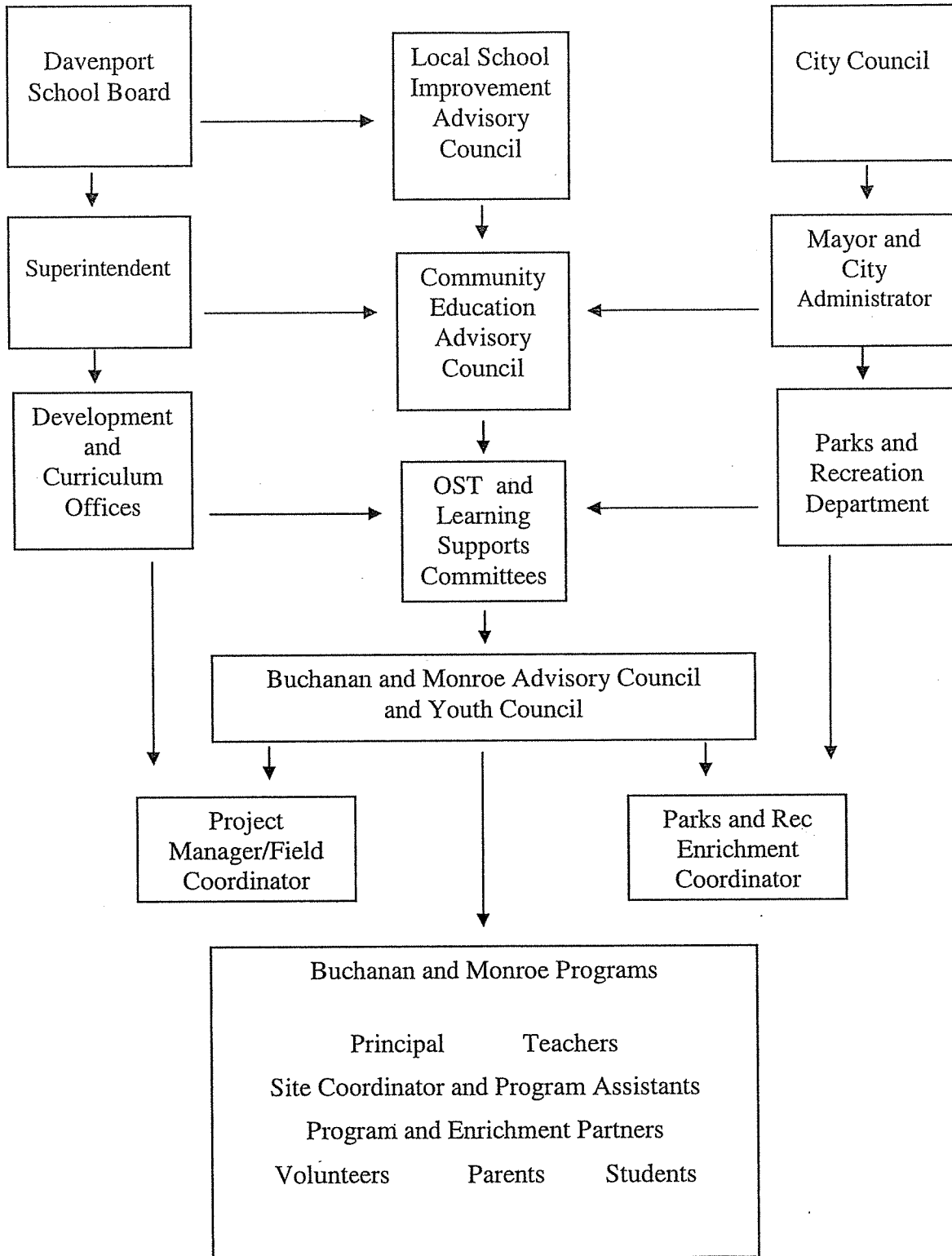
Activities	Outcome	Result For Iowa Youth	Indicator	Data Source
School Based Out of School Time Programs	Every student will be motivated to learn.	#1	Student Assessment	Students
Strength Based Framework	Every student will demonstrate and "I can" attitude.	#2	Student Assessment	Students
Active Family Engagement	Every student will have organizational and planning skills	#3	Teacher Communication Process	Classroom Teacher
Staff Development	Every student will demonstrate the ability to set and work toward personal goals	#3	Teacher Communication Process	Classroom Teacher
Transition Programming - 5 th grade transition	Students have access to out of school time activities that offer academically focused programs.	#1	Student Assessment	Program Audit
	Students attending out of school time programming will experience a variety of creative activities that enhance academic achievement.	#1	Student Assessment	Program Audit

Social Behavioral Logic Model

Goal: Youth will behave as positive contributing members to the social, environmental and economic fabric of their communities (family, school, neighborhood and society.)

Activities	Outcome	Result For Iowa Youth	Indicator	Data Source
Ongoing school based out of school time activities	Youth will have choices within the out of school time programs that offer access to three or more hours per week in sports, clubs, or organizations.	#4	Program schedule shows three or more hours of enrichment and rec activities	Program schedule
Variety of cultural, enrichment and recreational programs.	Program provides emotionally and safe environment with developmentally appropriate boundaries.	#4	66% of students will report they agree a little or agree a lot	Student Survey
Variety of site based adult education and family involvement opportunities.	Youth will receive appropriate support.	#4	66% of parents will respond in agreement 66% of students will report they agree a little or agree a lot	Parent Survey Student Survey
Guidance and discipline policies within the program that align with school day expectations.	Youth will demonstrate interpersonal competencies through caring, peaceful, conflict resolution friendship skill	#2	66% of students and parents will report they agree a little or agree a lot	Student Survey Parent Survey
Experiences will be designed to provide youth with positive adult role models.	Youth will demonstrate a positive view of their personal future by increasing self esteem	#2	66% of students will report they agree a little or agree a lot Students can list three caring adults	Subject Assessment Student Survey
Character education curriculum utilized	Youth report a sense of personal power.	#2	66% of students will report they agree a little or agree a lot	Subject Assessment Student Survey

Buchanan/Monroe 21st Century Community Learning Center Leadership Structure



40 Developmental Assets™

Search InstituteSM has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.



Category	Asset Name and Definition	
External Assets	Support 1. Family Support -Family life provides high levels of love and support. 2. Positive Family Communication -Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. Other Adult Relationships -Young person receives support from three or more nonparent adults. 4. Caring Neighborhood -Young person experiences caring neighbors. 5. Caring School Climate -School provides a caring, encouraging environment. 6. Parent Involvement in Schooling -Parent(s) are actively involved in helping young person succeed in school.	
	Empowerment 7. Community Values Youth -Young person perceives that adults in the community value youth. 8. Youth as Resources -Young people are given useful roles in the community. 9. Service to Others -Young person serves in the community one hour or more per week. 10. Safety -Young person feels safe at home, school, and in the neighborhood.	
	Boundaries & Expectations 11. Family Boundaries -Family has clear rules and consequences and monitors the young person's whereabouts. 12. School Boundaries -School provides clear rules and consequences. 13. Neighborhood Boundaries -Neighbors take responsibility for monitoring young people's behavior. 14. Adult Role Models -Parent(s) and other adults model positive, responsible behavior. 15. Positive Peer Influence -Young person's best friends model responsible behavior. 16. High Expectations -Both parent(s) and teachers encourage the young person to do well.	
	Constructive Use of Time 17. Creative Activities -Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth Programs -Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious Community -Young person spends one or more hours per week in activities in a religious institution. 20. Time at Home -Young person is out with friends "with nothing special to do" two or fewer nights per week.	
	Internal Assets	Commitment to Learning 21. Achievement Motivation -Young person is motivated to do well in school. 22. School Engagement -Young person is actively engaged in learning. 23. Homework -Young person reports doing at least one hour of homework every school day. 24. Bonding to School -Young person cares about her or his school. 25. Reading for Pleasure -Young person reads for pleasure three or more hours per week.
		Positive Values 26. Caring -Young person places high value on helping other people. 27. Equality and Social Justice -Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity -Young person acts on convictions and stands up for her or his beliefs. 29. Honesty -Young person "tells the truth even when it is not easy." 30. Responsibility -Young person accepts and takes personal responsibility. 31. Restraint -Young person believes it is important not to be sexually active or to use alcohol or other drugs.
		Social Competencies 32. Planning and Decision Making -Young person knows how to plan ahead and make choices. 33. Interpersonal Competence -Young person has empathy, sensitivity, and friendship skills. 34. Cultural Competence -Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance Skills -Young person can resist negative peer pressure and dangerous situations. 36. Peaceful Conflict Resolution -Young person seeks to resolve conflict nonviolently.
		Positive Identity 37. Personal Power -Young person feels he or she has control over "things that happen to me." 38. Self-Esteem -Young person reports having a high self-esteem. 39. Sense of Purpose -Young person reports that "my life has a purpose." 40. Positive View of Personal Future -Young person is optimistic about her or his personal future.

Davenport Community School District
1606 Brady Street
Davenport, Iowa 52803-5099

Out-of-School Time Project Manager

Minimum Qualifications

- 1) A Bachelors Degree from an accredited college or university.
- 2) Computer skills, including word-processing, database and spreadsheet experience.
- 3) Successful experience in financial, personnel and program management.

Desired Qualifications:

- 1) A Masters degree from an accredited college or university
- 2) Graduate study in education, business or social work
- 3) Such alternative to the above qualifications as the Superintendent may find appropriate and acceptable

Job Goal:

To develop and supervise out-of-school time programs that provide students with a physically and emotionally safe and drug free learning environment.

Performance Responsibilities:

- 1) Provide leadership and management of the overall out-of-school time program.
- 2) Participate as an active member of the district's Leadership Team.
- 3) Provide leadership and management of needs assessments, interest surveys, project goals, objectives and strategies, and on-going assessment needs.
- 4) Provide leadership and management of the overall project design, budget and day to day operations, maintaining a balanced program, eliminating program duplication and schedule overlaps, and insuring adherence to district policy and procedures.
- 5) Serve as liaison between out-of-school time programs, district administration, advisory teams, community representatives and agencies.
- 6) Provide leadership and management of direct service providers
- 7) Secure academic components, and ensure that all project activities are carefully aligned with district benchmarks and students.
- 8) Responsible for the process of assessing needs, recruiting, orientating and supervising instructors, volunteers and other out-of-school time staff.
- 9) Evaluate Field Coordinator position.
- 10) Communicate and meet periodically with appropriate site individuals and groups, including the principal, building, staff, and the management and advisory teams (including principal, school secretary, faculty, custodian, committee, PTA, and community school board)
- 11) Facilitate on-going assessment
- 12) Prepare reports, recommendations and presentations as appropriate
- 13) Assist leadership in seeking on-going improvement and sustainability
- 14) Assist in preparing and delivering high-quality products to enable replication.
- 15) Assist the principals, building staff, the community education office and other district employees as necessary in managing out-of-school time programming.
- 16) Work effectively with students and families from different socioeconomic and cultural backgrounds.
- 17) Facilitate positive individual and group skills among all staff, administration, instructors, volunteers, and community representatives.
- 18) Put into place public relations materials, video, newsletter, pamphlets, brochures, activity calendars, news and media relation, PR kits, etc.
- 19) Meet monthly with Community Education Advisory Council.

Terms of Employment:

- (1) 12 month employee, 260 duty days
- (2) Reports to the Development Office Supervisor
- (3) Job performance will be evaluated annually

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1606 Brady Street
Davenport, Iowa 52803-5099

Field Coordinator, Out-of-School Time

Desired Qualifications:

- 1) A Bachelor of Arts or Science degree in human services, education or related field from an accredited college or university.
- 2) Successful experiences in program management, human services activities, youth casework or any equivalent training or experience.
- 3) Computer skills including e-mail, word-processing, database and spreadsheet experience.
- 4) Such alternative to the above qualifications as the Superintendent may find appropriate and acceptable.

Job Goal:

To provide effective leadership and technical assistance toward the development and coordination of out-of-school time programs for elementary and intermediate school students in an academically enriching, physically and emotionally safe and drug-free environment.

Performance Responsibilities:

- 1) Provide leadership and coordination of OST programs at multiple school sites.
- 2) Contribute technical assistance toward the design, budget, and day-to-day management of the OST program.
- 3) Serve as a liaison between building teachers and administrators and OST management.
- 4) Work effectively with students and families from different socioeconomic and cultural backgrounds.
- 5) Facilitate positive individual and group skills among all staff, administration, instructors, volunteers and community representatives.
- 6) Promote the program in the community.
- 7) Assist with the coordination of all direct service providers in the community, with special focus on effective partnerships.
- 8) Communicate with parents, raising their awareness of OST programs and encouraging their involvement.
- 9) Serve as a resource for OST staff outreach activities to families and the community, including identification and referral of children and families to other support agencies.
- 10) Communicate and meet periodically with appropriate individuals/groups, including the principal, building, and staff.
- 11) Administer and compile interest surveys and needs assessments.
- 12) Assist in the maintenance of files & records, including billing and collection of fees; assist families as needed in seeking child care assistance through the Department of Human Services.
- 13) Conduct training and orientation of staff and providers (training will include: instructor recruitment, fees, forms, and agreements, scheduling, activity supervision, registration, policies and procedures, etc).
- 14) Assist the principal, Project Manager and other district employees as necessary in managing program requirements.
- 15) Develop the master schedule and room usage plan.
- 16) Prepare reports, recommendations and presentations as appropriate.
- 17) Assist leadership in seeking on-going improvement and sustainability

Terms of Employment:

- 1) 12 month employee, 260 duty days
- 2) Reports to Project Manager.

Evaluation:

Job performance will be evaluated annually.

OST Site Coordinator, Out-of-School Time

Desired Qualifications:

- 1) A Bachelor of Arts or Science degree in human services, education or related field from an accredited college or university.
- 2) Successful experiences in program management, human services activities, youth casework or any equivalent training or experience.
- 3) Computer skills including e-mail, word-processing, database and spreadsheet experience.
- 4) Such alternative to the above qualifications as the Superintendent may find appropriate and acceptable.

Job Goal:

To develop and supervise out-of-school time programs for intermediate school students in an academically enriching, physically and emotionally safe and drug-free environment.

Performance Responsibilities:

- 1) Provide leadership and management of the Community Learning Center program at an Intermediate school site.
- 2) Provide oversight of the design and day-to-day management of the CLC program.
- 3) Be a member of the building leadership team, serving as liaison between building teachers and administrators and after school/summer program staff.
- 4) Work effectively with students and families from different socioeconomic and cultural backgrounds.
- 5) Administer behavioral consequences consistent with the building plan.
- 6) Facilitate positive individual and group skills among all staff, administration, instructors, volunteers and community representatives.
- 7) Promote the program in the community.
- 8) Recruit students to the program and supervise the program staff and volunteers.
- 9) Communicate with parents, encouraging their involvement
- 10) Coordinate all outreach activities to families and the community, including identification and referral of children and families to other support agencies.
- 11) Communicate and meet periodically with appropriate individuals/groups, including the principal, building, and staff.
- 12) Administer and compile interest surveys and needs assessments.
- 13) Maintain files & records; assist families as needed in seeking child care assistance through the Department of Human Services.
- 14) Assist the principal, Field Coordinator, Project Manager and other district employees as necessary in managing program requirements.
- 15) Develop the master schedule and room usage plan.
- 16) Prepare reports, recommendations and presentations as appropriate.

Terms of Employment:

- 1) 10 month employee, 180 duty days
- 2) Anticipated start date is August 1, 2007.
- 3) Reports to building principal and Field Coordinator.

Evaluation:

Job performance will be evaluated annually.