

**Application Cover Page
21st Century Community Learning Centers**

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

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

APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency) Davenport Community School District

| | | | |
|---|------------------------|---|------------------------|
| County: Scott County | | Amount Requested: \$ 149,995 (Total Form D1) | |
| Director of Agency (Superintendent, City Manager, Executive Director, etc) Dr. Arthur Tate | | Grant Contact/Project Director: Shaney Ford | |
| Agency Name: Davenport Community School District | | Agency Name: Davenport Community School District | |
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| City: Davenport | Zip: 52803 | City: Davenport | Zip: 52801 |
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| | | | |
|--|------------------------|---|------------------------|
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LEGAL STATUS OF APPLICANT

(Check one box below and provide appropriate agency identification information)

- City or City Agency
- County or County Agency
- State or Federal Agency
- State College or University
- Community College
- County Office of Education
- School District
- Tribal Council
- Military Installation
- Private Nonprofit Organization-
Number of years in operation _____
- Private For-Profit Organization
Number of years in operation _____

| |
|---|
| Enter Federal Employer ID Number: <u>42-6001350</u> OR Enter School District Code _____ |
| (If applicable) Enter Child Care License #: _____ |

REQUEST FOR COMPETITIVE PRIORITY

It is the responsibility of the applicant to request and provide documentation of competitive priority in scoring of applications. Below, please check the boxes for priority you are requesting and provide explanation of the documentation provided to substantiate your request. Examples of documentation are provided.

- X Application proposes to serve children and youth in *schools designated in need of assistance (SINA)* under Title I (Section 1116). *5 additional points awarded*

Documentation: Jefferson- Edison Elementary School is designated as a School in Need of Assistance by the Iowa Department of Education and is in SINA 4 for both Reading and Math. See attached list from IDOE website.

Example of documentation: SINA list provided by the Iowa Department of Education available at www.educateiowa.gov.

- X Application is *jointly submitted* as a collaboration between local educational agencies receiving funds under Title I and a community-based organization or other public or private entity. *5 additional points awarded*

Documentation: Please see original signature and attached Letters of Support. The Jefferson-Edison Stepping Stones Program application is being submitted jointly with the City of Davenport Parks and Recreation Department.

Examples of documentation: Original signatures of joint applicants or MOUs recognizing joint submission.

2012-2013 SINA List

| 12 District | 12 District Name | 12 School | 12 School Name | 11-12 Participation Math | 11-12 Participation Reading | 11-12 AMO Math | 11-12 AMO Reading | 11-12 Other Academic Indicator |
|-------------|---|-----------|---------------------------------|--------------------------|-----------------------------|----------------|-------------------|--------------------------------|
| 1611 | Davenport Comm School District | 0223 | Walcott Intermediate | | | SINA-3 | SINA-3 | |
| 1611 | Davenport Comm School District | 0227 | Williams Intermediate | | | SINA-6 | SINA-7 | |
| 1611 | Davenport Comm School District | 0236 | J B Young Intermediate | | | SINA-4 | SINA-4 | |
| 1611 | Davenport Comm School District | 0409 | Adams Elementary School | | | SINA-1 | | SINA-2 |
| 1611 | Davenport Comm School District | 0414 | Buchanan Elementary School | | | Delay-1 | SINA-2 | |
| 1611 | Davenport Comm School District | 0417 | Eisenhower Elementary School | | | SINA-3 | Delay-1 | |
| 1611 | Davenport Comm School District | 0418 | Fillmore Elementary School | | | SINA-3 | SINA-4 | |
| 1611 | Davenport Comm School District | 0427 | Garfield Elementary School | | | | | |
| 1611 | Davenport Comm School District | 0454 | Harrison Elementary School | | | | SINA-1 | |
| 1611 | Davenport Comm School District | 0475 | Jackson Elementary School | | | SINA-1 | SINA-3 | |
| 1611 | Davenport Comm School District | 0481 | Jefferson Elementary School | | | SINA-4 | SINA-4 | |
| 1611 | Davenport Comm School District | 0499 | Lincoln Academy of Fine Arts | | | SINA-3 | SINA-3 | |
| 1611 | Davenport Comm School District | 0508 | Madison Elementary School | | | Delay-2 | Delay-2 | |
| 1611 | Davenport Comm School District | 0526 | McKinley Elementary School | | | Delay-1 | | |
| 1611 | Davenport Comm School District | 0535 | Monroe Elementary School | | | SINA-4 | SINA-4 | |
| 1611 | Davenport Comm School District | 0576 | Walcott Elementary School | | | | SINA-1 | |
| 1611 | Davenport Comm School District | 0580 | Washington Elementary School | | | Delay-3 | SINA-2 | |
| 1611 | Davenport Comm School District | 0589 | Wilson Elementary School | | | SINA-1 | | |
| 1619 | Davis County Comm School District | 0428 | Davis County Middle School | | | SINA-3 | | |
| 1638 | Decorah Community School District | 0209 | Decorah Middle School | | | | SINA-2 | |
| 1701 | Denison Comm School District | 0109 | Denison High School | | | SINA-3 | SINA-5 | |
| 1701 | Denison Comm School District | 0118 | Denison Alternative High School | | | | Delay-3 | |
| 1701 | Denison Comm School District | 0209 | Denison Middle School | | | SINA-4 | SINA-7 | |
| 1701 | Denison Comm School District | 0409 | Broadway Elementary School | | | SINA-1 | SINA-2 | |
| 1701 | Denison Comm School District | 0418 | Denison Elementary School | | | Delay-1 | | |
| 1737 | Des Moines Independent Comm School District | 0109 | East High School | | | SINA-7 | SINA-7 | |
| 1737 | Des Moines Independent Comm School District | 0114 | Hoover High School | | | Delay-7 | SINA-6 | |
| 1737 | Des Moines Independent Comm School District | 0118 | Lincoln High School | | | SINA-7 | SINA-7 | |
| 1737 | Des Moines Independent Comm School District | 0127 | North High School | | | SINA-4 | SINA-3 | |
| 1737 | Des Moines Independent Comm School District | 0136 | Roosevelt High School | | | SINA-5 | SINA-6 | |
| 1737 | Des Moines Independent Comm School District | 0194 | Scavo Alternative High School | | SINA-8 | SINA-4 | SINA-4 | SINA-3 |
| 1737 | Des Moines Independent Comm School District | 0205 | Brody Middle School | | | SINA-4 | SINA-4 | Delay-1 |
| 1737 | Des Moines Independent Comm School District | 0209 | Callanan Middle School | | | SINA-5 | SINA-6 | |
| 1737 | Des Moines Independent Comm School District | 0227 | Goodrell Middle School | | | SINA-6 | SINA-5 | |
| 1737 | Des Moines Independent Comm School District | 0236 | Harding Middle School | | | SINA-6 | SINA-7 | |
| 1737 | Des Moines Independent Comm School District | 0245 | Hiatt Middle School | | | SINA-7 | SINA-7 | |
| 1737 | Des Moines Independent Comm School District | 0250 | Hoyt Middle School | | | SINA-3 | SINA-7 | |
| 1737 | Des Moines Independent Comm School District | 0265 | McCombs Middle School | | | SINA-9 | SINA-4 | |
| 1737 | Des Moines Independent Comm School District | 0269 | Mercedith Middle School | | | SINA-9 | SINA-9 | |
| 1737 | Des Moines Independent Comm School District | 0272 | Merrill Middle School | | | SINA-6 | SINA-9 | |
| 1737 | Des Moines Independent Comm School District | 0281 | Weeks Middle School | | | SINA-4 | SINA-4 | |

2012-2013 SINA List

| 12 District | 12 District Name | 12 School | 12 School Name | 11-12 Participation Math | 11-12 Participation Reading | 11-12 AMO Math | 11-12 AMO Reading | 11-12 Other Academic Indicator |
|-------------|---|-----------|---------------------------------------|--------------------------|-----------------------------|----------------|-------------------|--------------------------------|
| 1221 | Clear Creek Amiana Comm School District | 0405 | Clear Creek Amiana Middle School | | | SINA-4 | SINA-2 | |
| 1233 | Clear Lake Comm School District | 0209 | Clear Lake Middle School | | | SINA-1 | SINA-2 | |
| 1233 | Clear Lake Comm School District | 0409 | Clear Creek Elementary School | | | SINA-1 | SINA-1 | |
| 1278 | Clinton Comm School District | 0109 | Clinton High School | | | | Delay-3 | |
| 1278 | Clinton Comm School District | 0209 | Lyons Middle School | | | SINA-3 | SINA-3 | |
| 1278 | Clinton Comm School District | 0218 | Washington Middle School | | | SINA-3 | SINA-3 | |
| 1278 | Clinton Comm School District | 0227 | Bluff Elementary School | | | | SINA-3 | |
| 1278 | Clinton Comm School District | 0472 | Jefferson Elementary School | | | | Delay-3 | |
| 1278 | Clinton Comm School District | 0480 | Eagle Heights Elementary School | | | SINA-2 | SINA-2 | |
| 1332 | Collax-Mingo Comm School District | 0418 | Collax-Mingo Middle School | | | | SINA-2 | |
| 1337 | College Comm School District | 0109 | Prairie High School | | | SINA-4 | SINA-7 | |
| 1337 | College Comm School District | 0227 | Prairie Point | | | SINA-2 | SINA-2 | |
| 1337 | College Comm School District | 0409 | Prairie Creek | | | SINA-2 | SINA-2 | |
| 1337 | College Comm School District | 0427 | Prairie Heights Elementary School | | | | SINA-1 | |
| 1368 | Columbus Comm School District | 0109 | Columbus Community High School | | | SINA-3 | SINA-4 | |
| 1368 | Columbus Comm School District | 0209 | Columbus Community Junior High School | | | SINA-6 | SINA-4 | |
| 1368 | Columbus Comm School District | 0409 | Roundy Elementary School | | | SINA-3 | SINA-4 | |
| 1431 | Corning Comm School District | 0409 | Corning Elementary School | | | | Delay-1 | |
| 1476 | Council Bluffs Comm School District | 0109 | Thomas Jefferson High School | | | SINA-6 | SINA-8 | |
| 1476 | Council Bluffs Comm School District | 0118 | Abraham Lincoln High School | | | SINA-6 | SINA-8 | |
| 1476 | Council Bluffs Comm School District | 0212 | Gerald W Kim Middle School | | | SINA-7 | SINA-5 | |
| 1476 | Council Bluffs Comm School District | 0245 | Woodrow Wilson Junior High School | | | SINA-4 | SINA-4 | |
| 1476 | Council Bluffs Comm School District | 0422 | Carter Lake Elementary School | | | SINA-1 | | |
| 1476 | Council Bluffs Comm School District | 0454 | Franklin Elementary School | | | | SINA-1 | |
| 1476 | Council Bluffs Comm School District | 0499 | Longfellow Elementary School | | | SINA-1 | SINA-1 | |
| 1476 | Council Bluffs Comm School District | 0544 | Roosevelt Elementary School | | | SINA-1 | SINA-2 | |
| 1476 | Council Bluffs Comm School District | 0553 | Rue Elementary School | | | | SINA-1 | |
| 1476 | Council Bluffs Comm School District | 0571 | Walnut Grove Elementary School | | | SINA-2 | SINA-3 | |
| 1503 | Creston Comm School District | 0109 | Creston High School | | | SINA-3 | | |
| 1503 | Creston Comm School District | 0218 | Creston Middle School | | | SINA-3 | SINA-3 | |
| 1503 | Creston Comm School District | 0409 | Creston Elementary School | | | SINA-2 | SINA-2 | |
| 1576 | Dallas Center-Grimes Comm School District | 0209 | Dallas Center-Grimes Middle School | | | SINA-3 | SINA-1 | |
| 1602 | Danville Comm School District | 0172 | Danville Junior-Senior High School | | | | SINA-1 | |
| 1602 | Danville Comm School District | 0409 | Danville Elementary School | | | SINA-1 | | |
| 1611 | Davenport Comm School District | 0109 | Central High School | | | Delay-5 | Delay-7 | |
| 1611 | Davenport Comm School District | 0116 | North High School | | | SINA-8 | SINA-8 | |
| 1611 | Davenport Comm School District | 0118 | West High School | | | Delay-7 | Delay-7 | |
| 1611 | Davenport Comm School District | 0127 | Kimberly Center East | | | SINA-4 | SINA-6 | |
| 1611 | Davenport Comm School District | 0205 | Wood Intermediate | | | SINA-8 | SINA-7 | |
| 1611 | Davenport Comm School District | 0209 | Frank L Smart Intermediate | | | SINA-4 | SINA-4 | Delay-2 |
| 1611 | Davenport Comm School District | 0218 | Sudlow Intermediate | | | SINA-6 | SINA-8 | |

Davenport Community Schools and City of Davenport Jefferson-Edison Stepping Stones Proposal

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Jefferson-Edison Stepping Stones Project Abstract

The *Jefferson-Edison Stepping Stones Project* is a joint application by the Davenport Community Schools and the City of Davenport Parks and Recreation for the 21st Century Community Learning Center grant. The proposed program serves the students and families of Jefferson-Edison Elementary (Jeff-Ed) in the urban core of Davenport, Iowa.

Davenport Community Schools (DCS) is considered 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 on the state trajectory under the “No Child Left Behind” legislation. DCS serves many subgroups, including various ethnicities, special needs students, English Language Learners, and those living in poverty... those most at-risk in academic achievement, school attachment and overall participation. Jeff-Ed is also designated as a School In Need of Assistance and serves one of the district’s most diverse populations, with a majority 80% minority rate. The student body is 20% Caucasian, 37% African American, 31% Hispanic and 12% other and multiracial, including a large Hispanic English as a Second Language community. Program offerings and partner commitments reflect and celebrate this diversity and include:

Casa Guanajuato (Casa) – will provide student enrichment and Family Literacy activities, including technical assistance and professional development for staff working with Hispanic students and families.

League of United Latin American Citizens (LULAC) – will provide student mentoring and technical assistance and professional development for staff working with Hispanic students and families, including teaching Spanish lessons for staff, partners, parents and students.

Davenport Public Library – will provide Family Literacy activities focused on leisure reading and supporting student literacy.

Putnam Museum – will provide STEM enrichment activities and Family Literacy activities at the museum which resides in the school boundaries

Friendly House – will support Family Literacy activities and Police Athletic Leagues for 4th and 5th graders during after school and summer programs.

Retired and Senior Volunteer Program (RSVP) – will provide recruiting, training, placement and monitoring of senior volunteers in after school, summer, KinderJump and Family Literacy programs, as well as, staff and volunteer training for the school and community partners.

Iowa State University Extension and Outreach, Scott County (Iowa State Extension) – as a primary partner provides professional development, technical assistance and external evaluation for the program.

City of Davenport Parks and Recreation – will act as joint submitter and provide shared program administration, program staffing and enrichment activities, including “school out days” at park facilities.

These partners are critical to the success of the district-wide Stepping Stones program and will be active partners in expanding this model to Jefferson-Edison elementary school. These partners and a broad variety of stakeholders were engaged in the development of the proposed program, including central office, school leaders and teachers, community partners, parents and family members and the students themselves. Through a steering committee, interviews and surveys stakeholders designed the proposed program based on the needs assessment and research-base to include: 1) academic assistance, 2) enrichment and youth development strategies, and 3) family literacy activities. The site will have an average daily attendance goal of 75, with after school hours from 3:30-5:30 for 182 days of the school year. A day long summer program of 39 days and a KinderJump program for 19 days will serve an additional 65 and 60 students respectively each year. Monthly evening and weekend Family Literacy activities will be offered in collaboration with other community partners. A dynamic referral system utilizes a “counselor watch list” process to assure the impact of programming on academically and

behaviorally at-risk youth, including aligning the work of the after school and summer programs with the school Data Teams and Response to Intervention (RTI) to assure that academic offerings are aligned with individual student needs. After school will have three student groups by general age range rotating through 40-minute blocks of academic, enrichment and recreation all with a youth development focus. First block is academic with an academic assistance “pyramid” with homework help for all and, for targeted students, intensive math and reading intervention by a teacher of origin from the school. Academic content supports students’ individual needs and aligns with Jefferson-Edison’s core-day curriculum and system of interventions, including research based intervention materials for Tier II and Tier II students on the schools RTI plan. Enrichment and recreation programs will include a wide variety of creative arts; hands-on projects; leadership and service opportunities; Science Technology Engineering and Math; healthy lifestyle and gang resistance, team-building through athletics; culinary arts; storytelling and more.

The broad goal of the proposed Jeff-Ed program is *to increase achievement and enhance social outcomes for the children and youth of Jefferson-Edison Elementary through high-quality out-of-school and family literacy activities*. In order to build this capacity in youth, the program adopts a series of student and family literacy outcomes which will be carefully assessed and the information used to improve program implementation and build community support. Program partners have a broad base of experience and expertise in their field as well as in collaborative effort across the community. Proposed strategies and practice are informed by the research base in youth development and extended learning.

At the building-level staff will include a .5 Site Coordinator to assure continuity with the school day curriculum, student recruitment and to lead Family Literacy activities. A .5 Program Lead will manage daily activities, including overseeing staff and partners during the program. The two half time positions allow a full-time equivalent to be dedicated to program quality at the site level, with both available during afterschool hours for distinct purposes. Four core day teachers will work in the program afterschool and during the summer program with an additional four of the school’s Kindergarten teachers staffing the KinderJump program. Five program assistants, usually para-educators from the school day, and a series of community partners provide daily “enrichment” activities. Project management will include an in-kind project manager (grants administrator.) In addition, the grant will fund a .75 part time equivalent that will support the work of the school at the district-level to assist with curriculum, community partnerships, professional development and monitoring implementation. A limited clerical contribution will provide support for purchasing, payroll, attendance and administrative needs about a half day per week.

The sustainability model is based on broad community partner engagement, including impressive in-kind support and a commitment from primary partners to serve in an advisory role and advance sustainability beyond the grant period. The City of Davenport Parks and Recreation will act as joint submitter of the proposal providing staffing support, enrichment activities and city service coordination. Iowa State Extension will serve in an evaluator, professional development and youth engagement role for the project. Other programming partners include the many enrichment and youth development experts of agencies that serve on the Davenport Network of Community Schools Partners, an agency council serving the youth and families of the Davenport Community Schools.

A comprehensive evaluation plan is based on the district’s CSIP and the School’s Title I plan and drives program activities and sustainability, with a series of community partners aligned with specific activities at which they excel. Measures include academic and social outcomes for participating students and family outcomes from Family Literacy activities. External evaluation services are high-quality and external delivered by ISU Extension The “Stepping Stones” program is widely celebrated, receiving the national Audrey Nelson Community Development Achievement Award. Other accolades include: showcased by the Iowa Afterschool Alliance as an Iowa “blueprint” for sustainable afterschool; as a sustainability model at the 2008 National Conference on Volunteerism; in 2009 by the National League of Cities and in the district’s 2011 Accreditation Visit by the Iowa Department of Education.

Student Needs Assessment

2.1 Objective Data Used to Determine Need:

Student Need for Out of School Time Services: The Davenport Community Schools (DCS) is the third largest district in the state, serving one of Iowa's most diverse communities. Among our schools, Jefferson-Edison (Jeff-Ed) elementary school has the highest free and reduced lunch-eligible population across the district. With 98% of students qualifying for free lunch last year, the school has the distinction of being one of the only two schools in DCS on "school-wide" free lunch status. In addition to poverty, Jeff-Ed students struggle with transiency and instability in the home environment. The school has a 34% mobility rate, the highest of DCS, and third lowest "membership" rate in the district, with students spending an average of only 85% of the year enrolled at the school. With an enrollment of 410 students

| Iowa Assessment Proficiency | | |
|-----------------------------|---------|-----|
| 3 rd Grade | Reading | 46% |
| | Math | 54% |
| 4 th Grade | Reading | 40% |
| | Math | 55% |
| 5 th Grade | Reading | 30% |
| | Math | 49% |

the school has an approximately 80% minority rate. Ethnicity and race are diverse at 20% Caucasian, 37% African American, 31% Hispanic and 12% other/multiracial. Jeff-Ed also has the highest ESL population in DCS at 19%, primarily Hispanic with 20% of the city's Hispanic population living within the school's neighborhood. These ecological and language challenges have a considerable impact on student achievement. DCS assessment data shows that Jeff-Ed students struggle academically. See chart on left. These academic challenges are more dramatic for minority students. Only 35% of Jeff-Ed's African American

students are considered proficient in Reading compared to nearly 59% of White students. See chart below. While students maintain a 95% attendance rate at the school, discipline during school hours

continues to be a challenge for teachers and school leaders with discipline referral slowly rising over the course of the school year, culminating last year with over 520 office referrals in a single quarter. There is a particular pattern of

behavior issues among older boys at the school with increased classroom disruption and office referrals in 4th and 5th grade. Other trends that have been identified are 1) increased enrollment in grades K-3,

with these grades growing each year, and 2) a trend in little or no preschool experience for incoming kindergartners, creating a tendency toward low self-regulation and

behavior challenges for younger students as well. Kindergarten level is a high priority for programming with a steady decrease in Kindergarten proficiency over the past several years with this new influx of students. See chart bottom right.

| Needs Category by Ethnicity | | | | | |
|-----------------------------|-----------|------------------|---------|----------|---------|
| | Caucasian | African American | | Hispanic | |
| Reading | 41% | 65% | 24% gap | 61% | 20% gap |
| Math | 23% | 54% | 31% gap | 48% | 25% gap |
| Science | 34% | 60% | 26% gap | 60% | 26% gap |

| Jefferson Edison Kindergarten DIBELS | | | | |
|--------------------------------------|---------|---------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
| Letter Naming | 75% | 49% | 52% | 49% |
| Phoneme Segmentation | 85% | 42% | 46% | 43% |

School and Community Resources: Jefferson Elementary began exploring the Edison model for school management over a decade ago. Though a school within the Davenport Community School District, Jefferson partners with Edison Learning in a unique approach to curriculum and evaluation. The fundamentals to the approach include a longer school day and a longer school year (189 days as opposed to 180 in the standard school) and assessments that provide accountability and important benchmarking for teachers. The proposed program will wrap around this longer school day with a two hour afterschool program and a series of evening and weekend family activities. The City of Davenport Neighborhood and Planning Services Department has also conducted a thorough neighborhood needs assessment for the surrounding area through a series of neighborhood meetings. With the exception of infrastructure concerns, safe, affordable activities for youth emerged as the largest gap and most sought after public service. The school is located in the center of one of Davenport's most struggling neighborhoods,

identified for federal Department of Justice “Weed and Seed” programs and the U.S. Department of Education “Promise Neighborhood” designation. Resident surveying of this Promise Neighborhood (PN) surrounding the school revealed some startling data about the status of families in the area compared to community wide statistics:

- Three times as likely to earn less than \$20,000/year with 58% of respondents reporting living on less than \$20,000/year. 61% of respondents were on Food Stamps. 28% used local Food Pantries.
- Twelve times more likely to be out of work with 36% unemployment rate compared to 4% city rate.
- Twice as likely to have not earned a high school diploma with 26% reporting no diploma. More dramatically, 39% of Hispanics reported that they had not graduated from high school.

This survey also reinforced city neighborhood planning focus groups, with 29% requesting “better programs for students who have fallen behind” and 14% stating the need to address “no supervision after school.” Nearly 30% of respondents reported “free family activities” as what families most needed. This response skyrocketed among low-income residents. The greatest revelation of the survey was the gap in consumerism of existing community resources. Though the neighborhood has after school activities in its parks and community centers, and is proximate to major community amenities such as the Friendly House, Davenport Public Library and Putnam Museum, these programs and services go underutilized with less than a quarter of respondents even using their local library. The survey also revealed that nearly a quarter of respondents, more than 23%, believed that “gangs, crime and unsafe neighborhoods” made it difficult for students to get a good education. Many households have both parents working with limited time or financial resources. There are many communication gaps for families who may not speak English or have traditional methods of communication in the home, such as internet, newspapers, phone service or even television. Another 16% identified “poor parenting” as a barrier to the quality of education, with many families not engaging, advocating for their child, or seeking out available community resources. The proposed project will attempt to overcome these barriers by using the school as the central communications source with easy to understand and translated information about program services through the school communication system. The school will act as a centralized delivery system for community partners to reach underserved and potentially disenfranchised students and families.

Addressing Student and Family Needs:

In an innovative approach to out-of-school time programs DCS partners with City Parks and Recreation and Iowa State Extension to offer “Stepping Stones,” before, after school and summer programs, to youth across the community. Stepping Stones sites are funded through a combination of grant support and fees on a sliding scale, with generous scholarships and DHS Childcare Assistance for qualifying families. The proposed project would establish a grant-funded Stepping Stones program at Jeff-Ed to address student needs through various resources, including academic and behavioral supports as well as a family literacy programs. Out of School Time programs are a critical support for working families. Iowa is ranked 5th in the nation in percent of families with two working parents (62%) and 7th in percent of single parent households (20%). Davenport reflects this state trend. According to the Promise Neighborhood surveying of the Jeff-Ed area 73% of families are single-parent families compared to city rate of 39%. Of these single-parent households in the neighborhood, 85% are living on less than \$30,000 for household income per year. Families need broader after school supports as indicated by a recent Edison survey of families that reported only 6% of families felt that teachers provide activities to support learning at home and only 18% rated neighborhood after school programs positively. City surveying and interviews also identify the need for “school out day” programs during in-service dates, emergency weather and snow days, etc. The program is also exploring the piloting of evening meal service through the USDA Nutrition Program. By providing an array of family supports and a full-day, year-long seamless delivery system the proposed program hopes to better meet the needs of families and begin to impact issues of mobility that are so directly impacting student achievement at the school.

2.2 Stakeholders Engaged in the Needs Assessment:

The process of assessing needs and developing an action plan engaged the partners of Edison Learning and a variety of stakeholders, including youth, families, community partners and school staff:

Youth – Student input was solicited through a series of focus groups on the proposed daily activities, enrichment content and student leadership opportunities, culminating with a 21st Century Project Design Workshop with the Jeff-Ed Student Council on Friday, November 30. Student surveying by Edison Learning was also considered in final project design and content and provides baseline data for changes in student satisfaction. The survey identified areas of interest and rated the impact of such elements on academic achievement. Students identified technology instruction, extended learning time, parent engagement and student behavior as “high impacts” that the proposed program will address. Youth input will also be acquired after the program begins with interest and satisfaction surveys regarding interests and program quality. Youth will be actively engaged as decision-makers activities including project-based learning clubs on Wednesdays, where students will create their own content and schedule. 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.

Parents and families - Parent involvement has been integral 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 through interaction at a school Family Night session and through parent surveying. One of the results of family engagement has been the expansion of the model to include “school-out days,” when students are not in school due to previously scheduled in-service days or unscheduled snow emergencies. During these days, partner sites will be open and the program will expand to full day and continue off site to provide seamless programming for families. Edison Learning parent survey results were also utilized to determine the need for expanded extracurricular opportunities, increased teacher communication and support for homework and other learning activities for home.

Community Partners - The program was designed collaboratively with several primary partners, City of Davenport, Iowa State University Extension, Friendly House settlement house, Davenport Public Library, Putnam Natural History Museum, RSVP senior volunteer program, and LULAC Latin American Citizens and Casa Guanajuato, advocacy organizations for Hispanic families. A committee of these partners worked with school and district staff to create an integrated Logic Model that informs all aspect of the project design, from needs assessment and goal setting to action planning and budgeting.

School leaders and teachers - The proposed project was designed in collaboration with the school Principal and staff, the district Curriculum Department, Executive Directors and Superintendent. School leader and teacher participation included collaborative design sessions and focus group discussions to inform the project activities. The Jeff-Ed Lead Team helped build support for and develop the proposed program, including hosting an input session for all staff on Wednesday, November 28 for feedback on the proposed activities and professional development. Teachers indicated interest in more creative arts opportunities, social skill development, meal time etiquette, critical thinking, athletic leagues, and more for students. Study trips and experiential learning were suggested to build background knowledge and vocabulary. Staff also discussed the needs of families, suggesting parent workshops, engaging families in library resources, expanding access to technology, and career and college readiness awareness for families to begin to develop a vision for their student’s postsecondary success.

Project Description

3.1 Link to Student Need:

Needs assessment data has been thoroughly analyzed to determine appropriate activities for the Jeff-Ed Stepping Stones program. These activities and the “determining” data sources follow:

| Needs Assessment | Proposed Academic, Enrichment and Family Literacy Activities |
|---------------------------------|---|
| Academic data | Experiential learning and academic assistance in reading and math, focused intervention for Phonics and Comprehension Art integration in reading, math and science Kindergarten Readiness for students and parents |
| Social/behavioral data | Student directed activity and leadership opportunities Creative arts activities Violence and substance abuse resistance Service learning and civic engagement Character education and socialization 4 th -5 th grade focus on STEM 4 th -5 th grade focus on athletic leagues |
| Parent survey and interviews | Parent engagement and family literacy activities |
| Student survey and focus groups | Service activities, engaging kindergarten students with older peers Reading, sciences, rocketry, volcanos and more Athletics, cheerleading, arts and crafts, technology |

3.2 Academic, Enrichment and Family Literacy Services:

The site will have an average daily attendance goal of 75, with hours from 3:30-5:30 p.m. for 182 days of the school year. Three 40-minute blocks will offer a variety of academic, enrichment and recreation activities. A day long summer program of 39 days and a KinderJump program for 19 days will serve an additional 65 and 60 students respectively each year. Monthly evening and weekend Family Literacy activities will be offered in collaboration with other community partners.

Academic Assistance - The proposed program includes a comprehensive approach to academic assistance that reinforces district standards and aligns with the academics of the school day, including the use of Data Teams within the school’s Response the Intervention (RTI) framework. Daily assistance will be aligned with school day curriculum to provide “extra help/extra time” tailored to the individual needs of students, including a 40-minute academic block four days a week where students receive homework help aligned with the Wilson Reading curriculum of the school day. For some students, identified as Tier II and Tier III in the school’s RTI program, this time will include targeted intensive intervention in reading and math by teachers of origin. The Jeff-Ed program will meet other academic needs identified in the needs assessment, including a focused KinderJump program with 4 weeks of school-based readiness activities for incoming kindergarteners and their families. The analysis also revealed a need for a more intentional approach to bi-lingual academics with the high proportion of Spanish-language speakers at Jeff-Ed. We will maintain at least one bi-lingual staff member for each student group. Projects will be culturally diverse, including community partnership to bring richer multi-cultural programming. To supplement the work of teachers, the Retired and Senior Volunteer Program (RSVP) will provide highly trained academic tutors afterschool, summer and for KinderJump sessions.

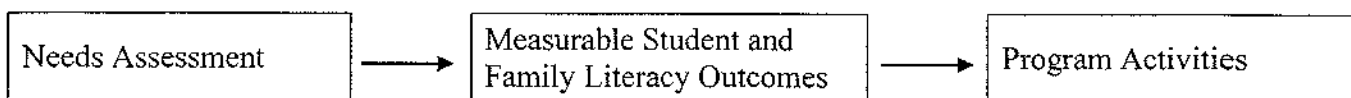
Academic content will maintain a high degree of relevance with experiential learning models, project-based and place-based learning. Weekly 3-hr projects and study trips will provide students an immersive experience in a particular interest area. Designed in a “club format,” these sessions are offered consecutively in 6-8 week sessions. Content is driven by student interest and community partner expertise and will layer in meaningful fiction and non-fiction texts and aligned vocabulary exercises.

Enrichment and Youth Development Activities - The program will provide 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 include creative arts, character education and social skill development, violence and substance abuse resistance, service learning, career exploration and leadership experiences. Two 40-minute blocks will offer enrichment three days a week by staff and a series of community enrichment partners. In addition, 3-hr project-based student clubs will be offered on Wednesday afternoons, as well as study trips on Fridays out in community destinations and for service activities. Enrichment content was selected through a “service mapping” exercise among community partners which aligned a variety of potential programmatic offerings. Having noted a particular need among 4th and 5th grade boys for more engaging content, the program will partner with Putnam Museum on afterschool robotics and STEM activities as well as offering slots for their Summer Science Camp as incentive for Jefferson 4th and 5th grade students.

Family Literacy Activities: Proposed family literacy activities are also based on the needs assessment, drawn from school leaders, teachers, community partners and parents themselves through focus group and survey feedback. Edison Learning surveys indicate an interest and need by students and families for expanded technology training, extra-curriculars, home learning activities, student behavior supports, family curriculum events, and more. The needs assessment also included a survey of parent by the Davenport PTA that revealed some families want more volunteer opportunities, homework tips and parent support groups. The Jeff-Ed program will provide an array of family literacy, family resiliency-building and neighborhood capacity-building activities delivered through school-based and community-based activities. The proposed program includes numerous opportunities to expand and enrich parent interaction with their child’s education through monthly school-based and community family activities and daily interaction with well-trained staff. Family needs vary widely and many of our families need more intensive support and services. Additional parent resource material and activities will be offered through Casa Guanajuato and LULAC to assure the needs of our Hispanic families are understood, respected and met. In addition to delivery of family literacy activities, the proposed programs build capacity of building staff through intensive professional development of program staff. Proposed family activities align with the school’s Title I Plan for Parent Engagement.

3.3 Goals objectives and performance measures:

The programmatic content of the proposed Jeff-Ed program is driven by strategic goals and objectives aligned with the presented needs assessment. The needs assessment informed the measurable, student and Family Literacy outcomes, which then determine program activities.



The broad goal of the proposed program is *to increase achievement and enhance social outcomes for the children and youth of Jefferson-Edison Elementary through high-quality out-of-school and family literacy activities.* In order to accomplish this goal, the program adopts a series of measurable outcomes organized in two logic models: 1) student outcomes and 2) family literacy outcomes. Each of these outcomes has evaluation tools identified to measure impact and assure program fidelity.

| Jefferson-Edison Student and Family Literacy Outcomes | |
|--|---|
| Student Academic and Behavioral Outcomes | <ul style="list-style-type: none"> • Stepping Stones participants will show accelerated growth in reading/language arts and math skills when compared with like-demographic students from the same school who do not participate in Stepping Stones. (CSIP/SINA Plan) • Youth will increase attendance and decrease behavior disruptions (CSIP/SINA Plan) • Youth demonstrate interpersonal competence through caring, peaceful conflict resolution skills and friendship skills |

| | |
|---------------------------------|--|
| | <ul style="list-style-type: none"> • Youth demonstrate a positive view of their personal future by increasing self-esteem and sense of purpose • Youth report a sense of personal power and control by accepting personal responsibility, planning ahead, making positive choices, and recognizing consequences |
| Family Literacy Outcomes | <ul style="list-style-type: none"> • Parents are involved every day and are invested in their child’s academic, behavioral and attendance progress • Families are involved with their children in academic learning at home and in their children’s school life. • Parent participation in Family Literacy events increases by 30% (CSIP/SINA Plan) |

3.4 Alignment with the school day instruction, staff and school CSIP:

Program goals and activities align with the school day and the school’s comprehensive school improvement plan (CSIP) and Title I Schools In Need of Assistance Plan (SINA.) The proposed program will utilize school day staff, including teachers and para-educators. The Site Coordinator position will lead Family Literacy activities and, in a unique model, will be aligned with current Title I funding of the school’s Family Involvement Liaison to insure continuity with the school’s approach to engaging families in academic achievement. The program content itself is based on the input of the school Principal and core day teachers at Jeff-Ed who identified critical issues that would serve the needs of students, including a focus on reading fundamentals such as phonics and reading comprehension; enriching literacy activities; diverse print environment and broader parent engagement in education. To assure alignment of academic goals, curriculum, and performance of participants, the program will use 1) Infinite Campus, the DCS student information management system; 2) EZ Care OST administrative software; and 3) student daily planners. These tools will allow dynamic interaction between school day teachers, program staff, and families to assure individual student needs are addressed. The program also wraps around the school’s Supplemental Education Services offered three days a week that will serve as the academic block for SES students on those days. The program also supports the school’s Core Values curriculum and expand Core Learning Skills training during summer to prepare students for the school year. A four week KinderJump will serve incoming kindergarteners to assure that they start the school year ready to learn. In addition, the district will assure participation of key administrators, including Executive Directors, Director of Curriculum, leaders from Learning Supports, English as a Second Language and others to align vision and action planning of the program with other district initiatives.

3.5 Organizational experience:

A strong, clearly defined management and advisory function holds all parties accountable for administration of the proposed program. DCS and the City of Davenport possess the financial, material and human resources necessary to fulfill the proposed project on time and within budget. The DCS Finance Department, management team and community partners have administered similar programs and funding levels, including seven past federal 21st CCLC grants. DCS will provide annual audit reports by independent auditors to assure compliance with regulatory and industry best practice.

The city and schools have a rich history of award-winning partnerships serving the youth and families of Davenport. The “Stepping Stones” program is widely recognized, receiving the national Audrey Nelson Community Development Achievement Award. Other accolades include: showcased by the Iowa Afterschool Alliance as an Iowa “blueprint” for sustainable afterschool programs; as a sustainability model at the 2008 National Conference on Volunteerism; in 2009 by the National League of Cities and in the DCS 2011 Accreditation Visit by the Iowa Department of Education. DCS and the collaborative partners of the Network of Community Schools Partners (NCSP) also have a successful track record with collaboration, having worked together for decades. These collaborative partnerships maximize available resources for youth and have competed successfully many times for federal 21st Century Community Learning Center funds.

Research-base

Research in the field of out-of-school time indicates that the greatest likelihood for academic gains occurs when programs feature an intentional balance between tutoring/instruction, experiential learning, and recreational activities. One area of need for Jeff-Ed, with the highest percentage of low-income students in the district, is increased time spent on reading and language activities. Research shows that students from limited resource families have hundreds of fewer hours of exposure to reading and language than their middle and upper class peers. As a result, schools must create unique ways of address this gap. Out of school time programs provide extra "time on task" with reading and language arts concepts with both certified staff and trained program assistants. The proposed project will utilize the expertise and research-base of the Davenport Community Schools Curriculum and Instruction Office to utilize research-based materials and strategies of the school day.

Each of the proposed youth development programs and strategies meet the federal definition of "scientifically based research." These include: "Healthy Choices" through Iowa State Extension, "Second Step" character education program and Olweus Bullying Prevention model through DCS, as well as service learning projects through Iowa State Extension and partners in the community.

According to the John's Hopkins University Center for Summer Learning, summer programming is particularly important with the following research conclusion:

- All students experience some form of learning loss when they do not engage in educational activities during the summer.
- On average, students lose about 2.6 months of grade level equivalency in math computation skills over the summer months.
- More than half of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities.

The research-base on family literacy also promises effectiveness of the proposed approach. "Characteristics of Effective Family Literacy Programs" by Andrea DeBruin-Parecki, Scott G. Paris, Jennifer L. Seidenberg from University of Michigan identifies "Characteristics of Effective Family Literacy Strategies" as: responsiveness to cultural, familial, and community characteristics; collaboration with surrounding agencies, including social, governmental, job skills programs; a good referral system to connect with services; and the ability to 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. 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 through school day community learning center services, modeling relationship-building and communication skills for the school day staff.

Management Plan

5.1 Staffing, Professional Development, Leadership and Volunteerism

Staffing recruitment and retention - At the building-level staff will include a .5 Site Coordinator to assure continuity with the school day curriculum, student recruitment and to lead Family Literacy activities. A .5 Program Lead will manage daily activities, including overseeing staff and partners during the program. Four core day teachers will work in the program afterschool and during the summer program with an additional four of the school's Kindergarten teachers staffing the KinderJump program. Five program assistants, usually para-educators from the school day, and a series of community partners provide daily "enrichment" activities. Project management will include an in-kind grants administrator

and auditor. In addition, the grant will fund a .75 part time equivalent that will support the work of the school at the district-level to assist with curriculum, community partnerships, professional development and monitoring implementation. A limited clerical contribution will provide support for purchasing, payroll, attendance and administrative needs for about 4 hours per week.

High quality staff from the schools will be hired and a student:staff ratio of 15:1 or lower will be maintained. It is important that intensive instruction for students who have academic needs be performed with low class size and by “teachers of origin,” or teachers employed by the school during the core day. These professionals are in optimal position to help students further their achievement levels after school. Recruitment will be through both school district, building and agency resources. Agency partners will recruit both internally and throughout the community to assure a highly qualified site leaders and program assistants, with a focus on recruiting school day staff. 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, including ensuring bi-lingual staff for each grade level. All district paraprofessionals that would serve as program assistants meet Title I requirements. Recently the staffing partnership with the City of Davenport included steps to increase respect for out of school time services as a “profession,” expanding the contracts from temporary workers to permanent staff to allow the provision of holidays, sick days, position recall and other benefits for these dedicated professionals.

Professional Development - Professional development activities include extensive, ongoing staff development at the program level: 20 hours of pre-service orientation in the fall of each year, and four continuing education sessions throughout the school year for all OST staff; and an additional 20 hours of pre-service orientation prior to summer programming. The framework for professional development will integrate basic knowledge of child development with essential areas for developing effective programs. Staff training includes but is not limited to the following content areas: the consensus-driven Framework of Best Practices developed with community partners, 21st CCLC grant expectations and data requirements, and program-specific information related to academic and social-behavioral curriculum and strategies. The latter content includes alignment with the Jeff-Ed model for curriculum, behavior expectations, Core Values and, finally, Spanish-language lessons and cultural competency training for staff, partners, volunteers and parents provided by LULUC.

Leadership - Professional development also includes leadership through day-to-day oversight and continuous improvement and coaching processes for the schools in this proposal. This leadership structure includes management operations, recruiting and professional development of staff, curriculum development aligned with the schools day, partner and non-public school scheduling and communication, and so much more. Strong management will be supported through monthly staff meetings where staff will meet collaboratively with the Principal and Curriculum experts. Bi-weekly meetings will provide coordination between program management staff, including central office leadership, Site Coordinator and Program Lead to assure that program implementation is of highest quality and aligns with the school day. An advisory structure connects decision-making with school and city leaders, stakeholders and consumers.

Senior Citizens and Other Volunteers - A similar approach is taken with 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 and provide training for all volunteers on literacy strategies and to program staff on effective volunteer management. Parks and Recreation and other community partners will blend agency volunteers in programs; and PTC, the Parent Teacher

Council, will support parent engagement through volunteerism as supported by parent surveying. The Promise Neighborhood survey also determined that neighborhood residents were very interested in supporting youth and the schools through volunteerism with 23% interested in volunteering in the schools and 20% interested in volunteer mentoring for youth. The Davenport Volunteer Connection, a new partnership between the city and the schools, will also provide referrals from corporate and community sources. To ensure program safety, all volunteers will be required to apply and undergo screening with background checks from the Davenport Volunteer Connection.

5.2 Accessibly in Transportation, Communications and Facilities

Jeff-Ed is considered a “neighborhood school,” with the vast majority of students walking to and from school or being provided transportation by family members. The proposed project does include busing for nine study trips during the school year as well as for three of the monthly family literacy events and a weekly study trip for the summer program. These study trips are aligned thematically with content areas under study in classrooms and our afterschool programs. The programs will address any barriers to access that may arise as a result of language or communication barriers. DCS employs the services of Cultural Liaisons for Spanish-speaking families as well as Vietnamese-speaking families who provide translation services and interpreter services as needed. With a 31% Hispanic population and nearly 20% ELL, the program will offer bilingual staff for each student group and Spanish lessons for staff, partners and parents. Additionally, the school is partnering with LULAC and Casa Guanajuato to assure that other barriers to meeting the needs of Hispanic families are understood and addressed. Finally, the facilities themselves are fully accessible. As an existing accredited elementary school building, the school has entrances that are accessible to individuals with disabilities. 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 and assure accessibility and inclusivity of the building and grounds.

5.3 Stakeholder Advisory

A strong organizational management, leadership and advisory structure has been created with diverse membership to ensure diverse perspectives, including the Network of Community and Schools Partners (NCSP) composed primarily of directors of local agencies. The Out Of School Time committee of the NCSP meets monthly will and will serve as an advisory committee to the Jefferson-Edison Stepping Stones programs. This Advisory Committee will include the OST Program Director, Site Coordinator, Program Lead, 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:

| Out of School Time 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 |

Student and Parent members will contribute ideas and feedback to guide program activities, timeline and budget to assure the needs of primary stakeholders are being met and empowering students and families as decision-makers.

5.4 Program improvement, sustainability and resource coordination

Program improvement and sustainability - DCS, the City of Davenport, Iowa State Extension and other community partners are dedicated to program improvement and to sustaining the proposed program.

DCS program leaders have participated in the Finance Project, a continuous improvement process for sustaining after school programs sponsored by the Iowa Department of Education and Iowa Afterschool Alliance. Through this process, DCS, Parks and Recreation, Iowa State Extension and community partners have crafted a thorough sustainability plan for the Jeff-Ed program, including:

- 1) Project design supports building capacity in school staff and partners through professional development experiences and collaborative planning
- 2) Enrichment partners to provide in-kind services with outside sources of funding to support mission. Many partners have made commitments for contributions to support the program, including in-kind for staff, professional development, transportation, facilities, and other operating expenses.
- 3) School staff has begun to dedicate United Way pledges to support the Jefferson-Edison Stepping Stones program
- 4) Custodial fund has been established with Davenport Schools Foundation to receive corporate gifts to support scholarships
- 5) Resource development is ongoing, led by DCS with community partners and NCSP.

As the model has evolved we have learned a great deal about program implementation, adaptive strategies to address shifting resource availability, and developing efficiencies of scale - without sacrificing program integrity or quality standards. Sustainability is based upon establishing a series of balanced and diversified funding streams, including in-kind partnership contributions; local and national grants and charitable contributions; inter-governmental sources; school district and municipal contributions; and, as the grant matures and ultimately ends, the phasing in of affordable program fees on a sliding scale and supplemented by scholarships and sibling/family discounts.

Effective Use of Resources: The proposed program will combine and coordinate an array of community partners and services to make the best use of public resources, including:

| |
|---|
| Davenport Community Schools – expertise and resources of the Out of School Time Office, the Office of Community Relations and Partnerships and the Curriculum Office will provide administrative support, grants management, partnership development, marketing and curriculum development. |
| Federal Title I funding – support for reading and math instruction after school and during the summer program. Aligned Title I funding to “share” Site Coordinator position in the school for sustainability. |
| City of Davenport – Parks and Rec, Police, Public Works and Library partnership in staffing and programming, including Family Literacy activities, enrichments and “school out days” programming. |
| Iowa State Extension –partnership in evaluation, professional development, enrichment and more |
| Program partners such as Casa Guanajuato, LULAC, Putnam Museum, Friendly House and RSVP – providing program expertise, staff support and more. |

Mapping between partners encouraged coordination 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 and underutilized student and family services.

Communication Plan

6. Outreach Strategies and Activities

A strategic communications plan is in place to disseminate information on the Jefferson-Edison Stepping Stones programs to critical audiences for two distinct purposes: 1) to recruit students and parents for participation in youth and family activities; and 2) to share program outcomes and evaluation results with staff and general community for continuous improvement and to create ongoing support for and sustainability of the program.

Recruitment Communications: In most cases, recruitment communication is directly to students who have been identified through a counselor “watch list” and students identified as Tier II or Tier III in the school’s Response to Intervention (RTI) framework. Though the program is open to all, these students will receive a personal invitation by the Site Coordinator in partnership with the Principal or Counselor, or a specific caring adult as identified in the student’s RTI 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. Recruitment outreach addresses key message points of quality programming for students; adult supervision in a safe environment; social interaction and peer relationship opportunities; academic support; aligned 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 auto-dialer phone system will be used to increase awareness of the program as will articles in the school newsletter which is frequently read by parents as well as students. Because of the diversity of and language barriers among targeted students and parents, communication tools will read at an 4th grade level and will be made available in Spanish-language translation.

Sharing Results: The comprehensive communications plan is also designed to share program outcomes and evaluation results for continuous improvement dialogue and to increase program awareness and support. Thorough program evaluation will assist in continuous program improvement among staff and partners, and will be used in affirming 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 through monthly meetings of the NCSP, DCS Board of Directors, Davenport City Council, various other local and regional meetings and to interested partners. Several tactics will also 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. Communications will include opportunities to support the program, including a reminder that United Way pledges can be designated to the program.

Partnerships

7.1 Existing Relationships and Roles

Activities include a strong connection to existing strategies in both the school district and among 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, including: shared staffing and governance, academic assistance, enrichment and youth development, recreation, character education and family literacy partnerships.

The development, implementation and evaluation of the proposed program is based on vital and strategic community partnerships that assure high-quality programming and long-term sustainability. 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. The proposed project was built on a collaborative process that leverages existing relationships, connects existing program strategies, and provides a unified system of service. The partners of the Network of Community Schools Partners 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 Jefferson-Edison Stepping Stones programs. As part of the development of the proposed project, community partners agreed 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. These organizations have a long history of collaboration:

Network of Community Schools Partners (NCSP) - Since 1985, the NCSP (formerly a Community Education model) linked various community agencies and stakeholders to address school and community needs in youth development. The NCSP includes parents, teachers, administrators, and numerous community agency/organization representatives. The NCSP and its Out of School Time Committee serve as the Jefferson-Edison Stepping Stones Advisory Committee with additional student and parent representation.

Community Collaborative Summer Enrichment Camps - It was out of the NCSP that the design and implementation of these summer enrichment camps began in 1995. These camps were jointly developed and managed by the Davenport Community Schools, Friendly House, Iowa State Extension, 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 1999 to the present.

Task Group for Community Summer and After school Programming (CSAP) - In 2002, the NCSP formed a sub-committee called the Task Group for Community Summer and Afterschool Programming. (CSAP) The task group reviewed research, existing community assessments/plans and developed the "Framework of Best Practices" and the evaluation framework that the proposed program will use, led by ISU Extension. The work of CSAP, and the subsequent Finance Project sustainability planning, has built a foundation for collaboration beyond the federal 21st CCLC grants with many previous 21st Century sites in the community now self-sustaining free of grant funding.

The Davenport Model - NCSP partners continue to work to map and develop a community-wide approach to quality before and after school and summer programs, including shared staffing, and implementation of programs. Jeff-Ed was identified as a next site in this approach with their unique positioning to meet the needs of some of our community's most at-risk students.

7.2 Meaningful engagement over the lifetime of the grant

Past, current and potential new partnerships will be founded in the commitment that all organizations demonstrate toward collaborative relationships that expand and enhance programming to meet the needs of youth. This commitment is based on three important tenets of partner engagement within the "Community Schools" model that are advanced in the proposed project: Collaboration, Coordination and Communication.

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 Local School Improvement Advisory Council (LSIAC), the NCSP and its Out of School Time Committee. Representatives of NCSP and DCS serve on various community boards and committees. One of these is the United Way of the Quad Cities' Education Panel who recently received the All American Cities Award which addresses comprehensive, community-wide summer learning collaboration.

Coordination - The advisory and administrative structures support coordination with partners for program implementation. The Site Coordinator is the operational project liaison between DCS and project's primary and programming partners, including Family Literacy activities. The Program is responsible for daily implementation of scheduled partner activities and staff management. Partners have embraced the leadership and management structure.

Communication - Broad participation of all constituent groups, supplemented by regular updates and meetings at the site level, will ensure that a diversity of perspectives contribute to the design and operation of the Jefferson-Edison Stepping Stones project. Vital stakeholders participate with all representative groups, including NCSP, 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.

The proposed project will engage current partners in this way and will recruit new partners to the project through school, community and district outreach and promotion. The reach of the NCSP will be utilized to maintain relationship and recruit new partners. The school will also continue to recruit partners, volunteers and other supporters through active promotion in newsletters, email, school marquis, media and partner networks.

Evaluation

8.1 External evaluator

The Jefferson-Edison Stepping Stones project will conduct comprehensive, rigorous evaluation of the program at the local level by our external evaluator, Iowa State Extension. Over the past ten years the district has partnered with Extension staff to create a proven and unparalleled evaluation system for all Stepping Stones programs founded in research and best practice. The evaluation will inform programmatic decision-making and will provide all necessary data to the Iowa Department of Education. Iowa State Extension and DCS have vast experience in the proposed evaluation model and the ongoing relationship with the IDOE. The evaluation 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.

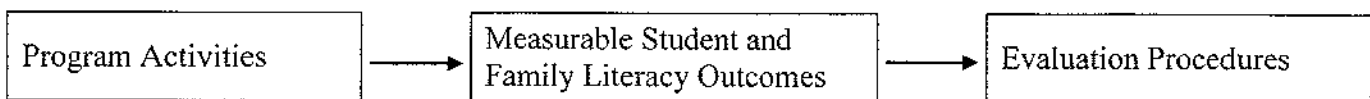
1) Evaluation Plan - The evaluation plan for the Jefferson-Edison Stepping Stones program was created in collaboration with the NCSP OST Committee, based on consensus-built "Framework of Best Practices." Project goals and the evaluation framework provide the basis for community partnerships, program plans, and outcomes for the Jefferson-Edison Stepping Stones program. All partners adopted the evaluation plan and committed to the specific project outcomes.

2) Data Tools – A series of rigorous evaluation tools, researched by evaluation experts at Iowa State Extension, have been identified and aligned with each of the identified outcomes. These tools collect objective assessment data including DIBELS, Scholastic Math Inventory and Iowa Assessments. Teacher, student and parent surveys will provide pre and post data for other more subjective outcomes in both the student program and family literacy activities. EZ Care software tracks attendance and other program information and has easy linkage with the district's student database with the capacity to generate numerous reports, including student, site, and project level elements as outlined in the project logic model and required by both local partners and the DOE PPICS reporting system.

3) Management and Leadership – OST Site Coordinator and Program Lead, in partnership with Iowa State 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 and other data points.

8.2 Using evaluation results

Alignment of Evaluation Procedures: The evaluation plan was developed by Iowa State Extension based upon the collaborative project design and aligned with the Jeff-Ed CSIP and Title I SINA Plan. Student and Family Literacy Outcomes were identified as a foundation for all of the adopted strategies and activities. These intended outcomes for participants drive project activities, partner accountability and the evaluation process.



Performance indicators assign measurable benchmarks for success in attaining these outcomes, utilizing local student data and nationally recognized assessment tools based on the following outcomes:

Jefferson-Edison Student and Family Literacy Outcomes

Student Academic and Behavioral Outcomes

- Stepping Stones participants will show accelerated growth in reading/language arts and math skills when compared with like-demographic students from the same school who do not participate in Stepping Stones. (CSIP/SINA Plan)
- Youth will increase attendance and decrease behavior disruptions (CSIP/SINA Plan)
- Youth demonstrate interpersonal competence through caring, peaceful conflict resolution skills and friendship skills
- Youth demonstrate a positive view of their personal future by increasing self-esteem and sense of purpose
- Youth report a sense of personal power and control by accepting personal responsibility, planning ahead, making positive choices, and recognizing consequences

Family Literacy Outcomes

- Parents are involved every day and are invested in their child’s academic, behavioral and attendance progress
- Families are involved with their children in academic learning at home and in their children’s school life.
- Parent participation in Family Literacy events increases by 30% (CSIP/SINA Plan)

Iowa Assessments in reading and math will be monitored for all participants. In addition, assessment tools for Reading/Language Arts include DIBELS (Dynamic Indicators of Basic Early Literacy Skills) measured in the fall, winter and spring. Math assessment will be based on basic math facts for Kindergarten through Second Grade, while Third through Fifth Grade Stepping Stones participants will be measured through fall, winter and spring SMI (Scholastic Math Inventory) assessments. SMI will provide Quantile Scores for each assessment period, allowing us to assess a student’s ability to think “mathematically” with math skills, concepts, and applications. For Reading and Math summer evaluation methods will use end-of-year assessments as “baseline” and then administer an additional assessment as post-test. Behavioral and family literacy outcomes will be assessed through pre and post surveying of students, teachers and parents. For the final outcome, parent attendance will be tracked at events to assess the relevance and reach of Family Literacy activities. The DCS Infinite Campus student information system will align data points, including academic data, attendance and behavior referrals.

Use of evaluation for program improvement and promotion: All evaluation results will be shared with program level staff to assist in coaching and professional development as well as to provide context and goals for project planning. The evaluation results are also shared with parents, partners and the general community. Finally, a system of program and safety audits, including a facilities quality checklist; ongoing auditing of program scheduling; and participant surveying and observation will determine fidelity of implementation toward critical operational outcomes.

Communications Plan: Program outcomes and evaluation results will be shared in order to increase program support among the general community and staff in the school and administration. Critical project findings and evaluation will be posted on the DCS website, shared with community partners through monthly meetings of the NCSP, DCS Board of Directors, Davenport City Council, various other local and regional meetings and to interested partners. Several tactics will also 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 council, and service organizations. Communications will include opportunities to support the program, including a reminder that United Way pledges can be designated to the program.

Jefferson-Edison Stepping Stones Budget Narrative

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 at the proposed school site. The budget estimates reveal that daily cost for provision of proposed services meets the funding standard of \$7.50 and \$10.00 per day times the number of students anticipated to participate in the afterschool and summer programs times the number of days the program will operate during the afterschool hours and summer learning 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 and evening meals 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 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 afterschool and summer program opportunities for children and families of Jefferson-Edison Elementary School. 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 Jefferson Edison Elementary School using discretionary federal, state, and local funds to strengthen the 21st CCLC initiative in their school. 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.

Personnel (67%): 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. Two half time positions, a Site Coordinator and Program Lead, will allow a full-time equivalent to be dedicated to program quality at the program-level, with both available during afterschool hours. It is important that intensive academic instruction for students in academic need be performed by staff of origin, or teachers and para educators employed within the school during the core day. These professionals are in optimal position to help further achievement levels afterschool and in the summer. The budget includes teacher time, paras as program assistants as well as contracted services for Family Literacy and Enrichment services.

Staff Travel (1%): The purpose of staff travel is for key staff to attend professional development sessions that relate to continuous improvement of local programming. The budget includes three 2 day trips to Des Moines annually, including lodging and meals. Staff travel is an essential component of professional development in regard to maintaining high quality programming, staying current on developing research in the field of afterschool and summer programs, learning about sustainability and receiving ingoing exposure to the various models of out of school time. Costs of 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, specifically associated with professional development sessions offered by the Iowa Department of Education as well as any local professional development sessions for out of school time programming. In the event of additional funds needed for staff travel, the

Davenport Community Schools Out of School Time Department will match professional development funds needed for travel.

Materials (10%): Cost for materials is approximately 10% of the grant budget. Grant funds will be used to leverage additional contributions from local funders and identified businesses and organizations affiliated with the afterschool and summer program community. Materials cost include academic enrichment supplies, academic intervention materials for Tier II and Tier III students, recreational supplies for student program that are aligned with program activities and core day curriculum; tools and resources for family engagement and refreshments for the family literacy activities that occur in the evening hours and weekends. The basis for these estimates is determined by projected attendance and reasonable usage.

Professional Development (6%): High quality programming is the centerpiece of sustainability and the hallmark of a successful initiative. A high degree of fidelity to best practices and continuous improvement processes are essential to success. Accordingly, this budget proposes a professional development allocation that meets the minimum amount required by the RFA. This amount will fund extensive and ongoing staff development at the program level, including 20 hours of pre-service orientation before the start of the school year, 4 continuing education sessions throughout the school year. Staff training includes but is not limited to Best Practices for Quality Afterschool Program, licensing and certifications in CPR/First Aid, Mandatory Child Abuse Training and Positive Behavior Management, linking afterschool programs to the Iowa Core Curriculum and 21st CCLC Grant expectations. Additional training will be provided specific to the needs of Jefferson-Edison students and families, including the school's curriculum, Core Values and basic Spanish lessons. The cost to the grant for these activities is estimated at \$4500. Additionally Professional Development resources will be used to fund 25% of a central office program liaison, approximately \$4497. The position will oversee the daily management of operations of the afterschool and summer programs, develop and deliver staff development training modules and implement continuous improvement in the out of school time program at Jefferson Edison.

Student Transportation (2%): The cost of student transportation is estimated at 2% of the total budget request. Jefferson Edison is considered a neighborhood school and most students live within very close proximity of the school, thus alleviating the need for daily transportation. Transportation costs include monthly study trips for the students in the afterschool program as well as weekly study trips in the summer. Transportation costs also include busing for at least 3 off site Family Literacy activities within the community. If additional funds are needed for transportation the DCS OST programs will provide an in-kind match for needed transportation funds.

Evaluation (6%): A portion of the funds, \$4500, \$3000 for the school year and \$1500 for summer program is dedicated to Iowa State Extension to conduct required state and local evaluation for Jefferson-Edison. A rigorous and thorough evaluation is required for the sustainability of the Jefferson Edison project. The design for the evaluation category is a reflection of the commitment and priority of the project. The remainder of the funds is, \$4497 will be used to fund used to fund 25% of a central office program liaison to assist with evaluation and data collection for the formal evaluation of the Jefferson Edison project.

Administrative/Indirect Cost (8%): Administrative and indirect costs (current state-approved district rate is 2.15%) have been reserved in the budget in the amount of 8% of the total budget. A significant amount of administrative work is created with the effective supervision of a 21st CCLC proposal, so the balance of \$9420, will support approximately 25% of a program liaison and a half day of clerical support per week. The program liaison will be required to communicate and collaborate daily with several organizational departments within the Davenport Community schools organization as well as other grant partners, specifically the City of Davenport and Scott County Extension.



CITY OF DAVENPORT

DAVENPORT PARKS AND RECREATION 700 W. River Drive, Davenport, Iowa 52802
Phone: (563) 328-PARK (7275) Fax: (563) 888-2020 www.cityofdavenportiowa.com/parks



12-1-2012

Davenport Community School District

1606 North Brady Street

Davenport, Iowa 52803

To Whom It May Concern:

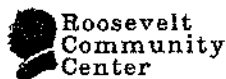
We would like to offer the City of Davenport Parks and Recreation Department's collaborative support for the 21st Century Community Learning Center proposal for an out of school time program at Jefferson-Edison Elementary School. We are well aware of the importance of out of school time programs, especially in an extremely high risk area, and believe strongly in the Davenport Community School's ability to offer a strong collaborative network. The enrichment opportunities that we provide, such as cultural and all varieties of dance, Junior Theatre, environmental, inclusion and diversity awareness enable us to partner with the Davenport School District to offer asset building activities that will enhance the lives of many students and their families. The partnership at Jefferson-Edison will be especially unique with offering an expanded Kindergarten jump-start program in July preceding the school year. It has been identified that the students in the school are starting with little or no preschool or socialization experiences. Davenport Parks and recreation is partnering with the school district to eliminate that barrier.

Davenport Parks and Recreation will continue its collaboration with Davenport Community Schools to bring our enrichment programs and city support to Jefferson-Edison. We currently have broad based performing arts curricula, environmental division, sports-wellness programming and an adaptive and inclusive therapeutic programmer. We hope to expand and offer students these diverse opportunities that they otherwise would not have exposure to. We are a part of a diverse, well developed community that know the importance of out of school time programs thanks to the strong leadership of the Davenport Community School District. Davenport Parks and Recreation is looking forward to being a supporting partner at each phase of the program offered at Jefferson-Edison Elementary.

Please feel free to contact me regarding any questions or comments you have regarding our support of this much needed program.

Respectfully,

Theresa Hauman, Senior Recreation Manager



IOWA STATE UNIVERSITY

University Extension

Scott County Office
875 Tanglefoot Lane, Suite B
Bettendorf, IA 52722-1609
(563) 359-7577
FAX (563) 355-6569

December 3, 2012

Shaney Ford
Out of School Time Programs Manager
Davenport Community School District
1606 North Brady Street
Davenport, Iowa 52803

Dear Ms. Ford:

On behalf of Iowa State University Extension, Scott County, I strongly support the current 21st Century Community Learning Center grant proposal. It has been a pleasure and privilege to partner with Davenport Community Schools on the development, implementation and evaluation of comprehensive school-based out of school time programs for the past fifteen years. We believe that out of school time programs are an integral part of a school's ability to comprehensively serve its students and families – especially in high-poverty areas. A program such as this will offer academic, social/behavioral and economic supports to a population who truly needs it. As a result of Davenport Community Schools' experience and expertise in facilitating a collaborative approach to out of school time programs within Davenport, this program has the potential to change the lives of many students and families.

ISU, Scott County Extension will continue to collaborate with Davenport Community Schools as member of the administrative team for Out of School Time programs. Iowa State University Extension's programs and curricula will promote kinesthetic, object-oriented learning opportunities in out of school time programs, as well as offer life-skills training that build developmental assets in youth. Extension will support Davenport Community Schools in evaluating the effectiveness of out of school time programs, including academic, social-behavior and process outcomes. We will continue to provide leadership and facilitation for staff professional development and participate in the shared-governance administrative oversight group for this grant.

Extension is committed to assisting Davenport Community Schools at each phase of a quality program: planning, implementation and evaluation.

Please contact me with any questions you may have regarding Scott County Extension's role in this important program.

Sincerely,



Jennifer Best, MS Ed, CFLE, CFCS-HDFS
Iowa State University Extension, Scott County
Extension Educator: Families Youth and Communities



League of United Latin American Citizens

LULAC Council #10, P.O. BOX 4616, Davenport, IA 52808-4616

www.lulac10.org



President
Michael R. Reyes

December 4, 2012

Vice President
Tim Garcia

Shaney Ford
Out of School Programs Manager
Davenport Community School District
1606 North Brady Street
Davenport, Iowa 52803

Secretary
Decker Truesdell

Treasurer
Lisa A. Lopez

Dear Ms. Ford

Chaplain
Toni Robertson

LULAC Council 10 in Davenport, Iowa hereby makes its intentions known to support the Stepping Stones Enrichment Camp and the Davenport School District in its current pursuit of the 21st Century Grant. We are excited about the prospect of teaming with Shaney and her group to meet the goals prescribed by their well documented strategy. This collaboration is a natural fit since promoting education in our community is a core competency at LULAC.

Sgt. of Arms
Chavo Lopez

Vice President of
Youth
Antonio Cedillo

The fact that this request for grant funding will be directed toward students at Jefferson-Edison Elementary School in Davenport is notable. There is a significant presence of ESL *and* free and reduced lunch students there and the statistical connection between these types of students and achievement scores is undeniable. LULAC was very attracted to the idea that students that eventually become involved with the program would be tracked very closely to measure their progress.

Parliamentarian
Richard Jimenez

Trustees
Juanita Lopez
Aurora Vasquez

The role that we envision for ourselves within the framework of Stepping Stones is to positively affect all students associated with the program putting an emphasis on Latino families and their students. In order to attain that goal we intend to - provide scholarship funding for specified families that cannot meet registration requirements; provide volunteers as needed; provide access to linguistics experts to assist in training staff; and to provide interpreters for specific situations.

LULAC is committed to assisting the Stepping Stones Program. As a token of that commitment we have included signatures of endorsement from our leadership team and general membership.

Sincerely,

Timothy J. Garcia



525 16th Street
Moline, IL 61265

P: 309.736.7727
F: 309.517.4051
E: info@casaqc.org
www.casaqc.org

November 29, 2012.

Dear Review Committee:

Please accept this letter as our commitment of support for the Davenport Community Schools grant application to establish a much needed 21st Century Community Learning Center at the Jefferson-Edison Elementary Schools. If the Davenport Community Schools is chosen for this grant, we will assist them to actively participate and implement additional approaches to our current local activities in order to assist with ensuring that:

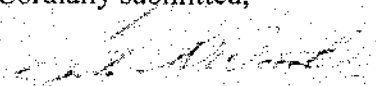
- All Jefferson-Edison Elementary students are healthy and socially competent.
- All Jefferson-Edison Elementary students succeed in school.
- All Jefferson-Edison Elementary students are prepared for productive adulthood.
- All Jefferson-Edison Elementary students have the benefit of safe and supportive families, schools, and communities.

Casa Quad Cities is committed to working with Jefferson-Edison Elementary as we share common goals in continuing our collaboration on addressing the academic and enrichment needs of the Hispanic youth and families in the neighborhoods surrounding the school. Specifically, Casa commits to providing youth and family programming to support the fundamental objectives of the grant application.

The Iowa 21st Century Community Learning Center granting program is a great opportunity for Jefferson-Edison Elementary in partnership with community partners to build on existing efforts to address the complexities that contribute to the achievement and social outcomes of the students and families served by the school and neighborhood organizations.

We look forward to working with Jefferson-Edison Elementary to contribute to the transformation of the students, families and community. Should I be of further assistance regarding this letter of support, please call upon me at 309.736.7727 or mwoods@casaqc.org.

Cordially submitted,



Michael D. Woods, Ph.D.
Executive Director

"We've Got Connections"



DAVENPORT PUBLIC LIBRARY

LaWanda C. Roudebush, Director

321 Main Street * Davenport, IA 52801-1490 * Phone (563) 326-7832 * Fax (563) 326-7809

www.davenportlibrary.com

December 5, 2012

TO: Rachael Steiner, Davenport Community School District
FROM: LaWanda C. Roudebush, Library Director
RE: 21st Century Learning Grant

Having worked with the Davenport Community School District in a number of projects, such as the Iowa Stories Project where middle school students perform oral interviews with senior citizens and do research projects for historical preservation, Davenport Public Library is a willing partner with the district for the Jefferson Elementary School 21st Century Learning Grant.

The library plans to work under the Family Literacy protocol which would allow the library to provide a trainer to the other partners and school personnel to teach them about the "Every Child Ready to Read" Program which the American Library Association has provided for libraries. This program assists librarians in teaching parents techniques to assist a child in learning to read. It stresses the importance of parents/caregivers reading to children and how to incorporate literacy techniques as a part of reading a story. The library currently uses this program in its story times for toddlers and pre-school children. The methods are easily used by parents/caregivers for children of all ages.

The library is also willing to help plan and be a part of a "Family Literacy Night" Event which would be a fun evening of storytelling, registering families for library cards, explaining what the library has to offer children and parents including on-line resources as well as materials. We would provide entertainment for the children while working with the parents/caregivers on literacy techniques and introducing them to materials in all formats that are available for children.

We look forward to working with the other community partners involved in the grant, especially Friendly House and the staff at Jefferson Elementary School.

PUTNAM MUSEUM

December 4, 2012

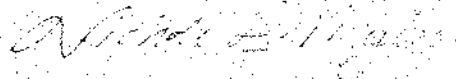
To Whom it May Concern:

This letter is to express strong support for the 21st Century Learning Center grant program.

The Putnam Museum, as a regional informal learning institution, believes strongly in the power of out of school time programs. Our passion, expertise and vision for the future has led us to develop several programs to support in particular, STEM learning during out of school time including several programs in partnership with the Davenport Community Schools. We believe our work will continue to inspire STEM learning and STEM career exploration and we are anxious to provide these opportunities to the Jefferson Edison students and families who live in our immediate neighborhood. Working with the Davenport Community School district as a partner, the Putnam can present methods that recent research indicates is opportunity, particularly for underserved and minority populations, to explore and grow in STEM topics, understanding and interest.

The Putnam will continue to be a strong supporter of the Davenport Community School District through providing in-school, out-of-school, summer and family programs in the area of informal science education. We, therefore, express our excitement and support of this 21st Century grant application.

I look forward to collaborating with the Davenport Community School District on this important project. Feel free to contact me regarding any questions you may have about the Putnam's collaboration on this project.



Nichole Myles
Vice President of Education
Putnam Museum

educate connect

1717 West 12th Street, Davenport, IA 52804 | (563) 324-1054 | www.putnam.org



Retired & Senior Volunteer Program

of Eastern Iowa & Western Illinois
729 34th Ave., Rock Island, IL 61201-5950

Phone: (309) 793-4425 Fax: (309) 793-6807
Website: www.wiaaaa.org Email: rsvp@wiaaaa.org



*Sponsored by Western Illinois Area Agency on Aging
WIAAAA: FirstStop For Seniors*

December 5, 2012

To whom it may concern:

I'm writing this letter to express RSVP of Eastern Iowa and Western Illinois' collaborative support for the Davenport Schools' application for 21st Century funding for their proposed Jefferson Edison site.

RSVP plans to support this project with recruitment and training of senior volunteer tutors and mentors as after school and Kinder JUMP enrichment and academic support for students. A major focus for RSVP tutors/mentors in this program will be reading comprehension. Trained RSVP senior volunteers may also serve as family literacy mentors where needed. In addition all 21st century program staff and volunteers will be offered ongoing (monthly) in-service opportunities provided by RSVP in partnership with the Black Hawk College LIFE Family Literacy program.

RSVP feels that the goals of this project meet our community priority to strengthen education support leading to higher graduation rates, especial among the at-risk student and family population which this program site will be serving.

We at RSVP are proud to play a role in implementing this valuable and needed learning support program.

Sincerely

A handwritten signature in cursive script that reads "Dave Layton".

Dave Layton, RSVP Program Director.

RSVP of Eastern Iowa & Western Illinois is funded in part by the Corporation for National and Community Service, United Way of the Quad Cities, and the States of Illinois and Iowa.





FRIENDLY HOUSE

1221 Myrtle Street
Davenport, IA 52804-3800

(563) 323-1821
(563) 323-8024 (FAX)

www.friendlyhouseiowa.org

December 5, 2012

To Whom It May Concern:

Board of Directors
Rob Frieden
President

Tom Wagner
First Vice President

Gary Robbins
Second Vice President

Erin McKay
Secretary

John Olinger
Treasurer

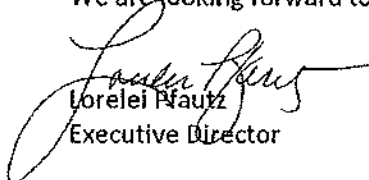
Rob Avon
Alexei Bibik
Dennis Conard
Becky Eiting
Mary Ann Engel
Jim Farber
Beth Hancock
Jay Johnson
Tim Lane
Jerry McCormick
Doug McDonald
Lori Rodrigues-Fisher
Jenay Ruhl
Dr. Christel Seemann
Bob Waterman Jr.

Friendly House is honored to offer support to the Davenport Community School District and its efforts to secure a 21st Century Learning Grant for Jefferson-Edison School.

As a settlement house with a 116 year history of serving families and neighborhoods we know that the strength of any successful initiative is the partnerships between many different aspects of that neighborhood. And we know when children and families are successful, neighborhoods are stronger and safer.

We are pleased that we have very strong relationship with Jefferson-Edison because it is located across the street from our center. Many Jefferson -Edison families use many of our services, including emergency assistance, preschool, holiday assistance, free income tax preparation and all day daycare. Friendly House participates as an active business partner with the school.

We know that an effort to reach children and families through the successful 21st Century Learning model can only increase capacity for strengthening this neighborhood. We are looking forward to being an active partner in this initiative.


Lorelei Pfautz
Executive Director

Honorary Directors

Janice Anderson
Michael Bauer
Michael Bladel
Henry Braunlich
Pamela Bright
Bert Brooke
Shirley Davis
Sandra Foster Miller
Dave Green
Dean Guyette
Wilma Hauser
Jacki O'Donnell
Martin Phelan
Gertrude Saunders
Deborah Stafford

Executive Director
Lorelei Pfautz



"The good you do for yourself dies with you. The good you do for your community lives forever."

FORM A: SITE INFORMATION

Please fill out this section if you are planning to operate the program at a site other than where the pupils you are serving regularly attend school (e.g., CBO, university, one school serving multiple school sites, etc). School site programs serving only pupils enrolled at this school do not need to fill out this form.

| 21CCLC Site Name: NOT APPLICABLE – SCHOOL SITE | | |
|---|--------------------|--|
| Site Address: | | |
| City, State, Zip: | | |
| Phone: | | |
| Site Contact Person: | | |
| Feeder School Name(s) | Building Number(s) | # of pupils from this school in 21CCLC program |
| | | |
| | | |

| 21CCLC Site Name: | | |
|-----------------------------|--------------------|---|
| Site Address: | | |
| City, State, Zip: | | |
| Phone: | | |
| Site Contact Person: | | |
| Feeder School Name(s) | Building Number(s) | # of pupils from this school in 21 st Century Community Learning Centers Program |
| | | |
| | | |

| 21CCLC Site Name: | | |
|-----------------------------|--------------------|--|
| Site Address: | | |
| City, State, Zip: | | |
| Phone: | | |
| Site Contact Person: | | |
| Feeder School Name(s) | Building Number(s) | # of pupils from this school in 21CCLC program |
| | | |
| | | |

| 21CCLC Site Name: | | |
|-----------------------------|--------------------|--|
| Site Address: | | |
| City, State, Zip: | | |
| Phone: | | |
| Site Contact Person: | | |
| Feeder School Name(s) | Building Number(s) | # of pupils from this school in 21CCLC program |
| | | |
| | | |

(If more sites are included in the application, please duplicate this form.)

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will comply with federal and state laws which prohibit discrimination on the basis of gender, race, national origin, disability, age, and religion in educational programs. Multicultural, gender fair approaches will be used in planning and implementing request for applications programs. Programs will provide accommodations to students learning English as a second language.

Part B: Use of Funds

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will primarily target students who attend schools eligible for Title I school wide eligible programs and their families.

Part C: Supplement, not Supplant

As the designated applicant agency representative, I certify that funds from 21st Century Community Learning Centers Program will supplement, not supplant, existing services and funds.

I further certify that funds under this program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.

Part D: Fiscal Control and Accounting Procedures

As the designated applicant agency representative, I certify that an annual fiscal audit will be conducted and adequate, accurate attendance records will be kept for the 21st Century Community Learning Centers Program. I further certify that the collaborative will 1) submit periodic program and fiscal reports as required by the state fiscal agent, including but not limited to, the number of pupils served, and expenditure of funds for which they were granted; 2) maintain records and provide access to those records when requested by the state fiscal agent; 3) maintain all supporting documentation of the status and results of the initiative for up to three years following completion of the 21CCLC award period.

Part E: Control of Funds

As the designated applicant agency representative, I certify that it assumes responsibility for the control of funds received under this request for applications. It is acceptable to subcontract with another agency for fiscal management of the grant funds.

Part F: Program Accountability

The request for applications program manager or fiscal agent is responsible to notify the Iowa Department of Education immediately any time a deviation occurs or necessity arises to alter any of the goals, program Elements, budget or other sections as stated in the request for applications.

Part F: Evaluation and Data Collection

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program agrees to collect additional 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 and the U.S. Department of Education, if requested.

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. Effective integration of the 21CCLC with the regular school day requires that there be a dedicated effort to achieve ongoing communication and articulation of issues between regular school and before and after school staff. Such efforts might include, but are not limited to, combining meetings or training opportunities, identifying preferred methods of communication (e.g., a note in the school mailbox, e-mail, etc.), or case conferencing regarding individual students.

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.

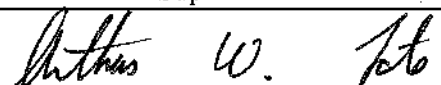
Part L: Private and Public School Consultation

As the designated Applicant Agency, I certify that I have consulted with the private and public school(s) within the boundaries of the school(s) that this application proposes to serve. I certify that the proposal meets the requirement that grantees must provide comparable opportunities for the participation of both public- and private-school students in the areas served by the grant.

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 and 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 Superintendent | Local Education Agency Name |
|  | Davenport Community School District |

| Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site | Site Name |
|--|------------------------------------|
| <i>Christie Potts</i> | Jefferson-Edison Elementary School |
| | |
| | |
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FORM C: COLLABORATIVE SIGNATURES

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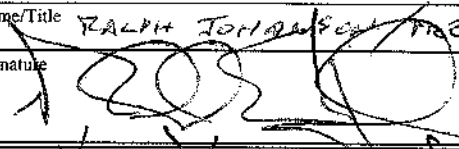

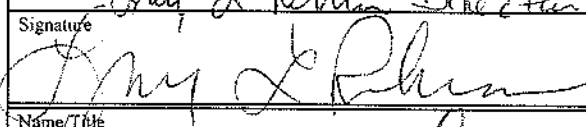

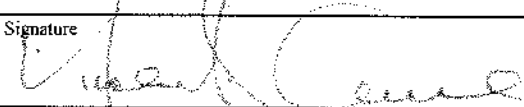

Attach as many additional sheets as necessary

| Name/Signature | | Agency Affiliation | |
|----------------|--|--------------------|-------------------------------------|
| Name/Title | ARTHUR TATE Superintendent | Agency | DAVENPORT COMMUNITY SCHOOL DISTRICT |
| Signature | <i>Arthur W. Tate</i> | Address | 1606 BRADY ST. |
| | | City/Zip | DAVENPORT, IA 52803 |
| | | Phone | 563 336 5083 |
| Name/Title | Leslie Omelia Executive Director | Agency | Davenport Community School District |
| Signature | <i>Leslie Omelia</i> | Address | 1606 Brady Street |
| | | City/Zip | Davenport 52801 |
| | | Phone | (563) 336-5084 |
| Name/Title | William R. Schneder Executive Director | Agency | Davenport Comm. Schools |
| Signature | <i>Wm Schneder</i> | Address | 1606 Brady St |
| | | City/Zip | Davenport Ia |
| | | Phone | 563 336-5091 |
| Name/Title | Jennifer Alonzo / C & I Spec. | Agency | DAV. COMM. SCHOOLS |
| Signature | <i>J Alonzo</i> | Address | 1606 Brady St |
| | | City/Zip | DAV / 52803 |
| | | Phone | 563 336 3821 |
| Name/Title | MELISSA TRIMBLE / C + I SAs | Agency | DAV. COMMUNITY SCHOOLS |
| Signature | <i>Melissa J. Trimble</i> | Address | 1606 BRADY STREET |
| | | City/Zip | DAVENPORT IA 52803 |
| | | Phone | 563 336 3825 |
| Name/Title | Melissa Trumble / C + I Spec | Agency | DAV COMMUNITY SCHOOLS |
| Signature | <i>Melissa Trumble</i> | Address | 1606 BRADY STREET |
| | | City/Zip | DAVENPORT, IA 52803 |
| | | Phone | 563-336-3825 |
| Name/Title | Julie Staszewski / Director | Agency | Dav Comm Schools |
| Signature | <i>Julie Staszewski</i> | Address | 1606 Brady St |
| | | City/Zip | Davenport, IA |
| | | Phone | 563-336-5068 |
| Name/Title | Kelli Jones / C & I Spec | Agency | Davenport Community Schools |
| Signature | <i>Kelli Jones</i> | Address | 1606 Brady Street |
| | | City/Zip | Davenport, IA |
| | | Phone | 563-336-3087 |
| Name/Title | | Agency | |
| Signature | | Address | |
| | | City/Zip | |
| | | Phone | |

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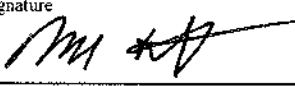
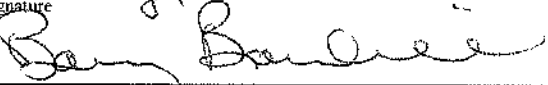
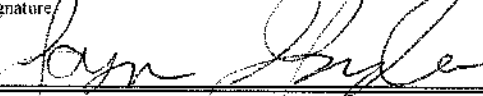



Attach as many additional sheets as necessary

| Name/Signature | | Agency Affiliation | |
|----------------|---|--------------------|------------------------|
| Name/Title | RALPH JOHANNSON VICE PRES | Agency | Davenport School Board |
| Signature |  | Address | 16000 Brady Street |
| | | City/Zip | Davenport 52801 |
| | | Phone | 563-396-5000 |
| Name/Title | Ken Krumwiede VICE PRES | Agency | |
| Signature |  | Address | |
| | | City/Zip | |
| | | Phone | |
| Name/Title | Jim & Rhina Director | Agency | |
| Signature |  | Address | |
| | | City/Zip | |
| | | Phone | |
| Name/Title | | Agency | |
| Signature |  | Address | |
| | | City/Zip | |
| | | Phone | |
| Name/Title | | Agency | |
| Signature |  | Address | |
| | | City/Zip | |
| | | Phone | |
| Name/Title | David C. Miller Bd. Mbr | Agency | |
| Signature | | Address | |
| | | City/Zip | |
| | | Phone | |
| Name/Title | NIKKI DEFROW, DIRECTOR BOARD # 23 | Agency | |
| Signature |  | Address | |
| | | City/Zip | |
| | | Phone | |
| Name/Title | | Agency | |
| Signature | | Address | |
| | | City/Zip | |
| | | Phone | |
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| Name/Signature | Agency Affiliation |
|--|----------------------------------|
| Name/Title Gene Meeker - Alderman AT Large | Agency Davenport City Council |
| Signature  | Address |
| | City/Zip |
| | Phone |
| Name/Title MATSON | Agency |
| Signature  | Address |
| | City/Zip |
| | Phone |
| Name/Title Denny Barnhill Alderman | Agency |
| Signature  | Address |
| | City/Zip |
| | Phone |
| Name/Title Jason Gordon - Alderman At-Large | Agency |
| Signature  | Address |
| | City/Zip |
| | Phone |
| Name/Title | Agency |
| Signature  | Address |
| | City/Zip |
| | Phone |
| Name/Title | Agency |
| Signature  | Address |
| | City/Zip |
| | Phone |
| Name/Title TANISHA BRILEY ASSISTANT CITY ADMINISTRATOR | Agency |
| Signature  | Address |
| | City/Zip |
| | Phone |
| Name/Title | Agency |
| Signature | Address |
| | City/Zip |
| | Phone |
| Name/Title | Agency |
| Signature | Address |
| | City/Zip |
| | Phone |

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Attach as many additional sheets as necessary

| Name/Signature | Agency Affiliation |
|--|---|
| Name/Title Seve Ghose, Director | Agency Davenport Parks and Recreation |
| Signature 11/3/12 | Address 700 W. River Dr |
| | City/Zip Davenport 52802 |
| | Phone 563-328-7275 |
| Name/Title Theresa Hawman, Senior Recreation Manager | Agency Davenport Parks and Recreation |
| Signature | Address 700 W. River Dr |
| | City/Zip Davenport 52802 |
| | Phone 563-888-2217 |
| Name/Title Daniel Sheridan, Junior Theatre / Performing Arts Supervisor | Agency Junior Theatre, Performing Arts Complex |
| Signature | Address |
| | City/Zip Davenport 52803 |
| | Phone 563-888-2216 |
| Name/Title Shernie Fischer, Adaptive and Inclusive Supervisor | Agency Roosevelt Community Center |
| Signature | Address 1230 Minnie Ave |
| | City/Zip Davenport 52802 |
| | Phone 563-888-2219 |
| Name/Title | Agency |
| Signature | Address |
| | City/Zip |
| | Phone |
| Name/Title | Agency |
| Signature | Address |
| | City/Zip |
| | Phone |
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| Name/Signature | | Agency Affiliation | |
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Attach as many additional sheets as necessary

| Name/Signature | Agency Affiliation | |
|--------------------------------------|--------------------|-------|
| Name/Title Jesse | Agency | |
| Signature Jesse Perez | Address | |
| | City/Zip | Phone |
| Name/Title Kendra Phillips | Agency | |
| Signature Kendra Phillips | Address | |
| | City/Zip | Phone |
| Name/Title | Agency | |
| Signature | Address | |
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Attach as many additional sheets as necessary

| Name/Signature | Agency Affiliation |
|---|---------------------------------------|
| Name/Title <i>Toni Wilson</i> | Agency <i>Jefferson</i> |
| Signature <i>T. Wilson</i> | Address <i>1027 Marquette St.</i> |
| | City/Zip <i>Duvernport</i> |
| | Phone <i>503-322-3557</i> |
| Name/Title <i>Kandi Barnes</i> | Agency <i>Jefferson</i> |
| Signature <i>Kandi Barnes</i> | Address <i>1027 - Marquette St</i> |
| | City/Zip <i>Duvernport</i> |
| | Phone <i>503-322-3557</i> |
| Name/Title <i>Charlotte Murray</i> | Agency <i>Jefferson</i> |
| Signature <i>Charlotte Murray</i> | Address <i>1027 Marquette St</i> |
| | City/Zip <i>Duvernport, IA</i> |
| | Phone <i>563-322-3557</i> |
| Name/Title <i>Theresa S. White Teacher in Charge</i> | Agency |
| Signature <i>Theresa S. White</i> | Address |
| | City/Zip |
| | Phone |
| Name/Title <i>Marlen Liendo</i> | Agency <i>Jefferson</i> |
| Signature <i>Mlu Liendo</i> | Address <i>1027 Marquette st</i> |
| | City/Zip <i>Duv 52804</i> |
| | Phone <i>563-322-3557</i> |
| Name/Title | Agency |
| Signature | Address |
| | City/Zip |
| | Phone |
| Name/Title | Agency |
| Signature | Address |
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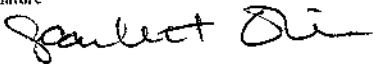
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| Name/Signature | Agency Affiliation | |
|--|--------------------------------------|------------------------------|
| Name/Title <i>Amber Rodriguez</i> | Agency <i>Jefferson - Edison</i> | |
| Signature <i>Amber Rodriguez</i> | Address <i>1027 Marquette St.</i> | |
| | City/Zip <i>Dav. 52804</i> | Phone <i>563/322-3557</i> |
| Name/Title <i>Kevin VanSpeybroeck</i> | Agency <i>Jefferson Edison</i> | <i>EXT. 1124</i> |
| Signature <i>Kevin VanSpeybroeck</i> | Address <i>1027 Marquette St.</i> | |
| | City/Zip <i>Dav. 52804</i> | Phone <i>563/322-3557</i> |
| Name/Title <i>Linda Halton</i> | Agency <i>Jefferson Edison</i> | <i>EXT. 1223</i> |
| Signature <i>Linda Halton</i> | Address <i>1027 Marquette St.</i> | |
| | City/Zip <i>Davenport, 52804</i> | Phone <i>563/322-3557</i> |
| Name/Title | Agency | <i>EXT. 1104</i> |
| Signature | Address | |
| | City/Zip | Phone |
| Name/Title | Agency | |
| Signature | Address | |
| | City/Zip | Phone |
| Name/Title | Agency | |
| Signature | Address | |
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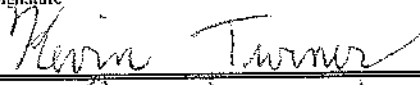
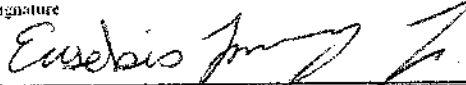

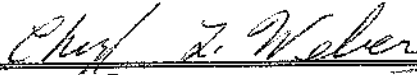
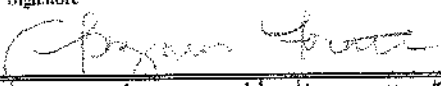


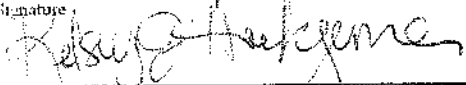
Attach as many additional sheets as necessary

| Name/Signature | | Agency Affiliation | |
|----------------|--|--------------------|--------------------|
| Name/Title | Michael Courtney Teacher | Agency | Jefferson - Edison |
| Signature |  | Address | |
| | | City/Zip | Phone |
| Name/Title | Alicia Fuller teacher | Agency | Jefferson - Edison |
| Signature |  | Address | |
| | | City/Zip | Davenport Phone |
| Name/Title | Elizabeth Trowbridge | Agency | Jefferson - Edison |
| Signature |  | Address | |
| | | City/Zip | Davenport Phone |
| Name/Title | Scarlett Oliver | Agency | Jefferson - Edison |
| Signature |  | Address | |
| | | City/Zip | Davenport Phone |
| Name/Title | | Agency | |
| Signature | | Address | |
| | | City/Zip | Phone |
| Name/Title | | Agency | |
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| Name/Title | | Agency | |
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| Name/Title | | Agency | |
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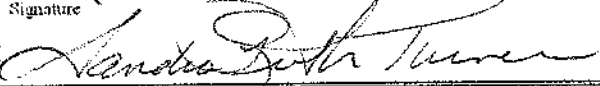
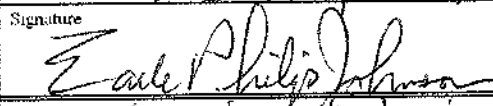
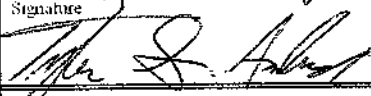
| Name/Signature | | Agency Affiliation | |
|----------------|---|--------------------|--|
| Name Title | Todd Huss Teacher | Agency | Jefferson |
| Signature |  | Address | 1027 N Marquette |
| | | City/Zip | Davenport IA Phone 563 322-3557 |
| Name Title | Kevin Turner Teacher | Agency | Jefferson |
| Signature |  | Address | 1233 W. 61 st St. |
| | | City/Zip | Davenport, IA 52806 Phone 309-945-7589 |
| Name Title | Eusebio Jimenez Jr. Teacher | Agency | Jefferson |
| Signature |  | Address | 3810 Bridge Ave |
| | | City/Zip | Davenport, IA 52807 Phone 319 850 1233 |
| Name Title | Branche Vavra - Para | Agency | Jefferson |
| Signature |  | Address | 1015 W 16th St |
| | | City/Zip | Davenport IA 52804 Phone 563-322-3531 |
| Name Title | Para Educator Cheryl Weber | Agency | Jefferson |
| Signature |  | Address | 5668 Belle Ct. |
| | | City/Zip | Davenport, IA Phone 441-9347 |
| Name Title | Donna Wilson - Admin | Agency | Jefferson |
| Signature |  | Address | 2906 W 7 th St |
| | | City/Zip | Davenport 52806 Phone 563-324-0671 |
| Name Title | Vanessa Heiksema - Behavior | Agency | Jefferson |
| Signature |  | Address | 415 E. 29 th Place |
| | | City/Zip | Davenport, IA Phone 563-723-1194 |
| Name Title | Kim Ocampo ESL | Agency | |
| Signature |  | Address | 1027 Marquette St |
| | | City/Zip | IA 52804 Phone 563-3557 |
| Name Title | Kelsey Heiksema | Agency | |
| Signature |  | Address | 1225 Garfield Ct. |
| | | City/Zip | Davenport Phone 563-305-6087 |

52804

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Attach as many additional sheets as necessary

| Name/Signature | | Agency Affiliation | |
|----------------|--|--------------------|-------|
| Name/Title | Gandra Ruth Turner | Agency | |
| Signature |  | Address | |
| | | City/Zip | Phone |
| Name/Title | Earle Philip Johnson | Agency | |
| Signature |  | Address | |
| | | City/Zip | Phone |
| Name/Title | Tyler Steven Ambrozi | Agency | |
| Signature |  | Address | |
| | | City/Zip | Phone |
| Name/Title | | Agency | |
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Attach as many additional sheets as necessary

| Name/Signature | Agency Affiliation | |
|---------------------------------------|--------------------|-------|
| Name Title <i>Margha Brunk</i> | Agency | |
| Signature <i>Margha Brunk</i> | Address | |
| | City Zip | Phone |
| Name Title | Agency | |
| Signature <i>Norio Pomin</i> | Address | |
| | City Zip | Phone |
| Name Title <i>Kim Reynolds</i> | Agency | |
| Signature <i>Kim Reynolds</i> | Address | |
| | City Zip | Phone |
| Name Title | Agency | |
| Signature | Address | |
| | City Zip | Phone |
| Name Title <i>Sara Tem</i> | Agency | |
| Signature <i>Sara Tem</i> | Address | |
| | City Zip | Phone |
| Name Title <i>Alicia Jimenez</i> | Agency | |
| Signature <i>Alicia M. Jimenez</i> | Address | |
| | City Zip | Phone |
| Name Title | Agency | |
| Signature <i>Xavier</i> | Address | |
| | City Zip | Phone |
| Name Title | Agency | |
| Signature | Address | |
| | City Zip | Phone |
| Name Title | Agency | |
| Signature | Address | |
| | City Zip | Phone |



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| Name/Signature | | Agency Affiliation | |
|----------------|---------------------------|--------------------|---------------------------|
| Name/Title | Michael Reyes | Agency | LULAC Council 10 |
| Signature | <i>Michael Reyes</i> | Address | 4224 Ricker Hill Road |
| | | City/Zip | Davenport 52808 |
| | | Phone | (563) 324-7610 |
| Name/Title | Lisa Lopez | Agency | Lulac Council 10 |
| Signature | <i>Lisa Lopez</i> | Address | 4224 Ricker Hill Road |
| | | City/Zip | Davenport 52808 |
| | | Phone | 563-324-7610 |
| Name/Title | Ronald Glover | Agency | Lulac Council 10 |
| Signature | <i>Ronald Glover</i> | Address | 4224 Ricker Hill Rd. |
| | | City/Zip | Davenport 52808 |
| | | Phone | 563-324-7610 |
| Name/Title | Dexter Truesdell (Sec.) | Agency | LULAC 10.org |
| Signature | <i>Dexter Truesdell</i> | Address | 4224 Ricker Hill Road |
| | | City/Zip | Davenport 52808 |
| | | Phone | 563-324-7610 |
| Name/Title | Richard Jimenez | Agency | LULAC 10 - ORL |
| Signature | <i>Richard Jimenez</i> | Address | 4224 Ricker Hill Rd. |
| | | City/Zip | DAVENPORT IA. 52808 |
| | | Phone | 563-324-7610 |
| Name/Title | RONALD PATRICK | Agency | LULAC Council 10 |
| Signature | <i>Ronald Patrick</i> | Address | LULAC 10 4224 RICKER HILL |
| | | City/Zip | DAVENPORT 52808 |
| | | Phone | 563-326-5938 |
| Name/Title | Joseph Mendez | Agency | LULAC 10 |
| Signature | <i>Joseph C. Mendez</i> | Address | 6918 Wilkes Bur. |
| | | City/Zip | 52808 |
| | | Phone | 563-388-0182 |
| Name/Title | Shirley A. Miller | Agency | Lulac Council #10 |
| Signature | <i>Shirley A. Miller</i> | Address | 4224 Ricker Hill Rd. |
| | | City/Zip | Davenport, IA |
| | | Phone | |
| Name/Title | Silvestre J. Lopez | Agency | Lulac Council #10 |
| Signature | <i>Silvestre J. Lopez</i> | Address | 627 Furman St DAV-IA |
| | | City/Zip | 52808 |
| | | Phone | 563-326-1762 |

FORM C: COLLABORATIVE SIGNATURES

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| Name/Signature | | Agency Affiliation | |
|----------------|--------------------------|--------------------|----------------------|
| Name/Title | BARBARA J. REYES | Agency | LULAC COUNCIL 10 |
| Signature | <i>Barbara J. Reyes</i> | Address | 4224 RICKER HILL |
| | | City/Zip | DAVENPORT 52806 |
| | | Phone | 563-386-1921 |
| Name/Title | Melinda Jimenez | Agency | LULAC COUNCIL 10 |
| Signature | <i>Melinda Jimenez</i> | Address | 1713 Davenport Ave |
| | | City/Zip | Davenport, IA 52803 |
| | | Phone | 563-505-0917 |
| Name/Title | Sheila Brauer | Agency | |
| Signature | <i>Sheila Brauer</i> | Address | 722 D. Hovel |
| | | City/Zip | Davenport, IA |
| | | Phone | 563-323-5974 |
| Name/Title | Susan E. Sierra | Agency | Lulac Council 10 |
| Signature | <i>Susan E. Sierra</i> | Address | 4224 Ricker Hill |
| | | City/Zip | Davenport, Ia. 52803 |
| | | Phone | 563-386-1921 |
| Name/Title | | Agency | Lulac Council 10 |
| Signature | <i>Randy Almandinger</i> | Address | 1522 So Fairmont |
| | | City/Zip | Dav. Ia |
| | | Phone | 563-321-0030 |
| Name/Title | Roberta Anderson | Agency | Lulac Club |
| Signature | <i>Roberta Anderson</i> | Address | 3713 Sunnyside Ave |
| | | City/Zip | Davenport IA 52802 |
| | | Phone | 563-505-4052 |
| Name/Title | Maria Anderson | Agency | Lulac Club |
| Signature | <i>Maria Anderson</i> | Address | 3737 Keota Ave |
| | | City/Zip | DAU IA 52802 |
| | | Phone | 563-740-5442 |
| Name/Title | Silbo G Sierra AS- | Agency | |
| Signature | <i>Silbo G Sierra</i> | Address | 1413 N Zenith Ave |
| | | City/Zip | 52804 |
| | | Phone | 563-3919080 |
| Name/Title | | Agency | |
| Signature | | Address | |
| | | City/Zip | |
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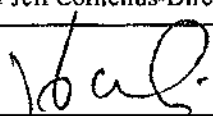
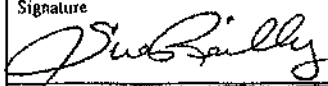
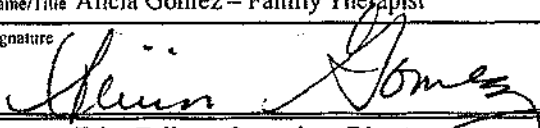

Attach as many additional sheets as necessary

| Name/Signature | Agency Affiliation |
|------------------------------|----------------------------------|
| Name/Title Member | Agency LULAC |
| Signature Sheri Garcia | Address 216 N. ELNWOOD AVE |
| | City/Zip Davenport IA 52802 |
| | Phone [blank] |
| Name/Title member | Agency Lulac |
| Signature Tony Ramirez | Address 6811 Ridge Dr |
| | City/Zip Davenport IA 52806 |
| | Phone 449-2444 |
| Name/Title member | Agency Lulac |
| Signature Manuel Lopez | Address 538 W 30 |
| | City/Zip Davenport IA 52803 |
| | Phone 563-211451 |
| Name/Title | Agency Lulac |
| Signature Artemio Gedillo | Address 711 South 11th Street |
| | City/Zip 52748 |
| | Phone 5636769354 |
| Name/Title Vice-President | Agency LULAC |
| Signature Tim Garcia | Address 21704 277th Ave |
| | City/Zip LeClaire IA |
| | Phone 563-210-1369 |
| Name/Title | Agency |
| Signature | Address |
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| Name/Signature | Agency/Affiliation |
|--|------------------------------------|
| Name/Title Jeff Cornelius-Director of Family & Comm Dev. | Agency Casa Guanajuato Quad Cities |
| Signature  | Address 525 16 St |
| | City/Zip Moline, IL 61265 |
| | Phone 309-736-7727 |
| Name/Title Sue Reilly - HR & Finance Director | Agency Casa Guanajuato Quad Cities |
| Signature  | Address 525 16 St |
| | City/Zip Moline, IL 61265 |
| | Phone 309-736-7727 |
| Name/Title Alicia Gomez - Family Therapist | Agency Casa Guanajuato Quad Cities |
| Signature  | Address 525 16 St |
| | City/Zip Moline, IL 61265 |
| | Phone 309-736-7727 |
| Name/Title Erica Fuller - Operations Director | Agency Casa de los Ninos |
| Signature  | Address 1401 16 St |
| | City/Zip Moline, IL 61265 |
| | Phone 309-736-7727 |
| Name/Title | Agency |
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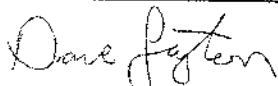
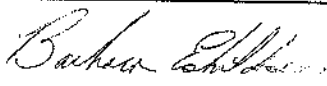
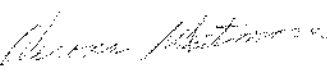
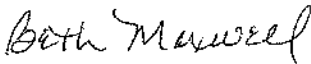
Attach as many additional sheets as necessary

| Name/Signature | Agency Affiliation |
|---|--|
| Name/Title Dave Layton, RSVP Program Director | Agency Western Illinois Area Agency on Aging |
| <div style="font-family: cursive; font-size: 1.2em; margin-bottom: 5px;">Dave Layton</div> <small>Signature</small> | Address 729 34 th Ave. |
| | City/Zip Rock Island 61201 |
| | Phone 309-793-4425 |
| Name/Title Barbara Eskildsen, Executive Director | Agency Western Illinois Area Agency on Aging |
| <div style="font-family: cursive; font-size: 1.2em; margin-bottom: 5px;">Barbara Eskildsen</div> <small>Signature</small> | Address 729 34 th Ave. |
| | City/Zip Rock Island 61201 |
| | Phone 309-793-6800 |
| Name/Title Verona Whitmore, WIAAA Board President | Agency Western Illinois Area Agency on Aging |
| <div style="font-family: cursive; font-size: 1.2em; margin-bottom: 5px;">Verona Whitmore</div> <small>Signature</small> | Address 729 34 th Ave |
| | City/Zip Rock Island 61201 |
| | Phone |
| Name/Title Beth Maxwell, RSVP Advisory Council Pres. | Agency GolderCare Solutions Unlimited, LLC |
| <div style="font-family: cursive; font-size: 1.2em; margin-bottom: 5px;">Beth Maxwell</div> <small>Signature</small> | Address 4101 John Deere Rd., Suite A |
| | City/Zip Moline, IL 61265 |
| | Phone 309-764-2273 |
| Name/Title | Agency |
| <small>Signature</small> | Address |
| | City/Zip |
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| | City/Zip Rock Island 61201 Phone 309-793-4425 |
| Name/Title Barbara Eskildsen, Executive Director | Agency Western Illinois Area Agency on Aging |
|  <small>Signature</small> | Address 729 34 th Ave. |
| | City/Zip Rock Island 61201 Phone 309-793-6800 |
| Name/Title Verona Whitmore, WIAAA Board President | Agency Western Illinois Area Agency on Aging |
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| Name/Signature | Agency Affiliation |
|---|---|
| Name/Title: Associate Director of Customer Svcs Signature: <i>Stephanie Schulte</i> | Agency: Davenport Library Address: 321 Main St City/Zip: Davenport 52801 Phone: 563-328-6848 |
| Name/Title: <i>Linda C. Roubush, Library Director</i> Signature: <i>Linda C. Roubush</i> | Agency: Davenport Public Library Address: 321 Main Street City/Zip: Davenport 52801 Phone: 563-326-7837 |
| Name/Title: L.A. J. RUSSELL President Friends DPL Signature: <i>L.A. Russell</i> | Agency: Friends of Davenport Library Address: 3025 E. 18th St City/Zip: Davenport 52803 Phone: 563 528 3678 |
| Name/Title: Amy Graskopf, Associate Director Signature: <i>Amy Graskopf</i> | Agency: Davenport Public Library Address: 321 Main St. City/Zip: Davenport 52801 Phone: 563-328-6850 |
| Name/Title: <i>Sue Anderson, Library Operations Mgr</i> Signature: <i>Sue Anderson</i> | Agency: Davenport Library Address: 321 Main St City/Zip: Davenport IA 52801 Phone: 563-326-7838 |
| Name/Title: KAREN NEAL, FACILITIES/OFFICE MGR Signature: <i>Karen Neal</i> | Agency: DAVENPORT PUBLIC LIBRARY Address: 321 MAIN ST City/Zip: DAVENPORT 52801 Phone: 563-326-7841 |
| Name/Title: <i>Clay Cooper Genesis Health</i> Signature: <i>Clay Cooper</i> | Agency: Genesis Health System Address: 6517 Jebens Ave. City/Zip: Davenport, IA Phone: 563 344 2070 |
| Name/Title: Signature: | Agency: Address: City/Zip: Phone: |
| Name/Title: Signature: | Agency: Address: City/Zip: Phone: |

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| Name/Signature | | Agency Affiliation | |
|----------------|--------------------|--------------------|-------------------|
| Name/Title | Zach Zwirlein | Agency | Mrs. Argee Nathan |
| Signature | Zach Zwirlein | Address | |
| | | City/Zip | Phone |
| Name/Title | Joseph | Agency | |
| Signature | JOSEPH | Address | |
| | | City/Zip | Phone |
| Name/Title | Omar Ortega | Agency | |
| Signature | <i>[Signature]</i> | Address | |
| | | City/Zip | Phone |
| Name/Title | Miriam L Ortega | Agency | |
| Signature | Miriam L Ortega | Address | |
| | | City/Zip | Phone |
| Name/Title | | Agency | |
| Signature | Karol | Address | |
| | | City/Zip | Phone |
| Name/Title | | Agency | |
| Signature | JOSEPH | Address | |
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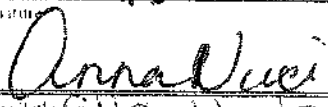
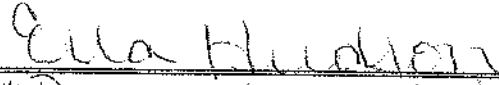
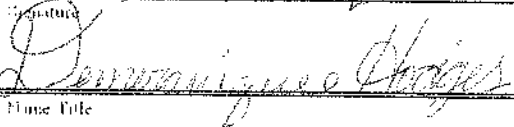
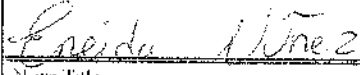

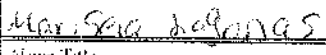
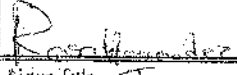
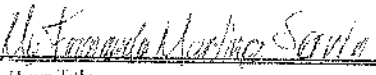

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| Name/Signature | | Agency Affiliation | |
|----------------|--|--------------------|-------|
| Name Title | Anna C. Nuci | Agency | |
| Signature |  | Address | |
| | | City/Zip | Phone |
| Name Title | Ella Hudson | Agency | |
| Signature |  | Address | |
| | | City/Zip | Phone |
| Name Title | Demeraniquee Hodges | Agency | |
| Signature |  | Address | |
| | | City/Zip | Phone |
| Name Title | | Agency | |
| Signature |  | Address | |
| | | City/Zip | Phone |
| Name Title | | Agency | |
| Signature |  | Address | |
| | | City/Zip | Phone |
| Name Title | | Agency | |
| Signature |  | Address | |
| | | City/Zip | Phone |
| Name Title | | Agency | |
| Signature |  | Address | |
| | | City/Zip | Phone |
| Name Title | Maria Fernanda Encinera Martinez | Agency | |
| Signature |  | Address | |
| | | City/Zip | Phone |
| Name Title | Mark A. Tate | Agency | |
| Signature |  | Address | |
| | | City/Zip | Phone |

FORM C: COLLABORATIVE SIGNATURES

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Attach as many additional sheets as necessary

| Name/Signature | Agency Affiliation | |
|--|--------------------|-------|
| Name Title <i>Destiny Orndorff</i> | Agency | |
| Signature <i>Destiny Orndorff</i> | Address | |
| | City/Zip | Phone |
| Name Title <i>Almya Matweathers</i> | Agency | |
| Signature <i>Almya Matweathers</i> | Address | |
| | City/Zip | Phone |
| Name Title <i>Ashly Nelson</i> | Agency | |
| Signature <i>Ashly Nelson</i> | Address | |
| | City/Zip | Phone |
| Name Title <i>Amyah Nelson</i> | Agency | |
| Signature <i>Amyah Nelson</i> | Address | |
| | City/Zip | Phone |
| Name Title <i>Chris McNeal</i> | Agency | |
| Signature <i>Chris McNeal</i> | Address | |
| | City/Zip | Phone |
| Name Title <i>Chris McNeal</i> | Agency | |
| Signature | Address | |
| | City/Zip | Phone |
| Name Title <i>Fatima Cabrera</i> | Agency | |
| Signature <i>Fatima Cabrera</i> | Address | |
| | City/Zip | Phone |
| Name Title <i>Beverley A. Rohm</i> | Agency | |
| Signature <i>Beverley A. Rohm</i> | Address | |
| | City/Zip | Phone |
| Name Title | Agency | |
| Signature | Address | |
| | City/Zip | Phone |

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Attach as many additional sheets as necessary

| Name/Signature | Agency Affiliation | |
|----------------|--------------------|-------|
| Name/Title | Agency | |
| Signature | Address | |
| | City/Zip | Phone |
| Name/Title | Agency | |
| Signature | Address | |
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| Name/Title | Agency | |
| Signature | Address | |
| | City/Zip | Phone |

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Attach as many additional sheets as necessary

| Name/Signature | | Agency Affiliation | |
|----------------|---------------------------|--------------------|-------|
| Name/Title | DeSean Morris / Student | Agency | |
| Signature | DeSean Morris | Address | |
| | | City/Zip | Phone |
| Name/Title | Xavier Brown / Student | Agency | |
| Signature | Xavier Brown | Address | |
| | | City/Zip | Phone |
| Name/Title | Eleazar / Student | Agency | |
| Signature | Eleazar Diaz | Address | |
| | | City/Zip | Phone |
| Name/Title | Najeli / Student | Agency | |
| Signature | Najeli Barba | Address | |
| | | City/Zip | Phone |
| Name/Title | Amya / Girl + N / Student | Agency | |
| Signature | Amya Galt + N | Address | |
| | | City/Zip | Phone |
| Name/Title | Riziki Suraha / Student | Agency | |
| Signature | Riziki Suraha | Address | |
| | | City/Zip | Phone |
| Name/Title | Magdel Muñoz / Student | Agency | |
| Signature | Magdel Muñoz | Address | |
| | | City/Zip | Phone |
| Name/Title | Darion Eldridge / Student | Agency | |
| Signature | Darion Eldridge | Address | |
| | | City/Zip | Phone |
| Name/Title | Amyah Morning / Student | Agency | |
| Signature | Amyah Morning | Address | |
| | | City/Zip | Phone |

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Attach as many additional sheets as necessary

| Name/Signature | | Agency Affiliation | |
|----------------|-----------------------------|--------------------|-------|
| Name/Title | Morgan Terry / Student | Agency | |
| Signature | Morgan Terry | Address | |
| | | City/Zip | Phone |
| Name/Title | Remy Garth / student | Agency | |
| Signature | Remy Garth | Address | |
| | | City/Zip | Phone |
| Name/Title | Cesar Duran / student | Agency | |
| Signature | Cesar Duran | Address | |
| | | City/Zip | Phone |
| Name/Title | Dariviana Combs / Student | Agency | |
| Signature | Dariviana Combs | Address | |
| | | City/Zip | Phone |
| Name/Title | Geovanny Lopez / student | Agency | |
| Signature | Geovanny Lopez | Address | |
| | | City/Zip | Phone |
| Name/Title | Lamonte Riey / Student | Agency | |
| Signature | Lamonte Riey | Address | |
| | | City/Zip | Phone |
| Name/Title | Hannah Johannsen / student | Agency | |
| Signature | Hannah Johannsen | Address | |
| | | City/Zip | Phone |
| Name/Title | Augustine Herrera / student | Agency | |
| Signature | Augustine Herrera | Address | |
| | | City/Zip | Phone |
| Name/Title | Dominic Kowers / student | Agency | |
| Signature | Dominic Kowers | Address | |
| | | City/Zip | Phone |

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Attach as many additional sheets as necessary.

| Name/Signature | | Agency Affiliation | |
|----------------|---------------------|--------------------|-------|
| Name Title | Lavonti Wells | Agency | |
| Signature | | Address | |
| | Lavonti Wells | City/Zip | Phone |
| Name Title | Charlon Clay | Agency | |
| Signature | | Address | |
| | Charlon Clay | City/Zip | Phone |
| Name Title | Acacia west | Agency | |
| Signature | | Address | |
| | Acacia west | City/Zip | Phone |
| Name Title | Darius Everett | Agency | |
| Signature | | Address | |
| | Darius Everett | City/Zip | Phone |
| Name Title | Rashaun Liendo | Agency | |
| Signature | | Address | |
| | Masha U. N. Liendo | City/Zip | Phone |
| Name Title | Mariella Meraz | Agency | |
| Signature | | Address | |
| | Mariella Meraz | City/Zip | Phone |
| Name Title | Charles Roseborough | Agency | |
| Signature | | Address | |
| | Charles Roseborough | City/Zip | Phone |
| Name Title | DaVontae Hicks | Agency | |
| Signature | | Address | |
| | DaVontae Hicks | City/Zip | Phone |
| Name Title | Tanjah Butler | Agency | |
| Signature | | Address | |
| | Tanjah Butler | City/Zip | Phone |

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Attach as many additional sheets as necessary

| Name/Signature | Agency Affiliation | |
|--|--------------------|-------|
| Name Title <i>Cameron Paulsen</i> | Agency | |
| Signature <i>Cameron Paulsen</i> | Address | |
| | City/Zip | Phone |
| Name Title <i>Andrea Clay</i> | Agency | |
| Signature <i>Andrea Clay</i> | Address | |
| | City/Zip | Phone |
| Name Title <i>Christina Smith</i> | Agency | |
| Signature <i>Christina Smith</i> | Address | |
| | City/Zip | Phone |
| Name Title <i>Tamyra</i> | Agency | |
| Signature <i>Tamyra Bente</i> | Address | |
| | City/Zip | Phone |
| Name Title <i>Jesse Perez</i> | Agency | |
| Signature <i>Jesse Perez</i> | Address | |
| | City/Zip | Phone |
| Name Title <i>Kiara Gage</i> | Agency | |
| Signature <i>Kiara Gage</i> | Address | |
| | City/Zip | Phone |
| Name Title <i>Augustus Sullivan</i> | Agency | |
| Signature <i>Augustus Sullivan</i> | Address | |
| | City/Zip | Phone |
| Name Title | Agency | |
| Signature | Address | |
| | City/Zip | Phone |
| Name Title | Agency | |
| Signature | Address | |
| | City/Zip | Phone |

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Attach as many additional sheets as necessary

| Name/Signature | Agency Affiliation | |
|---------------------------------------|--------------------|-------|
| Name/Title Harmony Thomas/Student | Agency | |
| Signature Harmony Thomas | Address | |
| | City/Zip | Phone |
| Name/Title Brennon Peters/Student | Agency | |
| Signature Brennon Peters | Address | |
| | City/Zip | Phone |
| Name/Title Romeo Henderson | Agency | |
| Signature Romeo Henderson | Address | |
| | City/Zip | Phone |
| Name/Title Alisandra Gonzalez | Agency | |
| Signature Alisandra Gonzalez | Address | |
| | City/Zip | Phone |
| Name/Title Alejandra Roe/Student | Agency | |
| Signature Alejandra Roe | Address | |
| | City/Zip | Phone |
| Name/Title Alex's Leaders/Student | Agency | |
| Signature Alex's Leaders | Address | |
| | City/Zip | Phone |
| Name/Title Ian Hinds/Student | Agency | |
| Signature Ian Hinds | Address | |
| | City/Zip | Phone |
| Name/Title Olivia Reynolds/Student | Agency | |
| Signature Olivia Reynolds | Address | |
| | City/Zip | Phone |
| Name/Title Kamron Lawson/Student | Agency | |
| Signature Kamron Lawson | Address | |
| | City/Zip | Phone |

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Attach as many additional sheets as necessary

| Name/Signature | | Agency Affiliation | |
|----------------|----------------------------|--------------------|-------|
| Name/Title | Roman prescott / Student | Agency | |
| Signature | Roman prescott | Address | |
| | | City/Zip | Phone |
| Name/Title | miguel serna / student | Agency | |
| Signature | Miguel serna | Address | |
| | | City/Zip | Phone |
| Name/Title | Michael Bili / Student | Agency | |
| Signature | Michael Bili | Address | |
| | | City/Zip | Phone |
| Name/Title | damie Marshall / student | Agency | |
| Signature | damie Marshall | Address | |
| | | City/Zip | Phone |
| Name/Title | Sephie chicoce / Student | Agency | |
| Signature | Sephie Chicoce | Address | |
| | | City/Zip | Phone |
| Name/Title | Sergio hopez / student | Agency | |
| Signature | Sergio hopez | Address | |
| | | City/Zip | Phone |
| Name/Title | Shun foster / student | Agency | |
| Signature | Shuntawon foster | Address | |
| | | City/Zip | Phone |
| Name/Title | Mumeliana Tuson / student | Agency | |
| Signature | Mumeliana Tuson | Address | |
| | | City/Zip | Phone |
| Name/Title | Derece or D-rock / EVERETT | Agency | |
| Signature | Dereck Everett | Address | |
| | | City/Zip | Phone |

FORM C: COLLABORATIVE SIGNATURES

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Attach as many additional sheets as necessary

| Name/Signature | Agency Affiliation | |
|---|--------------------------|-------|
| Name Title <i>William Thomas Brown / Student</i> | Agency <i>Student</i> | |
| Signature <i>William Brown</i> | Address | |
| | City/Zip | Phone |
| Name Title <i>Aliyha Morgan / Student</i> | Agency | |
| Signature <i>Aliyha Morgan</i> | Address | |
| | City/Zip | Phone |
| Name Title | Agency | |
| Signature | Address | |
| | City/Zip | Phone |
| Name Title | Agency | |
| Signature | Address | |
| | City/Zip | Phone |
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| Name Title | Agency | |
| Signature | Address | |
| | City/Zip | Phone |
| Name Title | Agency | |
| Signature | Address | |
| | City/Zip | Phone |

FORM DI: 21CCCLC APPLICATION FUNDING REQUEST SUMMARY

| 21CCCLC 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 three-year funding request (all sites): |
| One | 197 | \$149,995 | \$449,985 |

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 | Year 2 Funding Request | Year 3 Funding Request | Total Funding Request (3-year total) | Number of Students Served |
|----------------------|------------------------|------------------------|------------------------|--------------------------------------|---------------------------|
| Jefferson Edison | \$149,995 | \$149,995 | \$149,995 | \$449,985 | 591 |
| | \$ | \$ | \$ | \$ | |
| | \$ | \$ | \$ | \$ | |
| | \$ | \$ | \$ | \$ | |
| | \$ | \$ | \$ | \$ | |

**FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM
BUDGET**

Applicant Agency: Davenport Community Schools **Site:** Jefferson-Edison

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: 197**

| Category | Year 1 | | Year 2 | | Year 3 | | Totals |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------|
| | Student Program | Family Literacy | Student Program | Family Literacy | Student Program | Family Literacy | |
| Personnel | \$97,273 | \$3,000 | \$97,273 | \$3,000 | \$97,273 | \$3,000 | \$300,819 |
| Staff Travel | \$1,000 | | \$1,000 | | \$1,000 | | \$3,000 |
| Materials | \$13,528 | \$2,000 | \$13,528 | \$2,000 | \$13,528 | \$2,000 | \$46,584 |
| Professional Development (minimum 4% per year) | \$8,997 | | \$8,997 | | \$8,997 | | \$26,991 |
| Student Access, Transportation etc. (maximum 8% per year) | \$2,000 | \$1,200 | \$2,000 | \$1,200 | \$2,000 | \$1,200 | \$9,600 |
| Evaluation (recommended 4% per year) | \$8,997 | | \$8,997 | | \$8,997 | | \$26,991 |
| Administrative/ Indirect Costs (maximum 8% per year) | \$12,000 | | \$12,000 | | \$12,000 | | \$36,000 |
| Totals | \$143,795 | \$6,200 | \$143,795 | \$6,200 | \$143,795 | \$6,200 | \$449,985 |

Required: One form D2 per site. Please reproduce this page for each site included in the application. CONTINUATION GRANTEEES MUST ALSO SUBMIT FORM D4. SEE THE APPENDIX ON CONTINUATION GRANTIS FOR THE FORM.

FORM D3: 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.

The district will utilize General Fund dollars realized through Pupil Funding from the state and local property tax revenues to assure start up and operational costs are available for the first three months of the grant period.

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.

Minority Impact Statement

Pursuant to 2008 Iowa Acts, HF 2393, Iowa Code Section 8.11, all grant applications submitted to the State of Iowa which are due beginning January 1, 2009 shall include a Minority Impact Statement. This is the state's mechanism to require grant applicants to consider the potential impact of the grant project's proposed programs or policies on minority groups.

Please choose the statement(s) that pertains to this grant application. Complete all the information requested for the chosen statement(s).

- The proposed grant project programs or policies could have a disproportionate or unique positive impact on minority persons. Describe the positive impact expected from this project:

Indicate which group is impacted:

- | | |
|--|---|
| <input type="checkbox"/> Women | <input type="checkbox"/> Asians |
| <input type="checkbox"/> Persons with a Disability | <input type="checkbox"/> Pacific Islanders |
| <input checked="" type="checkbox"/> Blacks | <input type="checkbox"/> American Indians |
| <input checked="" type="checkbox"/> Latinos | <input type="checkbox"/> Alaskan Native Americans |
| <input type="checkbox"/> Other | |

- The proposed grant project programs or policies could have a disproportionate or unique negative impact on minority persons. Describe the negative impact expected from this project:

Present the rationale for the existence of the proposed program or policy:

Provide evidence of consultation of representatives of the minority groups impacted:

Indicate which group is impacted:

- | | |
|--|---|
| <input type="checkbox"/> Women | <input type="checkbox"/> Asians |
| <input type="checkbox"/> Persons with a Disability | <input type="checkbox"/> Pacific Islanders |
| <input type="checkbox"/> Blacks | <input type="checkbox"/> American Indians |
| <input type="checkbox"/> Latinos | <input type="checkbox"/> Alaskan Native Americans |
| <input type="checkbox"/> Other | |

- The proposed grant project programs or policies are not expected to have a disproportionate or unique impact on minority persons. Present the rationale for determining no impact:

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge:

Name: Arthur W. Job

Title: Superintendent

Definitions

"Minority Persons", as defined in Iowa Code Section 8.11, mean individuals who are women, persons with a disability, Blacks, Latinos, Asians or Pacific Islanders, American Indians, and Alaskan Native Americans.

"Disability", as defined in Iowa Code Section 15.102, subsection 5, paragraph "b", subparagraph (1):b. As used in this subsection:

(1) "Disability" means, with respect to an individual, a physical or mental impairment that substantially limits one or more of the major life activities of the individual, a record of physical or mental impairment that substantially limits one or more of the major life activities of the individual, or being regarded as an individual with a physical or mental impairment that substantially limits one or more of the major life activities of the individual.

"Disability" does not include any of the following:

- Homosexuality or bisexuality.
- Transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders.
- Compulsive gambling, kleptomania, or pyromania.
- Psychoactive substance abuse disorders resulting from current illegal use of drugs.


"State Agency", as defined in Iowa Code Section 8.11, means a department, board, bureau, commission, or other agency or authority of the State of Iowa.

Minority Impact Statement

Jefferson-Edison Elementary's 21st Century Community Learning Center (21st CCLC) grant is expected to have a higher positive impact on minority populations based on the nature of the students and families that are served with the funding. Jefferson-Edison's student body is comprised of: 37% African American (Black) and 31% Hispanic compared to the district rate of 19% and 12% respectively. In addition, 98% of the school's families are in poverty, qualifying for federal Free and Reduced lunch program status, compared to the district rate of 59%.

The 21st CCLC funding received by Jefferson-Edison Elementary School will allow us to meet the needs of our diverse student population. The funds provide additional academic support, family/community/volunteer support services, intervention services and a variety of culturally enrichment activities that support our grade level standards in the classroom. We are also able to use funding to build family and community partnerships to serve the needs of our youth and families.

Private School Consultation Meeting Log Template

| | |
|---|---|
|  | <p align="center">Private School Consultation Meeting Log</p> <p>Date: October 11, 2012 Time: 9 a.m. Location: Davenport Community Schools Achievement Services Center</p> |
|---|---|

Meeting called by: Rachael Steiner, DCS Type of meeting: See attached agenda.
Attendees: See attached attendance sign-in sheet

| ----- Agenda Topics ----- | | |
|---|--|----------------------------------|
| <p>Welcome Rachael Steiner, DCS</p> <p><u>Discussion:</u> Welcome and introductions of DCS staff and non-Public staff representatives. Overview of grant competition, eligibility and expectations of participating schools. Rachael presented the current Davenport model and the impact of 21st CCLC funds in the start up of these successful programs in the public schools.</p> <p><u>Conclusions:</u> Partners had questions about eligibility and evaluation expectations. Rachael agreed to pursue the FRL status for Trinity through the DCS Federal Programs Office and Casa’s non-profit eligibility as fiscal agent for Marquette Academy. They would prefer to pursue the grant as a non-profit, but are incorporated in Illinois.</p> | | |
| <p><u>Action Items:</u> Follow up on eligibility questions for Trinity and Casa Guanajuato/Marquette Academy</p> | <p>Person responsible: B. Meyer R. Steiner</p> | <p>Deadline: November 1</p> |
| <p>Resources for Non-Public Schools Rachael Steiner, DCS</p> <p><u>Discussion:</u> Shaney Ford reviewed the grant application online and discussed some of the state resources available such as the website, upcoming webinars and workshops.</p> <p><u>Conclusions:</u> Partners were interested in finding out more and would check with school staff about interest in submitting and pursuing technical assistance.</p> | | |
| <p><u>Action Items:</u> Attend workshops and participate in webinars</p> | <p>Person responsible: Partner contacts</p> | <p>Deadline: Ongoing</p> |
| <p>Consultation Procedures Rachael Steiner, DCS</p> <p><u>Discussion:</u> Shaney Ford reviewed the application instructions and forms and discussed some of the current 21st CCLC sites and their participation in professional development and evaluation expectations.</p> <p><u>Conclusions:</u> Attendees discussed fees and attendance expectations. Many were nervous about delivering beyond the after school hours and meeting the 60 hour per month requirement. DCS staff encouraged partners to think through evening and weekend family activities to meet the</p> | | |

requirement. The group brainstormed different opportunities to collaborate or to write individual grants for their schools. Participants identified the need to find commonalities and thematic connections between their schools for a joint submission to be cohesive enough to be competitive at the state level.

| | | |
|--|---|---------------------------------|
| <p><u>Action Items:</u> School leaders to determine interest in partnering and/or applying. Contact Rachael.</p> | <p>Person responsible: Partner contacts</p> | <p>Deadline: November 1</p> |
| <p>Questions All Participants</p> <p><u>Discussion:</u> Members continued the discussion on eligibility and sustainability, including the state process for financial reporting and partner in-kind. Shaney Ford walked through the budget summary required of all grant applications and discussed the state's approach to quarterly reporting, reimbursement, amendments, etc. Attendees expressed concerns about the work load of developing, implementing and monitoring such a project especially at a school with a small staff and little or no experience in operating such programs.</p> <p><u>Conclusions:</u> Partners agreed that there would be benefits and challenges to joint submission, including staying within the \$300,000 cap per application and well as developing and aligned evaluation system with each non-public school having a slightly different set of assessments. All agreed to take the conversation and decision back to their respective staff and leadership and to respond by email their interest. Their response should include: grade levels of interest, current assessment system, academic need and any thematic connection, such as ESL or STEM that would create cohesiveness between the sites.</p> | | |
| <p><u>Action Items:</u> School leaders to contact Rachael with interest in partnering and/or applying with specifics of project design.</p> | <p>Person responsible: Partner contacts</p> | <p>Deadline: November 1</p> |

Other Information

| | |
|-------------------------------------|---|
| <p>DCS Resource persons:</p> | <p>Rachael Steiner, Assistant to the Superintendent for Community Relations and Partnerships Shaney Ford, Out of School Time Project Manager Sarah Harris, Community Schools Partnership Manager</p> |
| <p>Special notes:</p> | <p>After the consultation meeting, no Non-Public schools showed interest in proceeding with an application either in partnership with the Davenport Community Schools or independently. Partners noted evaluation and professional development expectations and concerns in meeting attendance targets.</p> |

Note: This is not an official U.S. Department of Education document. Adapted with permission from NCLB *Private School Services, Local Education Agency Resource Guide, A Handbook for District Administrators*, Orange County, Calif., Department of Education, 2006.

Private School Consultation Meeting
 21st Century Community Learning Centers
 October 11, 2012 9 a.m.
 Achievement Service Center, Room A
 Davenport Community Schools

| Name: | Title: | School: | Contact Information: |
|-----------------|---|--------------------------|--------------------------------------|
| Deb Gustafson | Exec. Dir. | YMCA | dgustafson@scottcountyfamily.org |
| Michael Woods | Exec. Direct. | Casa G.C. MPO | mwoods@casagc.org |
| Bill Meyer | Principal | Trinity | bill.meyer@trinitydavenport.org |
| Rachael Mullins | Asst. Supl. Comm. Relations and Partnerships | DCS | mullinsr@davenportschools.org |
| Jeanne Vonfeldt | Principal | All Saints | jeanne.vonfeldt@saintsapvt.k12.ia.us |
| Janel Harris | Community Schools Partnership Manager | DCS | Harris@davenportschools.org |
| Shaney Ford | OST Program Manager | | fordsh@davenportschools.org |

Private School Consultation Meeting
21st Century Community Learning Centers
October 11, 2012 9 a.m.
Achievement Service Center
Davenport Community Schools

- I. Welcome and Introductions

- II. Resources for Non-Public Schools
 - a. Student participation at grant sites
 - b. Eligibility for private school grant
 - c. Collaborative grant with public schools
 - d. State website, webinars and workshops

- III. Consultation Procedures
 - a. Overview 21st Century Community Learning Center grants
 - b. Eligibility requirements
 - c. Grant requirements
 - i. Professional Development
 - ii. Evaluation/PPICS and AYP
 - iii. Family Literacy
 - iv. Personnel/Administration

- IV. Timeline and next steps

- V. Questions