

**Application Cover Page  
21<sup>st</sup> Century Community Learning Centers**

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

**Mail Applications to:**

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**APPLICATION INFORMATION**

Applicant Serving as Fiscal Agent (Applicant Agency)  
Davenport Community Schools

County: Scott		Amount Requested: \$ 300,000 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Dr. Art Tate		Grant Contact/Project Director: Shaney Ford	
Agency Name: Davenport Community Schools		Agency Name: Davenport Community Schools	
Address: 1606 Brady Street		Address: 1606 Brady Street	
City: Davenport	Zip: 52803	City: Davenport	Zip: 52803
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Data Collection and Evaluation Contact: Jennifer Best		Fiscal Contact: Marsha Tangen	
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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:

42-6001350 **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.

- Application proposes to serve children and youth in ***schools designated "Priority" or "Needs Improvement" on the Iowa School Report Card. 5 additional points awarded***

Documentation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Example of documentation: Look up your school on the Iowa School Report Card online at <http://reports.educateiowa.gov/schoolreportcard>.

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:      MOU & Signature page  
\_\_\_\_\_  
\_\_\_\_\_

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

Co	AEA	District	District Name	School Name	School	K-12 Enrollment	Free Lunch	Reduced Lunch	Free or Reduced Lunch	Free or Reduced Price Lunch	CEP 1415
25	11	1576	Dallas Center-Grimes	North Ridge Elementary	418	349	42	28	70	20.1	
25	11	1576	Dallas Center-Grimes	South Prairie Elementary	427	633	68	18	86	13.6	
29	15	1602	Danville	Danville Elementary School	409	335	71	26	97	29.0	
29	15	1602	Danville	Danville Junior-Senior High School	172	293	43	23	66	22.5	
82	9	1611	Davenport	Adams Elementary School	409	564	295	44	339	60.1	Y
82	9	1611	Davenport	Blue Grass Elementary School	412	302	79	5	84	27.8	Y
82	9	1611	Davenport	Buchanan Elementary School	414	373	293	21	314	84.2	
82	9	1611	Davenport	Buffalo Elementary School	415	232	138	11	149	64.2	
82	9	1611	Davenport	Central High School	109	1300	578	82	660	50.8	
82	9	1611	Davenport	District level enroll	0	31	28	0	28	90.3	
82	9	1611	Davenport	Eisenhower Elementary School	417	437	164	19	183	41.9	
82	9	1611	Davenport	Fillmore Elementary School	418	397	279	34	313	78.8	Y
82	9	1611	Davenport	Frank L Smart Intermediate	209	519	419	29	448	86.3	Y
82	9	1611	Davenport	Garfield Elementary School	427	394	252	27	279	70.8	Y
82	9	1611	Davenport	Harrison Elementary School	454	528	234	32	266	50.4	
82	9	1611	Davenport	Harry S Truman School	573	369	218	24	242	65.6	Y
82	9	1611	Davenport	Hayes Elementary School	463	401	296	37	333	83.0	Y
82	9	1611	Davenport	Jackson Elementary School	475	332	201	18	219	66.0	Y
82	9	1611	Davenport	JB Young Elementary	499	114	92	11	103	90.4	
82	9	1611	Davenport	JB Young Intermediate	236	327	289	18	307	93.9	Y
82	9	1611	Davenport	Jefferson Elementary School	481	453	399	18	417	92.1	Y
82	9	1611	Davenport	Madison Elementary School	508	381	284	20	304	79.8	Y
82	9	1611	Davenport	McKinley Elementary School	526	381	196	20	216	56.7	Y
82	9	1611	Davenport	Mid City High	127	265	199	14	213	80.4	Y
82	9	1611	Davenport	Washington Elementary School	580	268	193	17	210	78.4	Y
82	9	1611	Davenport	West High School	118	1926	1019	133	1152	59.8	
82	9	1611	Davenport	Williams Intermediate	227	691	442	49	491	71.1	
82	9	1611	Davenport	Wilson Elementary School	589	515	301	58	359	69.7	Y
82	9	1611	Davenport	Wood Intermediate	205	736	449	40	489	66.4	
26	15	1619	Davis County	Davis County Community High School	109	365	101	22	123	33.7	
26	15	1619	Davis County	Davis County Elementary	421	490	168	17	185	37.8	
26	15	1619	Davis County	Davis County Middle School	428	361	116	28	144	39.9	
26	15	1619	Davis County	Flex Ed High School	172	1	1	0	1	100.0	
96	1	1638	Decorah Community	Carrie Lee Elementary	409	216	50	30	80	37.0	
96	1	1638	Decorah Community	Decorah High School	109	571	82	65	147	25.7	
96	1	1638	Decorah Community	Decorah Middle School	209	517	101	53	154	29.8	
96	1	1638	Decorah Community	District level enroll	0	3	3	0	3	100.0	
96	1	1638	Decorah Community	John Cline Elementary School	440	329	54	19	73	22.2	



## **BEFORE YOU APPLY**

These steps should be completed **before** you begin writing your application. Please submit this form with your application.

- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
- The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page: <https://www.educateiowa.gov/documents/building-level/2015/12/2015-16-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated December 31, 2015, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

### **PLEASE RESPOND TO THE FOLLOWING QUESTIONS:**

- **What is the Free and Reduced Lunch Rate for each site?** List below (use as many lines as necessary):
  - Site/Building Name: Hayes Elementary
    - Free and Reduced Lunch Rate Percentage: 83%
  - Site/Building Name: Washington Elementary
    - Free and Reduced Lunch Rate Percentage: 78.4%
  - Site/Building Name: \_\_\_\_\_
    - Free and Reduced Lunch Rate Percentage: \_\_\_\_\_
- **When will the program run?** (Check or highlight applicable option(s) below):
  - Summer School Only
  - Afterschool Only
  - Before and Afterschool
  - Before and Afterschool and Summer School
  - Afterschool and Summer School
- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY17 Request for Applications):
  - 160 number of children x 184 days x \_\_\_\_\_ either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = \$220,800 (total funding request for before and afterschool programs)

#### **Summer School Formula**

- 160 children x 50 of days = (minimum 30 days) x \$10.00 = (total funding amount for summer) \$80,000
- Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.

Funding Request for Year One: \$300,000

Funding Request total for Three Years: \$900,000

Number of Children Served in Year One: 320

Number of Children Served in Three Years: 960

**Davenport Community Schools  
Hayes & Washington Elementary Schools Program Proposal**

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Form E: Minority Impact Statement

Form F: Non-Public Consultation Document

## ***“Full Service Schools at the Heart of Urban Davenport”***

### ***Project Abstract***

The proposed project serves the students and families of Hayes and Washington Elementary in the urban core of Davenport, Iowa and serving two of Davenport’s most impoverished neighborhoods. Through a steering committee, interviews, focus groups and surveys, the program was designed by stakeholders based on needs assessment and research-base to include: 1) academic assistance, 2) enrichment and youth development, and 3) family support and literacy activities. The broad goal of the program is to increase achievement and enhance social outcomes for the children and youth of Hayes and Washington Elementary through the Full Service Schools model. The program provides high-quality academic enrichment, student supports and family literacy activities through the “Families Matters” parent education and case management approach. The proposed 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 broad experience in the field, including partnering on the “Stepping Stones” out of school time program that is the foundation of the project. The proposal is informed by the research-base in youth development and extended learning and are guided by a Full Service Schools philosophy, an approach that celebrates partnership between schools and other community resources including health and social services, youth and community development with the ultimate goal of improving student learning and strengthening families and communities.

Each site will have an average daily attendance goal of 80, with program hours averaging 3 hours for 184 days of the school year, including after school programming until 5:30 p.m. to accommodate the needs of working families. The proposed services include a half-day summer program of 50 days wrapped with partner services; a KinderJump program for 20 days; and an additional 20 school out days for in-service, holiday and inclement weather days. Monthly evening and weekend Family Literacy activities are a collaboration with other community partners. The Families Matters program offers ongoing family education and case management including resource/referral services. A dynamic student referral system uses a “counselor watch list” 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 Collaborative Teacher Teams and Multi-Tiered System of Support (MTSS) to assure that the proposed academic offerings are aligned with individual student needs. After school will have four student groups by age range rotating through 30-minute blocks of academic, enrichment and recreation all with a youth development focus. First block is based on 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. Academics support students’ individual needs and align with the core-day curriculum and interventions, including materials for Tier II /Tier III students. Enrichment and recreation programs include a wide variety of creative arts; hands-on projects; leadership and service opportunities; STEM; healthy lifestyle and gang resistance, team-building through athletics; culinary arts; storytelling and more.

Staff includes a .5 Program Lead will manage daily activities, including overseeing staff and partners during the program and a .5 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. These two half time positions allow a full-time equivalent at the site level, with both available during afterschool hours for distinct purposes. An AmeriCorps member and 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. Four 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.) The grant will also fund a limited clerical contribution to provide support for purchasing, payroll, and administrative needs about a half day per week.

The sustainability model is based on broad community partnership, including impressive in-kind support and commitment from primary partners to sustain services beyond the grant period. Davenport Parks and Recreation will act as joint submitter of the proposal providing staffing, enrichment activities and city service coordination. Partnerships are an important part of the project design and include:

***City of Davenport***—joint submitter through Parks and Recreation who provide shared administration, staffing and enrichment activities, including “school out days” at park facilities and summer wrap services for Hayes Elementary; and AmeriCorps. Davenport Public Library will offer family/student literacy services.

***Iowa State University Extension and Outreach, Scott County (ISU Extension)*** – as a primary partner provides training, technical assistance and external evaluation for the program. Curriculum and program support includes after school academic enrichment and the “Families Matters” program.

***Eastern Iowa Community Colleges Adult Literacy Program*** – NEW – seeking collaboration to provide adult literacy program with certified instruction and potential for High School Equivalency diplomas (GED)

***Community Health Care*** – NEW – school-based dental screening and immunizations, health education and special event support such as school health fairs and family “field trips” to CHC medical clinic to serve as families’ medical and dental home.

***Boys and Girls Club***—Wrap services for summer programs for Washington Elementary to assure continuity of services for working families.

***One Eighty/Progressive Baptist*** – NEW – faith groups serving families and individuals in crisis with housing, food assistance, job placement and mentoring, including providing volunteers, in particular seniors

***River Bend Food Bank*** – NEW – the Food Bank will facilitate school-based food pantries and weekend Backpack Food Program for neediest families while coordinating community volunteer service

***Scott County YMCA*** – will facilitate recreation activities, parent education sessions for health and wellness, connecting families with recreation and enrichment opportunities.

***Enrichment Partners*** – various community agencies including the Davenport Junior Theater, Putnam Science Center, Girl Scouts, Davenport Public Library and others who will provide enrichment services such as arts and cultural activities, literacy activities, first aid and safety programs, VATOD resistance services and more.

These partners and a broad variety of stakeholders were engaged in the design of the proposed program, including central office, school leaders, teachers, partners, family members and students. A comprehensive evaluation plan, based on the district’s CSIP and school Title I plans, drives programming and sustainability, with a series of partners aligned with specific activities and outcomes. Measures include academic and social outcomes for p students and family literacy outcomes. External evaluation is delivered by ISU Extension. The “Stepping Stones” program is widely celebrated, 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; in the district’s 2011 Accreditation Visit by the Iowa DE, and in hosting the 2014, 2015, 2016 state-wide conference and best-practices webinars and workshops.

**Competitive Priority:** The proposed program is a joint application by the Davenport Community Schools (DCS) and the City of Davenport Parks and Recreation. Hayes and Washington Elementaries are identified as high need through Title I designation but do not qualify as Schools In Need of Assistance.



## Student Needs Assessment

### 2.1 Objective Data Used to Determine Need:

**Student Need and Poverty Level:** The Davenport Community Schools (DCS) is the third largest district in the state, serving one of Iowa's most diverse communities. Washington Elementary is among the district's most diverse schools with a 32.6% African American and 13.3% multi-racial compared to the district rate of 18.9% and 9.1% respectively. In addition, 100% of the school's families qualify for federal Free and Reduced lunch through the Community Eligibility Provision based on the high percentage of families that are directly certified through food stamps, foster care or homeless services. The school's poverty rate is 81%, compared to the district rate of 66%. The poverty rate for grades K-3 is even higher with 100% meeting poverty guidelines. These barriers are compounded for the school's special needs students, with a 9.8% IEP rate and 28% student mobility. The current student body is considered highly at-risk with 20% flagged as at-risk through the district's Early Warning System based on grades, attendance and other factors.

Hayes Elementary has similar statistics with 100% of families qualifying for the free lunch program under the Community Eligibility Provision. The school's K-5 poverty rate is 80.2% with the poverty rate for grades K-3 even higher with 100% meeting poverty guidelines. The school's special needs students include 14.6% IEP rate and 12% considered highly at-risk with flags in the district's Early Warning System.

**Academic Needs:** Hayes and Washington Schools serve a diverse population of students facing many barriers to academic achievement, evident on Iowa Assessments and other Title I report data. Both schools have a significant achievement gap by ethnicity in particular among African American students. See chart to the right. A detailed analysis of Washington Title I data shows that reading deficits start early as illustrated on the aReading FAST assessment showing Kindergarten with 40% proficient compared to the district average of 42.5% and in Grade 1 with 40.8% proficient compared to the district average of 45%. As concerning, Washington students are not maintaining reading gains during the school year between the Fall and Spring FAST administration, with Kindergarten proficiency dropping from 52% to 40%, 1st grade from 60% to 41%; 2nd grade from 67% to 50% and in 3rd grade from 69% to 64%. Hayes Elementary students face similar trends across the board in kindergarten through third grade on Title I data and the FAST aReading assessments, dropping from 42% to 40% in kindergarten, dropping from 42% to 34% in first grade, 55% to 52% in second grade, and 48% to 34% in third grade. These trends at both schools indicate a need to focus on foundational skills to prepare students for the more rigorous course work of later in the school year and later grades.

2015-16 Iowa Assessments			
	DCS	Hayes	Wshgtn
Reading Proficiency - All	62.8%	56.2%	60%
White Students	71.7%	55.9%	76.5%
African American Students	43.7%	42.3%	39.6%
Math Proficiency - All	65.6%	65.7%	55.4%
White Students	75.6%	67.2%	66.6%
African American Students	45.5%	53.8%	34.9%

**Social-Behavioral Needs:** Hayes and Washington students also struggle with absenteeism, with Attendance Works caseloads of 47 and 31 students respectively for student that exceed the 11% absenteeism threshold last year. These schools also work hard to manage behavior disruptions in the school day as demonstrated by behavioral data. See the chart to the right for the incident tracking on most significant behaviors and discipline in the 2015-2016 school year. Schools strive to minimize suspensions and loss of privileges by addressing behavior through proactive classroom intervention through BoysTown corrective strategies. In the 2015-16 school year, 340 of these interventions occurred in the classroom for offenses that previously would have resulted in immediate removal from instruction. Of the 340 incidents fewer than 40%, or 131 events, resulting in some type of temporary removal from the classroom. Another 157 events were serious enough for the Davenport School Board to assign out-of-school suspension. Within this data is a disproportionate representation by African American and

2015-16 Behavior Tracking		
Incident	Hayes	Wshgtn
Bullying/Harassment	33	4
Physical Encounter	137	218
Significant Disruption/Language	164	164
In Class BoysTown Referrals	194	146
Resulting Classroom Removal	70	61
Out Of School Suspension	95	62



low-income students, with African American students having twice as high a referral rate at Washington and nearly three times higher at Hayes. Low income students were 5 times more likely to be suspended at Hayes and 8 times more likely at Washington.

Addressing Student and Family Needs: Out of School Time programs are a critical support for working families to address student safety. According to the 2000 census, Iowa ranks third among states in the proportion of families with young children where both parents (or the only parent) worked outside the home at 71.4% of households. Davenport reflects this state trend. According to surveying in Davenport's urban core 73% of families are single-parent families compared to city-wide rate of 39%. Of these single-parent households in the neighborhood, 85% are living on less than \$30,000 for household income per year. City and county records indicate a high rate of poverty, unemployment and low educational attainment for Davenport families:

- 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.

According to latest Census data the median income of Davenport is only \$45,034 compared to statewide \$52,229. Of the 13,153 family households with school-aged youth in Davenport 33% are female-lead with no husband present, compared to 21.7% state-wide and only 17.3% among surrounding districts. According to the American Community Survey nearly 45% of female household without a husband present live in poverty in Davenport. This relationship between single female households living in poverty correlates with childhood poverty in our community, with 25.8% of youth under 18 in Davenport living in poverty. In Hayes and Washington Elementary this rate rises to 80% and 81% K-5 respectively and 100% K-3 in poverty in each school, compared to the state rate of 40% and less than 30% in surrounding districts.

This level of poverty also correlates with increased health risks for Davenport families according to the recent HealthForecast report commissioned for the broader Quad Cities community. It showed over 16% of the Quad Cities population considered in only Fair/Poor Health, compared to only 14% nation-wide. Poverty-related health risks include a higher likelihood of diabetes (11.3% in QCA compared to 9.3% in the state of Iowa.) Heart disease in QCA is 13% more likely than state-wide, Lung Disease 67% more likely, Liver Disease 21% more likely and Asthma 47% more likely. Unhealthy weight is also a trend in the QCA, 8% more likely to be overweight and 14% more likely to be obese than the national trend.

School and Community Resources: The City of Davenport Neighborhood Planning Services Department conducted a thorough neighborhood needs assessment for the urban core of Davenport 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. Surveying reinforces 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 participation in existing community resources. Many current programs and services go underutilized with less than a quarter of respondents even using their local library. The proposed project draws these community resources into the schools, establishes a strong referral and transportation system for families and wraps services in the summer months to expand resources for families. City surveying 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. With transportation services limited, school-based enrichment services are particularly needed, especially in high-crime areas where walking to and from community resources is not safe. There are also many communication gaps for families who may not speak English or have traditional media 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, indicating a high need for services like those offered by the proposed Families Matters approach. City surveying and interviews also identify the need for “school out day” programs during in-service dates, emergency weather and snow days, etc. which the program will provide through partner support.

The proposed Full Service Schools model attempts to overcome barriers to accessing community services 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 with limited access to resources and transportation, with school based after school offerings, family case management, food pantry and other services. Transportation will also be provided to program activities and family literacy offerings across the Quad Cities. Through Families Matters medical care coordination and a new transportation pilot through River Bend Transit, families can schedule transportation to needed medical, mental health and social service appointments for the entire family. 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 accessibility that are so directly impacting student achievement at the school. The Full Service Schools focus of delivering services within the neighborhood school addresses barriers such as transportation, safety and accessibility to services.

## **2.2 Stakeholders Engaged in the Needs Assessment:**

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

Youth – Student input was solicited through student surveying on the proposed daily activities at both Hayes and Washington Elementary. The results revealed that 100% of the students surveyed stated they need help with their homework and 76% stated they need an afterschool program because nobody is home to watch them. Over 50% of students surveyed stated they would like an evening meal served during the program. Other survey results indicate a want for swimming, art, STEM and more field trips, computer time and gym time.

Parents and families - Parent input has been integral to assure the proposed program meets the needs of families of all backgrounds, including scheduling that supports working families. In parent surveying:

- 100% of the parents participating in the survey wanted daily homework help. The reasons given are: no time to do homework at home, an adult is not available to help with homework due to work, more time to spend doing other activities, and parent not able to understand the homework to assist the student
- 91% of parents participating in the survey wanted high quality/low cost summer programming
- 90% of parents wanted hands on reading, math and STEM activities for students in the summer program
- 70% of the parents participating in the survey wanted evening meal service

Community partners - The program was designed collaboratively with several primary partners, City of Davenport, Iowa State University Extension (ISU Extension), and others. 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. ISU Extension provides important program improvement resources and informs all aspects of professional development, curriculum and evaluation, including leading the Families Matters parent education and family case management.

School leaders and teachers - The proposed project, from site selection through project design, was based on collaboration with the school Principal, staff, and the district’s Associate Superintendent. School leader and teacher participation included collaborative design sessions to inform the project activities. Teachers indicate 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 a food pantry, parent workshops, expanding access to technology, adult literacy services and employment support.



## Project Description

### 3.1 Link to Student Need:

Needs assessment data has been thoroughly analyzed to determine appropriate activities for the Full Service Schools Program at Hayes and Washington Elementary. These activities and the “determining” data sources include: 1) **Academic data** - Academic assistance in foundational reading skills such as Phonics and Comprehension; Academic assistance in math and science; STEM offerings; Kindergarten Readiness and transition; 2) **Social/behavioral data** - Student directed activity and leadership opportunities; Violence, alcohol, tobacco, other drug resistance (VATOD); STEM and athletic leagues; career exploration; service learning; parent education and family supports for accessing family counseling, social service resources and mental health services 3) **Parent survey and interviews** - Parent engagement and family literacy activities, including a new evening meal service; Community health services and education; Families Matters, Adult literacy and GED programs; 4) **Student survey** – Evening meal service; service activities, engaging younger students with older peers; Reading, sciences, rocketry, volcanos and more; Athletics, cheerleading, arts and crafts, technology

### 3.2 Academic, Enrichment and Family Literacy Services:

Each site will have an average daily attendance goal of 80, with hours averaging 3 hours for 184 days, including after school until 5:30 p.m., to accommodate the needs of working families. Participants get a healthy snack and then rotate in small groups through activity blocks, experiencing academics, enrichment and youth development activities, recreation and more. In a new collaboration with the Federal Nutrition Service, an evening meal will be provided weekly for families, facilitated by the senior volunteers of our faith-based partners. The proposal also includes a half day summer program of 50 days wrapped with partner services. A KinderJUMP program will serve an additional 75 and 60 students respectively for 20 days each summer. Monthly evening and weekend Family Literacy activities will be offered in collaboration with other community partners and 20 “school out days” have been estimated to sustain services for in-service, holidays, and in case of inclement weather. All program activities fall within the 14 eligible federal activities listed in the RFA:

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 Teacher Collaborative Teams within the school’s Multi-Tiered System of Supports (MTSS) framework. Academic time will provide a continuation of school-day literacy and math curriculum, provided in-kind by the school district. Students will participate in regular Bookmobile visits coordinated by Davenport Public Library. New to the Stepping Stones model is the introduction of the Launch STEM curriculum through “Project Lead the Way.” Launch incorporates 24 interdisciplinary modules with Maker Boxes and manipulatives to bring learning to life through problem-based, real world projects aligned with Common Core STEM standards. Daily assistance for all participants 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 five days a week where students receive homework help and, for those specifically identified as within the achievement gap, intensive intervention driven by individual assessment. The grant prioritizes slots for the lowest achieving 25% of students who will receive small group tutoring in reading and math with a ratio of no more than 8 students to 1 teacher of origin. Programming will continue in summer with academic supports according to individualized year-end achievement data and Tier II/III plans. These students will receive individual summer MTSS plans to guide content that is monitored through the school year to assure summer gains are not lost. The program will also address the needs of the many incoming kindergarteners at Hayes and Washington who have not had preschool. A KinderJUMP program will be provided the month prior to the start of the kindergarten year, acclimating students to the building procedures, growing social skills and introducing academic curriculum. KinderJUMP graduates will join KinderClub the first day of school and be monitored to assure a successful first year, including continuing activities to build self-regulation and “executive functioning,” skills such as planning, organization, memory, time management and flexible thinking. Programming will help students feel



comfortable within their new building, accessing services and resources and introducing basic academics as a refresher to start the school year off right.

**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. Enrichment content will maintain a high degree of relevance with experiential learning models, project-based and place-based learning. Driven by the needs assessment, enrichment activities include creative arts, character education; STEM activities, 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 community enrichment partners. Designed in a “club format,” 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 content was selected through a “service mapping” exercise among Stepping Stones’ community partners which aligned a variety of potential programmatic offerings with student interest. With health and sports identified during surveys and focus group, services will include nutrition, health/fitness, swimming lessons and more. Students indicated an interest in sports programs and service activities. Youth mentoring will be provided by the senior citizens of the faith-based partners, One-Eighty and Progressive Baptist Church.

**Family Literacy Activities:** Proposed family literacy activities are based on needs assessment and research on family literacy and resiliency. Families participate in daily interaction with well-trained staff and monthly school- and community-based activities on evenings and weekends to expand access to local resources like the Davenport Public Library, Putnam Science Center and more. Based on recent parent surveying, family activities will also be offered for health/ wellness and Adult Learning. Hayes and Washington are placing a high emphasis on making sure students are at school and helping parents achieve that goal by providing health services through a Full Service Schools model. Community Health Care (CHC) will offer school-based immunizations, health education and special events like health fairs and weekend “field trips” to CHC medical clinic to serve as families’ medical and dental home. A local dentist, Dr. Brandtner, will provide pro bono dental screenings and hygiene supplies for students. The Scott County YMCA will offer fitness activities and swimming lessons. In addition, USDA food service will be offered with daily snack and weekly evening meal service for the afterschool program; and breakfast, snack and lunch service for summer programs. ISU Extension and Eastern Iowa Community Colleges (EICC) Adult Literacy Program will offer adult learning programs. Family needs vary widely and many families need personal coaching and intensive support and services. ISU Extension’s “Families Matters” program coaches family members through a series of empowerment workshops to identify specific needs, set goals and align family action plans with community resources tailored to individual family needs. EICC provides an adult literacy program with certified instruction and potential attainment of a High School Equivalency diploma by participants and senior volunteers to support ongoing tutoring sessions for adult learners between their lessons.

### 3.3 Goals, objectives and performance measures:

The programmatic content of the proposed program at Hayes and Washington is driven by strategic goals and objectives aligned with the identified needs assessment. This needs assessment informed the creation of 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 Hayes and Washington Elementary through the Full Service Schools mode by, providing high-quality academic enrichment, student supports 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. See Evaluation p 16.

<b>Hayes and Washington Student and Family Literacy Outcomes</b>	
<b>Student Academic and Behavioral Outcomes</b>	<ul style="list-style-type: none"> <li>• Participants will show increased growth in reading over the course of the school year in comparison to like-demographic students from the same school who do not participate</li> <li>• Participants will show increased growth in math over the course of the school year in comparison to like-demographic students from the same school who do not participate</li> <li>• Participants will be proficient in age-appropriate social behaviors and classroom adjustment behaviors.</li> </ul>
<b>Family Literacy Outcomes</b>	<ul style="list-style-type: none"> <li>• Families will increase resiliency, familial health and well-being through increased knowledge of and access to services specific to their family's needs</li> <li>• Adult family members who engage in family literacy activities will increase knowledge and skills to more effectively enhance their child's academic, social-emotional, and behavioral development.</li> </ul>

Academic goals will be met through a comprehensive curriculum aligned with the school day, including reading strategies for phonics and reading comprehension; enriching literacy activities; and diverse print environment, including weekly visits from the Bookmobile; and a focus on reflection and writing. Growing with Mathematics and V-Math will be used for math intervention. Student needs are assessed through school day academic assessments which drive the after school academic model, including intensive reading and math interventions for students identified for Tier II and Tier III. These MTSS academic plans will follow students into the afterschool and summer hours and be fulfilled by certified teachers. Social outcomes will be addressed using the schools' new BoysTown curriculum, setting daily expectations protocols and common language during the school day as a Positive Behavior Intervention Supports framework.

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

Program goals and activities were developed with school staff and leaders to align with the school day, the school's comprehensive school improvement plan (CSIP) and Title I Plan. The program will utilize school day staff, including teachers and paras. The program content itself is based on the input of the school Principal and core day teachers at Hayes and Washington who identified critical issues that would serve the needs of students, including a focus on reading fundamentals and broader parent engagement in education. MTSS academic plans for Tier II and Tier III students will also be followed in the afterschool and summer hours, fulfilled by certified teachers of the school day. The Program Lead will coordinate Family Literacy activities and, in a unique model, will collaborate with the schools' Family Involvement Liaisons and School Administrative Managers to insure continuity with the school's approach to engaging families in academic achievement and behavior supports. To assure alignment the program will use 1) Campus, the DCS student management system; 2) EZ Care administrative software; and 3) student daily planners to allow dynamic interaction between teachers, program staff, and families to assure individual student needs are addressed.

### **3.5 Organizational experience:**

DCS will provide oversight to all academic content, including providing professional development, coaching and materials support from the Office of Curriculum and Instruction. School day teachers and the school Reading Specialist will support daily implementation of the curriculum. Partners represent the best in community youth family service agencies, bringing research-based and proven methods to address social behavioral outcomes and positive youth development. The city, schools and partners of the Stepping Stones program have a rich history of award-winning service to the youth and families of Davenport. The program itself is widely recognized, receiving state, national and even international acclaim, hosting visitors from as far away as Chile exploring the model. The management team and partners of the project have administered similar programs and funding levels, including eight past federal 21st CCLC grants. The school district and community partners have a nearly 20 year history of grant coordination with successful federal and state administered 21<sup>st</sup> Century Community Learning Centers programs. Stepping Stones has adopted the Department of Human Services Quality Rating System district-wide, utilizing many of these research-based best practices in grant-funded program sites as well. Annual audit reports by an external evaluator will assure compliance with regulatory and industry best practice.

## Research-base

**4.1 Multiple Sources of Research Affirm Activities** - Studies in out-of-school time indicates that the greatest academic gains occur with an intentional balance between instruction, experiential learning, and recreational activities as in the proposed program. Research also shows that students of limited resource families, as in these schools, have hundreds fewer hours of exposure to reading/language than middle and upper class peers. Out of school time programs provide extra "time on task" with reading/language arts concepts with certified staff and trained program assistants, a foundation of the proposed approach.

The proposed project will utilize the expertise and research-base of the DCS Curriculum Office to incorporate literacy strategies from the school day. The research of the National Institutes of Health (NIH) and the U.S. Department of Education has established that the majority of reading deficiencies in youth can be prevented. (Lyon, 1998; McCardle and Chhabra, 2004; Torgesen et al., 2001). Research shows that effective instruction in kindergarten and 1st grade, supported by intensive intervention for struggling learners into the 3rd grade year, can decrease the number of reading deficient students to approximately 5% (Denton & Vaughn, 2003; Mathes, Torgesen, & Allor, 2001). Most poor readers show predictable characteristics from lack of experience and exposure to reading. These include difficulty processing phonology of language and abstracting them as symbols; problems recognizing printed words, leading to a lack of fluency in reading; more limited vocabulary; lack of sophistication in comprehension strategies; and problems spelling and with written expression. (Shankweiler et al., 1999). Studies on systematic, direct teaching of foundational literacy skills, such as those in the proposed program (phonological skill, phonics, vocabulary, reading fluency, and comprehension,) show increased reading proficiency across the grade levels. (NICHD, 2000; Torgesen et al., 2001; Torgesen, Wagner, Rashotte, Alexander, & Conway, 1997).

Each of the proposed youth development strategies also meet the federal definition of "scientifically based research," including the BoysTown behavior management system. The research-base on family literacy also promises effectiveness, including the "Characteristics of Effective Family Literacy Programs" (University of Michigan; DeBruin-Parecki, Paris, Seidenberg) and its "Characteristics of Effective Family Literacy Strategies" that recommends collaboration with surrounding agencies, governmental, job skills programs; a good referral system to connect with services; and the ability to overcome barriers that otherwise hinder access and participation. The "Families Matters" program through ISU Extension is based on Maslow's Hierarchy of Needs that establishes primary human needs that must be addressed to attain higher order functioning. The delivery of the program is based on the foundational work of "A Measure of How Families Are Doing" (Shirer, 1999) that establishes ten elements of family life and comprehensive framework for identifying needs and tracking progress to support familial well-being and health. This family well-being is supported through additional Full Service Schools resources such as the proposed community health services, food pantries and more.

Research by the Johns Hopkins' Center for Summer Learning shows 1) All students experience some learning loss when they don't engage in education activities in summer. 2) On average, students lose 2.6 months of grade level equivalency in math during summer. 3) More than half of the achievement gap of lower- and higher-income youth is explained by unequal access to summer learning. Summer is particularly important for Kindergartners. Stepping Stones' KinderJump programs are already demonstrating success with programs already operating at existing 21" CCLC sites reflecting 100% of the students ready to start kindergarten compared to 83% community-wide according to Kindergarten Readiness surveying. KinderJump and KinderClub strategies are based on research on self-regulation and executive functioning from the Harvard University Center on the Developing Child and National Scientific Council on the Developing Child (2007) and recently updated through ongoing studies on the subject, including neuropsychological research of Laura Rabin, Joshua Fogel and Katherine Nutter-Upham (Brooklyn College of the City University of New York, 2011)



## Management Plan

### 5.1 Staffing, Professional Development, Leadership and Volunteerism

Staffing recruitment and retention - At the building-level staff will include a .5 Program Lead who will manage daily activities, including overseeing staff and partners during the program and a .5 part time equivalent Site Coordinator that will support the work of the school at the district-level to assist with curriculum, community partnerships, professional development and monitoring implementation. These two half time positions allow a full-time equivalent at the site level, with both available during program hours for distinct purposes. A full-time AmeriCorps member and four core day teachers will work after school and during the summer program with an additional four of the school's Kindergarten teachers staffing the KinderJump program. Four 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 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 in the program. Intensive instruction for students who have academic needs will be provided with even low class size of 8:1 by "teachers of origin," teachers employed at school during core day. Recruitment will be through school district, building and agency resources with the school Principal taking the lead in identifying and recruiting high-quality teachers. Agency partners and school leaders collaborate to recruit highly qualified site leaders and program assistants, with a focus on school day staff. Paras that serve as program assistants will meet Title I requirements. Recently the staffing partnership with the city included expanding from temporary workers to permanent staff to allow the provision of holidays, sick days, position recall and other benefits for these dedicated professionals and a new system for wage review and tiered increases to encourage continuity in the profession.

Professional Development - Professional development activities include 30 hours of pre-service orientation in the fall each year, 20 hours of training throughout the school year and an additional 30 hours of pre-service orientation prior to summer programming. 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; Full Service Schools philosophy; and program-specific information related to academic and social-behavioral curriculum and strategies, including the new BoysTown framework. The latter content includes alignment with school day curriculum, behavior expectations, and understanding the poverty framework that many struggling learners and their families live in. All training will be open to non-public schools and out-of-school time providers from across the community. In addition, funds have been allocated for staff to attend state and regional conferences to stay current on best practices and resources to support quality out of school time services and to provide insight from the front lines of the profession.

Effective Leadership - Professional development also includes leadership providing day-to-day oversight, continuous improvement and coaching support for program staff. This leadership structure includes management operations, recruiting and training staff, curriculum development aligned with the school day, partner and non-public school scheduling and communication, and so much more. Strong management will be supported through weekly staff meetings to provide coordination between the central office leadership, the Program Lead and program staff to assure that program implementation is of highest quality and aligns with the school day curriculum, language and expectations. An advisory structure connects decision-making with school and city leaders, stakeholders and consumers. Staff is supported as professional youth development practitioners, including a comprehensive approach to personal and professional health and wellness through EAP assistance, training and staff support groups and study/reflection circles.

Senior Citizens and Other Volunteers - Volunteers are integrated into the student and adult literacy program elements. Volunteers attend pre-service training on tutoring strategies age-appropriate interpersonal skills and are also be encouraged to attend training opportunities and program celebrations. Recruitment, placement and

retention of these high-quality volunteers, including senior citizens, is supported through community partnership. One Eighty and Progressive Baptist will provide a range of volunteers including senior citizens to serve as Food Pantry and evening meal coordinators, one-to-one reading support for struggling readers, family events, etc. Parks and Recreation and other community partners will blend agency volunteers in programs, including the AmeriCorps partnership with DCS.

### 5.2 Accessibly in Transportation, Communications and Facilities

Both Hayes and Washington are considered “neighborhood schools,” with the vast majority of students walking to and from school or being provided transportation by family members. However, the program will not allow transportation to be a barrier to participation, providing daily transportation to and from the program by parent request. The proposed project also includes busing for weekly enrichment activities during the school year, as well as for all of the monthly family literacy activities and a weekly study trip during the summer program. Additional family transportation is provided through the Families Matters program and the district’s collaboration with River Bend Transit to broaden family access to medical and mental health services and other social service resources. The programs will also 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- and Vietnamese-speaking families who provide translation services and interpreter services as needed. All Stepping Stones programs are open to youth of all abilities, including those with disabilities, with low teacher:student ratio and additional supports such as interpreters, para time and other services available to students to assure they can fully participate in program activities and meet behavior expectations. The Stepping Stones website has been recently reviewed to assure compliance with ADA standards and best practices for visually impaired and learning disabled audiences. Finally, the facilities themselves are accredited as safe and fully accessible, including having entrances that are secured but accessible to individuals with disabilities and media centers and technology labs that are immediately accessible to the community. The program evaluation system includes a facilities quality checklist to assess learning environment and assure safety, accessibility and inclusivity of the building and grounds. This audit is aligned with the new DHS QRS system that Stepping Stones has adopted district-wide.

### 5.3 Leadership Structure and Stakeholder Advisory

A strong organizational management, leadership and advisory structure has been created with diverse membership to ensure diverse perspectives. A shared governance committee comprised of Davenport Community Schools, City of Davenport Parks and Recreation and ISU Extension meet weekly to assure the necessary financial, material and human resources are available to fulfill the proposed project on time and within budget. The group manages the Out Of School time office and staff, across all grants and program sites district-wide, with the Site Coordinator acting as liaison with site level leadership and staff. At the site level a Stakeholder Advisory Council, comprised of the OST Program Director, Site Coordinator, Program Lead, building principal, administrators of partner agencies, student and parent representatives and key volunteers, oversee the operations of the program. The group will meet monthly, and as needed, to carry out the following functions:

<b>Stakeholder Advisory Committee</b>
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 empower primary stakeholders students and families as decision-makers. This strong, clearly defined

management and advisory function holds all parties accountable for administration of the proposed program. Additional support for program partnership is provided by the Network of Community Schools Partners and their Out Of School Time committee composed primarily of directors of local youth and family service agencies.

#### **5.4 Program improvement, sustainability and resource coordination**

Program improvement – DCS, the City of Davenport, Iowa State Extension and other community partners are dedicated to program improvement and have designed the Evaluation process to assure continuous review and refinement of program operations. The comprehensive approach to program evaluation determines fidelity and impact of critical programmatic and operational outcomes. Continuous improvement tools include a facilities checklist and safety audit; ongoing review of program scheduling; participant surveying and observation; and, most importantly, measurable student outcomes including academic and behavioral data. All of these evaluation results are shared in daily coaching session and weekly meetings with program and partner staff to reinforce program standards and guide professional development, as well as with the Stakeholder Advisory Council monthly to provide context and goals for project planning. Evaluation results will be reviewed and staff and stakeholder recommendations will be implemented by the Shared Governance team to assure consensus and ongoing communication among the primary partners, DCS, City Parks and Recreation and ISU Extension. Results will be also be shared regularly with partners through meetings of the Network of Community Schools Partners and their Out-of-School Time committee, and through other local and regional service organizations.

Sustainability Plan - DCS, the City of Davenport, Iowa State Extension and other community partners are also dedicated to sustainability of the programs beyond the fully funded three year period, including continuity of quality in years 4 and 5 and the potential of the elimination of funding after the 5 year grant cycle. Nearly a decade ago, Stepping Stones program leaders and partners participated in Finance Project, a continuous improvement process for sustaining OST programs offered by the Iowa DE and Iowa Afterschool Alliance. Through this process, DCS, Parks and Rec, ISU Extension and other partners crafted a thorough sustainability plan for the Stepping Stones program to implement specific strategies to address funding decreases and in the case of elimination of funding. With each grant application, partners reaffirm this commitment, including to assure operational continuity during the 25% reduction in years 4 and 5 and beyond the grant funding.

The specific sustainability strategies for the proposed project include:

- 1) DCS in-kind increases in years 4 and 5 to pick up 100% of Site Coordinator and Clerical expense, alleviating grant budgets of expenses beyond direct program costs at school-level.
- 2) Parks and Rec increases contribution to 50% match for academic enrichment for summer program in years 4 and 5. Enrichment partners lower their rates by 25% to support the decrease in funding in years 4 and 5.
- 3) School staff dedicate United Way and Employee Giving pledges to support the programs
- 4) Custodial fund has been established with Davenport Schools Foundation to receive corporate gifts to support scholarships, including new support from Deere Foundation in their role as national afterschool ambassadors.
- 5) DHS Childcare Assistance will provide a new resource for families beyond the grant funds. New DHS QRS site approval will bring \$1,600 per site for program support beyond the grant cycle.
- 6) Resource development is ongoing, led by DCS and community partners with new leadership from the United Way of the Quad Cities and the John Deere Foundation in recognition of the Stepping Stones program as an exemplar in after school programming.

Long term sustainability of the district-wide Stepping Stones program is based upon maintaining a series of balanced and diversified funding streams. Enrichment partners provide in-kind services with outside sources of funding to support mission and in-kind for staff, professional development, facilities, and other expenses beyond the grant. Other funds and resources are consistently sought, including local and national grants and charitable contributions; inter-governmental sources; school district and municipal contributions; and, as grants



mature and ultimately end, the phasing in of affordable program fees on a sliding scale and supplemented by DHS Childcare Assistance, scholarships and sibling discounts. Fees, however, will never be a barrier to participation.

**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; Operation Department and the Student Assessment Department will provide administrative support, grants management, partnership development, marketing and curriculum development, including summer PD, coaching, curriculum and facilities management.
USDA Food and Nutrition Service/River Bend Food Bank – daily snack and weekly dinner service for the afterschool program; breakfast, snack and lunch service for the summer program. School-based food pantries at each school will offer monthly food distribution and weekly backpack programs to send food home with students over the weekend
Federal Title I funding – support for Family Involvement Liaison, School Administrative Manager and reading and math instruction after school and during the summer program.
City of Davenport – Parks and Rec, Police, Public Works and Library partnership in staffing and programming, including AmeriCorps, Family Literacy, enrichment and summer wrap and “school out days” activities.
ISU Extension –partnership in evaluation, professional development, enrichment, family literacy, including providing in-kind administration and staffing of the Families Matters program at each school
Program partners such as Community Health Care, Eastern Iowa Community Colleges Adult Literacy Program Davenport Public Library, Boys and Girls Club and One Eighty – providing program expertise, staff/volunteer support and more, including collaborative fund development efforts

Mapping between partners encourages 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 families 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 proposed program 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, partners and the broader community for continuous improvement and ongoing support and sustainability.

**Outreach and Recruitment Communications:** Recruitment communication for the program will include students identified through counselor “watch lists” and those identified as Tier II/Tier III in the school’s Multi-Tiered System of Supports (MTSS) framework. A program flyer will be distributed to targeted families via direct student distribution as well as home mailings and availability at each school site and other community sites through partners. Though the program is open to all, these students will receive a personal invitation by the Program Lead in partnership with the Principal, Counselor, or a specific caring adult as identified in the student’s Tier plan. Outreach will be ongoing, at the beginning of the school year and with weekly updates and communication. The Principal and Program Lead will follow up with the parents to communicate ongoing opportunities for student and family participation, such as special events and field trips, and answer any questions or concerns to recruit year-round. Recruitment outreach will address 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. The district’s auto-dialer phone system will be used during key recruiting periods to increase awareness of the program as will articles in school newsletters, websites, Facebook, etc. Because of the diversity of and language barriers among targeted students and parents, communication tools will read at an 4<sup>th</sup> grade level and will be

made available in Spanish-language translation. With the frequency and personalized approach of this communication plan, we anticipate a high level of knowledge about and interest in the program. Ongoing celebration of program activities and accomplishments will be shared school-wide to present the programs as fun and popular among students.

**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 assists 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 evaluation results will be posted on the Stepping Stones website, shared with community partners through monthly meetings of the Network of Community Schools Partners, 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 local media and cable access, through presentations to the local school board, city councils, and service organizations and through special events. These events include the Lights On for Learning rally, hosted this year by the John Deere Foundation and the United Way of the Quad Cities which featured the Stepping Stones collaboration and served as a challenge from the Foundation for corporate funding of after school programming. Communications will include opportunities to financially support the program, including a reminder that pledges can be designated directly to “Stepping Stones” through payroll deduction during the annual Employee Giving Campaign in the school district. See page 18 for details of the Evaluation Communications Plan.

## Partnerships

### 7.1 Existing Relationships and Roles

The proposed program is based on the strength of existing relationships with a history of over 30 years of successful collaboration serving the students and families of Davenport:

**Network of Community Schools Partners (NCSP)** - Since 1985, the NCSP (formerly a Community Education model) linked community agencies and stakeholders to address school and community needs. NCSP includes parents, teachers, administrators, and community agency/organization representatives.

**Community Collaborative Summer Enrichment Camps** - It was out of the NCSP that the design and implementation of summer enrichment camps began in 1995. The camps, a collaboration by the DCS, Iowa State Extension, the Davenport Parks & Recreation and others, provided a foundation for collaboration that garnered a series of successful 21st CCLC grants from 1999 to the present.

**Task Group for Community Summer/After school Programming (CSAP)** - In 2002, the NCSP formed Task Group for Community Summer/Afterschool Programming. (CSAP) to create a “Framework of Best Practices” and evaluation tenets still in use by ISU Extension. CSAP, and subsequent Finance Project sustainability planning by Iowa DE, built a foundation for collaboration beyond federal 21st CCLC grants, with many Stepping Stones program sites self-sustaining, free of grant funds. CSAP resulted in NCSP creating an Out Of School Time (OST) committee to assure seamless community programming.

**The Davenport Model** – NCSP partners develop a community-wide approach to quality before, after school and summer programs through the OST Committee, publishing a Child Care Guide of providers and quality indicators for families. Stepping Stones continues to grow in impact and collaboration with shared governance, staffing, programming and continuous improvement through partner collaboration. Hayes and Washington were identified as next sites to sustain in this approach to reach our community’s most at-risk students.

**The Full Service Schools Movement** – The Davenport Model continues to evolve with the Full Service Schools philosophy. New partnerships in community health services, adult literacy programs and faith-based collaboration and a new look at the needs of students in the achievement gap are all being piloted in the proposed program model at Hayes and Washington. The Deere Foundation and the United Way of the Quad Cities has adopted the Stepping Stones model as a demonstration project for educational supports and community schools initiatives in our region.

In this new 21" CCLC application, the development, implementation and evaluation of the proposed program is based on vital and strategic community partnerships, building on existing relationships and adding some new partners who will increase program impact even further with the following roles:

**City of Davenport**—joint submitter through Parks and Recreation who provide shared administration, staffing and enrichment activities, including “school out days” at park facilities and summer wrap services for Hayes Elementary; and AmeriCorps. Davenport Public Library will offer family/student literacy services.

**Iowa State University Extension and Outreach, Scott County (ISU Extension)** – as a primary partner provides professional development, technical assistance and external evaluation for the program. Curriculum and program support includes after school academic enrichment and the “Family Matters” program supporting family literacy, parent education and agency supports.

**Davenport Junior Theater** – NEW – community-based theater and dance programming, including culminating performances tied to Family Engagement events.

**One Eighty** – NEW – a faith organizations serving families and individuals in crisis with housing, food assistance, job placement and mentoring will provide Full Service Schools parent opportunities and senior volunteers.

**River Bend Food Bank** – NEW – the Food Bank will facilitate school-based food pantries and weekend Backpack Food Program for neediest families while coordinating community volunteer service.

**Scott County YMCA** – the YMCA will facilitate recreation activities, parent education sessions of health and wellness, connecting families with recreation and enrichment opportunities.

All partners are committed to continue programming at the schools beyond the grant cycle through a blend of other community charitable resources and by reducing fees for service even further to support program sustainability. Though grant funds will be shared with most partners through fees for services, all of these entities are considered “partners” rather than “contractors,” with each partner offering bringing some level of in-kind contribution and offering programming at a reduced costs.

## **7.2 Meaningful engagement, recruiting new and maintaining current partners**

Current and potential new partnerships will be founded in a common commitment to the collaborative process to meet the needs of youth. This commitment is based on three important tenets of partner engagement in the “Full Service Schools” model: Collaboration, Coordination and Communication.

**Collaboration** - The proposed Full Service Schools program was built on a collaborative process that leverages existing relationships, connects existing program strategies, and provides a unified system of service. Through a series of design sessions, community partners agreed on the intended outcomes; “mapped” a variety of individual agencies’ 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 during years 4 and 5 for support. Stepping Stones has a collaborative governance structure and shared staffing among several partners.

**Coordination** - In addition, many of our community partner leaders serve on DCS leadership groups such as the Local School Improvement Advisory Council (LSIAC), the Network of Community Schools Partners (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 promotes the Full Service Schools model as best practice. The advisory and administrative structures support coordination with partners for program implementation, including new partners for community health services and food pantries, who will all serve on a school-level Stakeholder Advisory Council. A Site Coordinator is the operational project liaison between DCS and project’s partners. A Program Lead is responsible for daily implementation of scheduled partner activities and staff management. Partners have embraced this



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 proposed program. Stakeholders participate with all representative groups, including NCSP, LSIAC, and site councils. Monthly Stakeholder Advisory Council 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 program engages current partners and will recruit new partners to the project through school, community and district outreach and promotion, including in newsletters, email, school marquis, media and partner networks.

## Evaluation

### 8.1 Experienced Evaluator

The Stepping Stones program at Hayes and Washington will benefit from comprehensive, rigorous evaluation at the local level by our external evaluator, ISU 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. Evaluation informs programmatic decision-making and provides all necessary data to the Iowa Department of Education (IDOE.) 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 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 program activities and outcomes for the program. All partners have committed to the proposed project outcomes and adopted the evaluation plan.

2) Data Tools - A series of rigorous evaluation tools, researched by evaluation experts at ISU Extension, have been identified and aligned with each of the identified outcomes. These tools collect objective assessment data including FAST, CogAT and Iowa Assessments for school year academic outcomes; and DORA and ADAM for summer learning outcomes. 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. The Walker Survey Instrument will measure student social-behavioral outcomes including evaluation of adaptive behavior (the skills necessary to function independently in classroom instructional settings) and interpersonal social competence (the skills necessary to maintain adequate social interactions and relationships with others.) The E-Z Care student information system tracks attendance and other program information and has easy linkage with the district's student information system 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 IDOE reporting system.

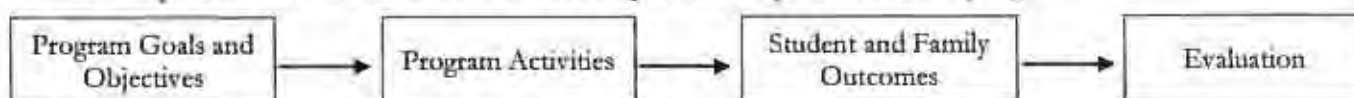
3) Management and Leadership - The Site Coordinator and Program Lead support ISU Extension in collecting data at the site level. This team leads efforts for local evaluation and compliance with IDOE expectations for surveying, research and evaluation, including full participation in IDOE site visits. DCS Assessment Office lead data analysis to align student behavior and academic data with implementation data and other data points.

### 8.2 Using Evaluation Results

Use of evaluation for program improvement and promotion: A comprehensive system of program evaluation and audits determine fidelity and impact of critical programmatic and operational outcomes. Tools include a facilities quality checklist and safety audit; ongoing auditing of program scheduling; participant surveying and

observation and, most importantly, measurable student outcomes. All of these evaluation results are shared in daily coaching session and weekly meetings with program and partner staff to reinforce program standards and guide professional development, as well as with the Stakeholder Advisory Council monthly to provide context and goals for project planning. Evaluation results will be reviewed and staff and stakeholder recommendations will be implemented by the Shared Governance team to assure consensus and ongoing communication among the primary partners, DCS, City Parks and Recreation and ISU Extension. The evaluation results are also shared with parents, partners and the general community through presentations at Family Nights and partner meetings; the Stepping Stones website and Facebook page; an annual media event in partnership with the City and ISU Extension and annual Lights On for Learning activities. Communications include ways to support the program financially, including a reminder that Employee Giving pledges can be designated directly to “Stepping Stones” through payroll deduction.

Alignment of Evaluation Procedures: The evaluation plan was developed by ISU Extension and aligned with the Hayes and Washington CSIP and Title I SINA Plans. Proposed Student and Family Literacy outcomes serve as a foundation for all of the adopted strategies and activities. The resulting outcomes drive the evaluation process and inform the continuous improvement process for the program.



A series of student and family outcomes have been set as a foundation for the Evaluation process:

Hayes and Washington Student and Family Literacy Outcomes	
<b>Student Academic and Behavioral Outcomes</b>	<ul style="list-style-type: none"> <li>Stepping Stones participants will show increased growth in reading over the course of the school year in comparison to like-demographic students from the same school who do not participate in 21st CLC programs.</li> <li>Stepping Stones participants will show increased growth in math over the course of the school year in comparison to like-demographic students from the same school who do not participate in 21st CLC programs.</li> <li>Stepping Stones participants will be proficient in age-appropriate social behaviors and classroom adjustment behaviors.</li> </ul>
<b>Family Literacy Outcomes</b>	<ul style="list-style-type: none"> <li>Families will increase resiliency, familial health and well-being through increased knowledge of and access to services specific to their family's needs</li> <li>Adult family members who engage in family literacy activities will increase knowledge and skills to more effectively enhance their child's academic, social-emotional, and behavioral development.</li> </ul>

Performance indicators within these outcomes set measurable benchmarks for evaluating success, utilizing local student data and nationally recognized assessment tools based on the following outcomes:

*Reading/Language Arts/Math:* Reading and math outcomes for Hayes and Washington students will be assessed through FAST, CogAT and Iowa Assessments. Summer evaluation will use DORA (Diagnostic Online Reading Assessment) and ADAM Adaptive Diagnostic Assessment of Mathematics) for pre-testing to establish student grouping and refine intervention content and will be compared against post-testing to evaluate program impact.

*Behavioral:* The Walker Survey Instrument (WSI) will assess student social-behavioral outcomes such as evaluation of adaptive behavior (skills necessary to function independently in classroom instructional settings) and interpersonal social competence (skills necessary to maintain adequate social interactions and relationships with others.) Additionally, attendance, discipline referrals suspension and other impacts on school safety will be analyzed to determine impact on classroom adjustment.

*Family literacy:* outcomes will be assessed through pre and post surveying of students, teachers and parents. Parent attendance and surveying will measure the relevance and reach of Family Literacy activities. The growth of family capacity and resiliency will be tracked by Families Matters staff using the comprehensive framework

of Shirer's "A Measure of How Families Are Doing" (Shirer, 1999) that establishes ten elements of family life and comprehensive framework for familial well-being and health.

Communications Plan: Program outcomes and milestones will be shared with staff in the school and administration, partners and general community in a timeline and form appropriate to various audiences. Evaluation will be shared in daily coaching session and weekly meetings with program and partner staff to reinforce program standards and guide professional development. Results will be shared regularly with partners through meetings of the Network of Community Schools Partners and their Out-of-School Time committee, and through other local and regional service organizations. We will reach the community-at-large to celebrate project milestones, including: postings on the DCS and Stepping Stones website and Facebook pages; cable access and televised presentations to the local school board and city council.



### **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 proposed 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, summer and weekend programs, times the number of days the program will operate during the afterschool, summer and weekend 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 21<sup>st</sup> CCLC funds awarded to Davenport Community Schools will not be used to supplant funding for existing programs and services. 21<sup>st</sup> CCLC funds will be used to create afterschool, summer and non-school day program opportunities for children and families of Washington Elementary and Hayes Elementary Schools. The funds will be used to reach new populations and introduce expanded programming. As a component of our sustainability plan, principals and administrators will review the possibility of Hayes & Washington Schools using discretionary federal, state, and local funds to strengthen the 21<sup>st</sup> CCLC initiative in their respective schools. It is understood that some changes may be requested as the continuous improvement process reveals expenditures that do not produce intended outcomes or that identify the need for a different focus.

**Personnel (75%)**: This proposal will be evaluated on the basis of meeting expressed academic and social/behavioral goals. It is important that as many resources as possible be committed to student-centered services geared toward academic improvement. It is critical that intensive academic instruction for students in academic need be performed by teachers employed within the school during the core day. These professionals are in optimal position to help further achievement levels afterschool, on the weekends and in the summer. A .5 Program Leader is dedicated to managing staff and students at the program level. A total of 13% of the total personnel budget is dedicated to the category of Family Literacy staffing, as shown in the narrative focusing on the whole family as well as the students is what creates a true Community Learning Center Model. Funding will be dedicated to coordinating adult literacy classes, health services opportunities for families as well as family centered education classes delivered on evenings and weekends. The personnel budget includes teacher time, paras as program assistants as well as contracted services for Family Literacy Activities 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, local programming, annually, three 2 day trips to Des Moines, including hotel, lodging and meals. Staff travel is an essential component of professional development in regard to maintaining high quality programming, stay current on developing research in the field of Out of School Time, learning about sustainability and receiving ingoing exposure to the various models of out of school time funds have been allocated to cover the expense of travel for