

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

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

Mail Applications to:

Jodi Bruce

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Address all questions to: vic.jaras@iowa.gov

APPLICATION INFORMATION

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

County: Scott		Amount Requested: \$ 300,000 (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 Schools Address: 1606 Brady Street		Agency Name: Davenport Community Schools Stepping Stones Program Address: 318 East 7 th Street	
City: Davenport	Zip: 52803	City: Davenport	Zip: 52803
Phone: (563) 336-5083	FAX: (563) 336-5080	Phone: (563) 528-0973	FAX:
Email: tateart@davenportschools.org		Email: fordsh@davenportschools.org	

Data Collection and Evaluation Contact: Jennifer Best, Iowa State Extension Address: 875 Tanglefoot Lane		Fiscal Contact: Marsha Tangen Address: 1606 Brady Street	
City: Bettendorf	Zip: 52722	City: Davenport	Zip: 52803
Phone: (563) 359-7577	FAX: (563) 355-6569	Phone: (563) 336-5065	FAX: (563) 336-5080
Email: jbest@iastate.edu		Email: tangenm@davenportschools.org	

Is this an application for a continuation grant? (Check yes or no): Yes No

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: _____ <i>OR</i> Enter School District Code 1611

(If applicable) Enter Child Care License #: _____
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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 in need of assistance (SINA)*** under Title I (Section 1116). *5 additional points awarded*

Documentation: Both Monroe Elementary and Smart Intermediate are Schools in Need of Assistance under Title I. See attached verification of SINA status for Davenport – Monroe Elementary and Davenport – Smart Intermediate from Iowa Department of Education website.

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

- 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: Jointly submitted by Davenport Community Schools and the City of Davenport Parks and Recreation. See attached letter of commitment and required signature for documentation.

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

53	Louisa	9	Mississippi Bend	1368	Columbus Comm Scho	0409	Roundy Elementary School			MET	SINA-4	SINA-5	MET
14	Carroll	11	Heartland	1413	Coon Rapids-Bayard Cx	0172	Coon Rapids-Bayard 4-12 Attendance Center			MET	SINA-1	SINA-1	MET
14	Carroll	11	Heartland	1413	Coon Rapids-Bayard Cx	0409	Coon Rapids-Bayard Elementary School			MET	MET	MET	MET
2	Adams	14	Green Hills	1431	Corning Comm School	0109	Corning High School			MET	MET	Removed	MET
2	Adams	14	Green Hills	1431	Corning Comm School	0209	Corning Junior High School			MET	MET	SINA-2	MET
41	Hancock	7	AEA 287	1449	Corwith-Wesley Comm	0409	Corwith-Wesley High School			MET	MET	Watch	MET
55	Kossuth	5	Prairie Lakes	1449	CWL	0409	LuVerne Elementary School			MET	MET	MET	MET
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0109	Thomas Jefferson High School			MET	SINA-7	SINA-9	MET
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0118	Abraham Lincoln High School			MET	SINA-7	SINA-9	MET
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0212	Gerald W Kim Middle School			MET	SINA-8	SINA-6	MET
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0245	Woodrow Wilson Junior High School			MET	SINA-5	SINA-5	MET
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0418	Bloomer Elementary School			MET	Watch	SINA-1	MET
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0422	Carter Lake Elementary School			MET	SINA-2	Removed	MET
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0425	Crescent Elementary School			MET	MET	MET	MET
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0427	College View Elementary			MET	Watch	Watch	MET
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0445	Edison Elementary School			MET	SINA-1	Watch	MET
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0454	Franklin Elementary School			MET	Watch	SINA-2	MET
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0481	Hoover Elementary School			MET	Watch	Watch	MET
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0490	Lewis & Clark Elementary School			MET	SINA-1	Removed	MET
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0499	Longfellow Elementary School			MET	SINA-2	Delay-1	MET
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0544	Roosevelt Elementary School			MET	SINA-2	SINA-3	MET
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0553	Rue Elementary School			MET	SINA-1	SINA-2	MET
78	Pottawat	13	Green Hills	1476	Council Bluffs Comm S	0571	Walnut Grove Elementary School			MET	SINA-3	SINA-4	MET
88	Union	14	Green Hills	1503	Creston Comm School	0109	Creston High School			MET	Delay-3	Removed	MET
88	Union	14	Green Hills	1503	Creston Comm School	0118	High Lakes Entry Academy High School			MET	Removed	Removed	MET
88	Union	14	Green Hills	1503	Creston Comm School	0218	Creston Middle School			MET	SINA-4	SINA-4	MET
88	Union	14	Green Hills	1503	Creston Comm School	0409	Creston Elementary School			MET	SINA-3	SINA-3	MET
88	Union	14	Green Hills	1503	Creston Comm School	0418	Creston Early Childhood Center			MET	Watch	Watch	MET
25	Dallas	11	Heartland	1576	Dallas Center-Grimes C	0109	Dallas Center-Grimes High School			MET	MET	MET	MET
25	Dallas	11	Heartland	1576	Dallas Center-Grimes C	0209	Dallas Center-Grimes Middle School			MET	Delay-3	Delay-1	MET
25	Dallas	11	Heartland	1576	Dallas Center-Grimes C	0218	Dallas Center-Grimes Meadows			MET	Watch	Watch	MET
77	Polk	11	Heartland	1576	Dallas Center-Grimes C	0418	North Ridge Elementary			MET	MET	Watch	MET
25	Dallas	11	Heartland	1576	Dallas Center-Grimes C	0427	South Prairie Elementary			MET	MET	MET	MET
29	Des Moir	15	Great Prairie	1602	Danville Comm School	0436	Dallas Center Elementary			MET	MET	MET	MET
28	Des Moir	15	Great Prairie	1602	Danville Comm School	0172	Danville Junior-Senior High School			MET	Removed	SINA-2	MET
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho	0409	Danville Elementary School			MET	Delay-1	SINA-1	MET
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho	0109	Central High School			MET	SINA-6	SINA-8	MET
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho	0116	North High School			MET	SINA-9	SINA-9	MET
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho	0118	West High School			MET	SINA-8	SINA-8	MET
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho	0127	Kimberly Center East			MET	SINA-5	SINA-7	MET
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho	0205	Wood Intermediate			MET	SINA-9	SINA-8	MET
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho	0209	Frank L. Smart Intermediate			MET	SINA-5	SINA-5	Removed
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho	0218	Sudlow Intermediate			MET	SINA-7	SINA-9	MET

82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho-	0223	Walcott Intermediate			MET	Delay-3	SINA-4	MET
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho-	0227	Williams Intermediate			MET	SINA-7	SINA-8	Removed-
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho-	0236	J B Young Intermediate	S		MET	SINA-5	SINA-5	Delay-2
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho-	0409	Adams Elementary School			MET	SINA-2	SINA-1	MET
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho-	0412	Blue Grass Elementary School			MET	MET	MET	MET
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho-	0414	Buchanan Elementary School	S		MET	SINA-2	SINA-3	MET
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho-	0415	Buffalo Elementary School			MET	MET	SINA-1	MET
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho-	0417	Eisenhower Elementary School			MET	MET	Removed	MET
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho-	0418	Fillmore Elementary School	S		MET	SINA-4	Delay-4	MET
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho-	0427	Garfield Elementary School			MET	Watch	Delay-1	MET
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho-	0454	Harrison Elementary School			MET	Watch	SINA-2	MET
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho-	0463	Hayes Elementary School	S		MET	SINA-1	SINA-1	MET
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho-	0475	Jackson Elementary School	S		MET	SINA-2	Delay-3	MET
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho-	0481	Jefferson Elementary School	S		MET	MET	SINA-5	MET
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho-	0499	J B Young Elementary (Lincoln Academy of Fine Arts)	S		MET	MET	SINA-4	Watch
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho-	0508	Madison Elementary School	S		Watch	SINA-3	SINA-3	Watch
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho-	0526	McKinley Elementary School	S		MET	SINA-2	SINA-1	MET
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho-	0535	Monroe Elementary School	S		MET	SINA-5	SINA-5	MET
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho-	0573	Harry S Truman School			MET	MET	SINA-1	MET
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho-	0576	Walcott Elementary School			MET	Watch	Delay-1	MET
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho-	0580	Washington Elementary School	S		MET	SINA-4	Delay-2	MET
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho-	0589	Wilson Elementary School	S		MET	SINA-2	SINA-1	MET
82	Scott	9	Mississippi Bend	1611	Davenport Comm Scho-	0959	Kimberley Center Alternative School			MET	MET	MET	MET
26	Davis	15	Great Prairie	1619	Davis County Comm Sc	0109	Davis County Community High School			MET	MET	Watch	MET
26	Davis	15	Great Prairie	1619	Davis County Comm Sc	0172	Flex Ed High School			MET	MET	Watch	MET
26	Davis	15	Great Prairie	1619	Davis County Comm Sc	0421	Davis County Elementary	T		MET	MET	Watch	MET
26	Davis	15	Great Prairie	1619	Davis County Comm Sc	0428	Davis County Middle School			MET	MET	Watch	MET
96	Winnesh	1	Keystone	1638	Decorah Community Sc	0109	Decorah High School			MET	SINA-4	SINA-1	MET
96	Winnesh	1	Keystone	1638	Decorah Community Sc	0209	Decorah Middle School			MET	MET	MET	MET
96	Winnesh	1	Keystone	1638	Decorah Community Sc	0408	Carrie Lee Elementary			MET	SINA-1	Delay-2	MET
23	Clinton	9	Mississippi Bend	1675	Delwood Comm School	0440	John Cline Elementary School	T		MET	MET	Watch	MET
24	Crawford	12	Northwest	1701	Denison Comm School	0409	Delwood Elementary School			MET	MET	Watch	MET
24	Crawford	12	Northwest	1701	Denison Comm School	0109	Denison High School	T		MET	MET	MET	MET
24	Crawford	12	Northwest	1701	Denison Comm School	0118	Denison Alternative High School			MET	SINA-4	SINA-6	MET
24	Crawford	12	Northwest	1701	Denison Comm School	0209	Denison Middle School			MET	MET	SINA-4	MET
24	Crawford	12	Northwest	1701	Denison Comm School	0409	Broadway Elementary School	S		MET	SINA-5	SINA-8	MET
24	Crawford	12	Northwest	1701	Denison Comm School	0418	Denison Elementary School	S		MET	MET	Delay-1	SINA-3
9	Bremer	7	AEA 267	1719	Denver Comm School I	0109	Denison Elementary School			MET	MET	Removed	SINA-1
9	Bremer	7	AEA 267	1719	Denver Comm School I	0209	Denver Senior High School			MET	MET	Watch	MET
9	Bremer	7	AEA 267	1719	Denver Comm School I	0309	3-5 Elementary School Lincoln Street Building	T		MET	MET	MET	MET
77	Polk	11	Heartland	1737	Des Moines Independent	0109	East High School			Watch	SINA-8	SINA-8	Removed-
77	Polk	11	Heartland	1737	Des Moines Independent	0114	Hoover High School			MET	SINA-8	SINA-7	MET
77	Polk	11	Heartland	1737	Des Moines Independent	0118	Lincoln High School			MET	SINA-8	SINA-8	MET
77	Polk	11	Heartland	1737	Des Moines Independent	0127	North High School	S		MET	SINA-5	SINA-4	MET



DAVENPORT PARKS AND RECREATION

700 WEST RIVER DRIVE, DAVENPORT, IOWA 52802 ♦ 563-328-PARK (7275) ♦ WWW.CITYOFDAVENPORTIOWA.COM/PARKS

December 8, 2014

To Whom It May Concern:

The City of Davenport Parks and Recreation Department would like to offer collaborative support for the Davenport Community Schools 21st Century Community Learning Center Project focusing on sites referenced in our Memorandum of Understanding, Monroe Elementary and Smart Intermediate. The City of Davenport is aware of the importance of out of school time programs in the community and continue to grow our partnership to help ensure all students have access to this programming.

As stated in the MOU, the City of Davenport Park and Recreation Department will provide at these schools enrichment activities and summer programs to help address a need for students. Some of the opportunities are not limited to and may include theater, environmental enrichment, sports activities and diversity awareness.

The City of Davenport Parks and Recreation Department has also agreed to provide an AmeriCorps to support each of the school mentioned in this grant and will continue to provide all non-certified staff for the learning center project.

With sincerest regards,

A handwritten signature in black ink, appearing to read "Theresa Hauman".

Theresa Hauman, MPA, CPO, CPRP

Senior Recreation Manager Davenport Parks and Recreation

City of Davenport AmeriCorps / Youth Corps Program Director

**Davenport Community Schools
Monroe Elementary & Smart Intermediate**

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Memorandums of Understanding & Letters of Support

Required Forms:

Site Information (Form A)

Assurances and Agreements (Form B)

Collaborative Signatures (Form C)

Budget (Forms D1, D2, D3)

Minority Impact Statement (Form E)

Non-Public Consultation Document (Form F)

“Community Schools at the Heart of Urban Davenport”

Project Abstract

The proposed project serves the students and families of Monroe Elementary and Smart Intermediate in the urban core of Davenport, Iowa. Located on the same city block the schools serve one 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 Monroe Elementary and Smart Intermediate through the community schools model, providing high-quality academic enrichment, student supports and family literacy activities.* 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 in their field, including partnering on the “Stepping Stones” out of school time program which is the foundation of the proposed project. The proposed strategies and practice are informed by the research base in youth development and extended learning and are guided by a community schools philosophy, an approach that celebrates partnerships between the school 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 75, with program hours averaging 3 ½ hours for 182 days of the school year, including after school programming until 5:30 p.m. to accommodate the needs of working families and an intermediate before school program for Smart Intermediate’s 6th -8th graders. A half day summer program of 30 days for K -8th grade will wrap with partner services; a KinderJump program for 19 days; and a 5 day 6th grade academic transition program will serve an additional 75, 60 and 60 students respectively each summer. 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 within the program. 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 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 aligns with the core-day curriculum and system of interventions, including research based intervention materials for Tier II /Tier III students on an RTI plan. 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 Site Coordinator to assure continuity with the school day curriculum, student recruitment and to coordinate Family Literacy activities. A .5 Program Lead will manage daily activities, including overseeing staff and partners during the program. 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 and 6th grade teachers for an academic transition program for intermediates over the summer months. 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 .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. 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 commitment from primary partners to sustain the services 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. Program offerings and partner commitments are an important part of the project design and include:

City of Davenport– is joint submitter through Parks and Recreation who provide shared administration, staffing and enrichment activities, including “school out days” at park facilities. Davenport Public Library will offer family and student literacy services, including Literacy Leaders peer mentor program.

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.

Eastern Iowa Community Colleges Adult Literacy Program – NEW – provides 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.

180 Zone – NEW – a faith organization serving families and individuals in crisis with housing, food assistance, job placement and mentoring will provide youth mentoring and service learning opportunities as well as senior volunteers through their West End Initiative.

Scott County YMCA – the YMCA will facilitate intermediate level activities, connecting students with recreation and enrichment opportunities after school.

Enrichment Partners – various community agencies provide enrichment services such as arts and cultural 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 the students themselves.

A comprehensive evaluation plan, based on the district’s CSIP and the schools’ Title I plans, drives program activities and sustainability, with a series of community partners aligned with specific activities and outcomes. Measures include academic and social outcomes for participating students and family literacy outcomes. External evaluation services are delivered by ISU Extension. The “Stepping Stones” program is widely celebrated, receiving the national Audrey Nelson Community Development Achievement Award; 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 DE, including hosting the 2014 state-wide conference and numerous 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. DCS is a District In Need of Assistance, serving many subgroups, including various ethnicities, special needs students, English Language Learners, and those living in poverty. Monroe and Smart Intermediate are also designated Schools In Need of Assistance, verified by the Iowa Department of Education’s website. See attached.

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. Monroe Elementary has a mobility rate of 34% which ranks as one of the five highest rates in DCS. Monroe has an enrollment of 480 with 100% of students on free lunch, a 56% minority rate and 19% special needs, including a 13% ELL student body. Monroe Elementary is on the same city block of another struggling public school, Smart Intermediate. The district has identified Smart Intermediate for intensive administrative support based on the needs of families, including requesting “Stepping Stones” services for the school. Smart is a struggling neighborhood school serving a very diverse audience with high poverty with 78% of students on free lunch. Families are highly transient with a mobility rate of 26%, the second highest rate among intermediate schools in DCS. Smart Intermediate has an enrollment of 496 total K-8 with approximately a 43% minority rate and 19% special needs.

Academic Needs: Students from both schools struggle academically. The gaps are particularly evident among these schools’ minority and low income students who test far below their peers. See charts to right which describe Title I program data tracking achievement gaps among subgroups. In addition, the district utilizes an Early Warning System as part of drop out prevention measures that identify “flags” as defined by the Iowa Department of Education within the categories of attendance, suspensions/mobility, 2-year deficit on Iowa Assessments and other measures of academic performance. Monroe students are the highest in the district for academic performance flags with 49.7% of students having been flagged, half of students with serious achievement deficits. Another 23% are at least 2 years behind grade level on Iowa Assessment. Smart has similar challenges with 33% of students with academic flags and 40% 2 years behind grade level on Iowa Assessments.

Monroe - Proficiency Iowa Assessments			
	Reading	Math	Science
DCS All	61%	62%	64%
Monroe All	37%	54%	53%
White	45%	60%	57%
Non-White	30%	45%	48%
Low SES	37%	50%	49%

Smart - Proficiency Iowa Assessments			
	Reading	Math	Science
DCS All	61%	63%	60%
Smart All	49%	43%	44%
White	53%	54%	54%
Non-White	44%	34%	36%
Low SES	45%	44%	45%

Learning challenges for Monroe/Smart families start with early learning deficits in foundational literacy skills that show the lack of preschool experience. Data from the school’s recent DIBELS, Dynamic Indicators of Basic Early Literacy Skills clearly demonstrate deficits in foundational skills compared to district averages. See Chart.

Additional DIBELS data shows that students at Monroe Elementary are losing ground over their K-3 years as demonstrated by DIBELS data on students considered “well below” grade level. Compared to the district averages, the percent of Monroe considered “well below” increases each year falling dramatically below district average by grade 3. See Charts. This analysis of the schools’ academic data shows a dramatic need for

DIBELS Reading Proficiency				
	Gr K	Gr 1	Gr 2	Gr 3r
Monroe	66%	54%	53%	49%
District	80%	62%	66%	64%

DIBELS Well Below Reading Proficiency				
	Gr K	Gr 1	Gr 2	Gr 3r
Monroe	10%	34%	28%	35%
District	7%	23%	19%	23%

supplemental reading instruction for the schools’ lowest 25% of learners in particular at early elementary level. A new approach targets grades K-3 to address deficits in foundational skills and helps older elementary students continue to grow in reading and all other subject matter in later grades.

Social-Behavioral Needs: Monroe and Smart Intermediate students also struggle with high rates of absenteeism and behavior disruptions as demonstrated by the Early Warning System categories of attendance and suspensions/mobility. In addition to academic deficits, nearly 18% of Monroe students also have attendance flags, the highest rate in the district. Smart’s students have a similar rate of attendance flags and also have over 12% of students with a suspension/mobility flag indicating absence from core learning in the school. At Smart Intermediate nearly 10% students have a flag in each of the four at-risk categories, an astounding one in ten. See the chart to the right for the incident tracking on most significant behaviors since the beginning of the 2014-15 school year. There is a particular pattern of behavior issues among older boys at these schools with increased classroom disruption and office referrals beginning in 4th and 5th grade and continuing through the intermediate transition years. Information on and strategies to address behavior disorders also emerged as a high interest in recent parent survey results for the proposed program. Other trends that have been identified as part of project design 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.

2014-15 Behavior Tracking		
Incident	Monroe	Smart
Bullying/Harassment	6	7
Physical Encounter	248	164
Significant Disruption/Language	152	522
Out Of School Suspension	18	107

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. The schools are located in one of Davenport’s most struggling neighborhoods:

- 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.

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. 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. 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 Community 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.

Addressing Student and Family Needs: Out of School Time programs are a critical support for working families. Iowa is ranked 3rd in the nation in percent of families with two working parents Also 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 (71.4%) and is a national leader in the number of working families. 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 surveying and interviews also identify the need for "school out day" programs during in-service dates, emergency weather and snow days, etc. 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. The Community 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 Monroe Elementary and Smart Intermediate. The results revealed 100% of respondents wanting the afterschool opportunities and 100% identifying additional tutoring and enrichment needs, including increased sports offerings. Youth input will also be acquired after the program begins with surveys regarding interests and program quality. Youth will be actively engaged as decision-makers on activities including project-based learning clubs, where students will create their own content and schedule.

Parents and families - Parent involvement has been integral to the process to assure the program meets the needs of parents of all backgrounds, including scheduling that supports working families. District-wide parent survey results were utilized to determine the need for expanded extracurricular opportunities, increased teacher communication and support for homework and other learning activities for home. Planning for the proposed project also actively engaged parents and families in project design through parent surveying and a focus group session afterschool. Survey response included: 100% identified afterschool as a need; 85% identified summer as a need; 100% identified a school-based referral service as a benefit; 93% showed interest in adult education classes. Of adult learning opportunities the most frequent requests were for help understanding their child's homework, behavior disorders, managing money, nutrition /cooking and health services, including expanding medical access.

Community partners - The program was designed collaboratively with several primary partners, City of Davenport, Iowa State University Extension (ISU Extension), RSVP senior volunteer program, Eastern Iowa Community Colleges' Adult Literacy Program and Community Health Care. 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 starting with site selection all the way through project design. School leader and teacher participation included collaborative design sessions and focus group discussions 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 parent workshops, expanding access to technology, adult literacy services 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 Community Schools Program at Monroe and Smart Intermediate. These activities and the “determining” data sources include: 1) **Academic data** - Academic assistance in reading, Phonics and Comprehension focus; Academic assistance in math and science; Kindergarten Readiness and 6th grade transition for students and parents; 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; 3) **Parent survey and interviews** - Parent engagement and family literacy activities; Community health services and education; Family Matters, Adult literacy and GED programs; 4) **Student focus group** - 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 75, with hours averaging 3 ½ hours for 182 days, including after school until 5:30 p.m., to accommodate the needs of working families, and an before school program at Smart Intermediate, which starts later in the day than the elementaries. Participants get a healthy snack and then rotate in small groups through activity blocks, experiencing academics, enrichment and youth development activities, recreation and more. A half day summer program of 30 days for K -8th grade wrapped with partner services; a KinderJUMP program for 19 days; and a 5 day 6th grade transition program will serve an additional 75, 60 and 60 students respectively each summer. Monthly evening and weekend Family Literacy activities will be offered in collaboration with other community partners. All program activities fall within the 14 eligible federal activities listed in the RFA.

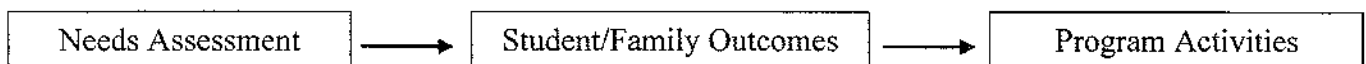
Academic Assistance - The proposed program includes a comprehensive approach to academic assistance that reinforces district standards and aligns with the academics of the school day, including the use of Data Teams within the school’s Response to Intervention (RTI) framework; continuation of 95% Group literacy curriculum, provided in-kind by the school district for reading intervention; and the core-day math curriculum. 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 a literacy focused program in partnership with the DCS Curriculum Department that will prioritize student access based on winter DIBELS scores and then progress monitoring to recommend participation in the summer program, with majority of slots dedicated to students on RTI Tier III plans. These students will receive individual summer RTI plans to guide content that is monitored through the school year to assure summer gains are not lost. The Monroe program will address the needs of the many incoming kindergarteners at Monroe 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 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. Similarly, at Smart a 6th grade transition program will serve 5th graders to help transition to middle school. 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 and will participate in the “Literacy Leaders” program where older students tutor younger ones, designed by ISU Extension and coordinated by Davenport Public Library. Youth mentoring will be provided by the senior citizens of the West End Initiative organized by faith-based partners the 180 Zone.

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 a recent parent focus group, family activities will also be offered for health/ wellness and Adult Learning. Monroe and Smart are placing a high emphasis on making sure students are at school and helping parents achieve that goal by providing health services through a community schools model. Community Health Care (CHC) will offer school-based dental screening and 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. The Scott County YMCA will offer fitness activities and swimming lessons. In addition, USDA food service will be offered with breakfast for the intermediate morning program; snack for the K-8 afterschool program; and breakfast, snack and lunch service for summer program. 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 “Family 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 Monroe and Smart is driven by strategic goals and objectives aligned with the presented needs assessment. The 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 Monroe Elementary and Smart Intermediate through the community schools model, 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.

Monroe and Smart Student and Family Literacy Outcomes	
Student Academic and Behavioral Outcomes	<ul style="list-style-type: none"> • 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 • 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 • Participants will be proficient in age-appropriate social behaviors and classroom adjustment behaviors.
Family Literacy Outcomes	<ul style="list-style-type: none"> • Families will increase resiliency, familial health and well-being through increased knowledge of and access to services specific to their family's needs • 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.

Academic goals will be met through a comprehensive curriculum aligned with the school day, including 95% Group reading strategies for phonics and reading comprehension; enriching literacy activities; diverse print environment and a focus on reflection and writing. Growing with Mathematics and V-Math will be used for math intervention. Social outcomes will be addresses using the school's Second Step character education curriculum and by setting daily expectations and protocols around the school day Positive Behavior Intervention Supports (PBIS) 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 and the school's comprehensive school improvement plan (CSIP) and Title I Schools In Need of Assistance Plan. The proposed program will utilize school day staff, including teachers and paras. The Site Coordinator will lead Family Literacy activities and, in a unique model, will be aligned with current Title I funding of 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. The program content itself is based on the input of the school Principal and core day teachers at Monroe and Smart who identified critical issues that would serve the needs of students, including a focus on reading fundamentals and broader parent engagement in education. The program also supports the schools' identified need to address summer learning loss and transition activities. To assure alignment the program will use 1) Infinite Campus, the DCS student management system; 2) EZ Care administrative software; and 3) student daily planners. These tools allow dynamic interaction between school day teachers, program staff, and families to assure individual student needs are addressed.

3.5 Organizational experience:

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, recently hosting visitors from Chile exploring the model. Stepping Stones has adopted the Department of Human Services Quality Rating System, reportedly the only school-based after-school program in the state attempting this rigorous continuous improvement system. DCS will provide oversight to all academic content, including providing professional development, coaching and materials support from the Office of Curriculum and Instruction and the trainers of 95% Group. 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 management team and partners of the project have administered similar programs and funding levels, including eight past federal 21st CCLC grants. Annual audit reports by independent auditors will assure compliance with regulatory and industry best practice.

Research-base

4.1 Multiple Sources of Research Affirm Activities - Research 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 for strategies of the school day, including 95% Group for literacy interventions. 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). Studies show that the major differences between fluent and struggling readers were the ability to process language at a basic level, like phonology, and syntax. (Shankweiler et al., 1995; Shankweiler et al., 1996). 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 programs and strategies meet the federal definition of "scientifically based research," including "Second Step" character education program and Olweus Bullying Prevention model. The research-base on family literacy also promises effectiveness, including Characteristics of Effective Family Literacy Programs" (University of Michigan; DeBruin-Parecki, Paris, Seidenberg) and its "Characteristics of Effective Family Literacy Strategies" including 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 "Family 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.

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 pilots are already demonstrating success with programs already operating at existing 21st 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 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. 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 before school for the intermediate level, 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 .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. 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 low class size and by "teachers of origin," teachers employed at school during core day. Recruitment will be through school district, building and agency resources. Agency partners and school leaders collaborate to recruit staff to assure highly qualified site leaders and program assistants, with a focus on school day staff. Para educators 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.

Professional Development - Professional development activities include 20 hours of pre-service orientation in the fall each year, 20 hours of training throughout the school year and an additional 20 hours of pre-service orientation prior to summer programming. The district's new Teacher Leadership Compensation System, one of only 39 funded state-wide, will provide a summer coach to assure curriculum fidelity for the summer reading curriculum. 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 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, with direct costs of non-grant participants covered by ISU Extension. 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.

Effective Leadership - Professional development also includes leadership providing day-to-day oversight, continuous improvement and coaching processes 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 Principal and Curriculum experts, central office leadership, the Site Coordinator and 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. Volunteer 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. The Davenport Public Library and Retired Senior Volunteer Program support adult literacy, including supporting the community college’s Adult Learning program providing adult literacy and GED services. The 180 Zone will provide senior citizen mentors for participating youth. 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 Monroe and Smart are considered a “neighborhood schools,” 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 activities and a weekly study trip for the summer program. 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. 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. Finally, the facilities themselves are accredited as fully accessible, including having entrances that are accessible to individuals with disabilities and media centers and technology labs that are immediately accessible to the community. The evaluation system includes a facilities quality checklist to assess learning environment and assure accessibility and inclusivity of the building and grounds. This audit will be aligned to support the new DHS QRS system the Stepping Stone program is adopting.

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 with the Site Coordinator acting as liaison with site level leadership and staff. At the site level a partner committee includes the OST Program Director, Site Coordinator, Program Lead, building principal, administrators of partner agencies and parent representatives to oversee the daily operations of the program. A broader Stakeholder Advisory Council includes neighborhood groups, volunteers and parent and student representatives. The group will meet monthly, and as needed, to carry out the following functions:

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

- 1) Enrichment partners to 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.
- 2) School staff has begun to dedicate United Way pledges and Employee Giving to support the programs at Monroe and Smart, with nearly \$3,500 already raised.
- 3) Custodial fund has been established with Davenport Schools Foundation to receive corporate gifts to support scholarships
- 4) Family support to apply for DHS Childcare Assistance will access a new resource for families beyond the grant funds. New DHS QRS site approval will bring \$1,600 per site for program support.
- 5) Resource development is ongoing, led by DCS and community partners.

Sustainability is based upon establishing a series of balanced and diversified funding streams, including in-kind partner 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 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 and the Curriculum Office will provide administrative support, grants management, partnership development, marketing and curriculum development, including summer PD, coaching and curriculum from the Curriculum Department.
USDA Food and Nutrition Service - breakfast for the intermediate morning program; snack for the K-8 afterschool program; and breakfast and lunch service for the summer program.
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 “school out days” activities.
ISU Extension –partnership in evaluation, professional development, enrichment, family literacy, including providing in-kind administration and staffing such as part-time social worker for each school
Program partners such as Community Health Care, Eastern Iowa Community Colleges Adult Literacy Program and RSVP – providing program expertise, staff support and more, including future collaborative fund development efforts

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 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 Response to Intervention (RTI) framework. A program brochure 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 Site Coordinator in partnership with the Principal or Counselor, or a specific caring adult as identified in the student’s RTI plan. Outreach will be ongoing, at the beginning of the school and with weekly updates and communication. The Principal and Site Coordinator 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 the school newsletter which is frequently read by parents and 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.

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. This will be particularly important among the intermediate level students and parents at Smart Intermediate... here the student themselves becomes much more engaged in decision-making. Having experienced low participation in past intermediate level after school programs, the program will focus intermediate messaging at the student on the YMCA partnership and the variety of enrichment and recreation activities and experiences that the student will have, while continuing the messaging of academic intervention at their parents. In this way we present the programs as relevant to both audiences, having a greater impact on interest, decision-making and commitment.

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 and Davenport Schools Foundation pledges can be designated to the program and that the annual Employee Giving Campaign in the school district, which new this year, can designate a gift directly to “Stepping Stones” through payroll deduction. 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 nearly 30 year history 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 previous grant sites in 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. Monroe and Smart were identified as next sites in this approach to reach our community’s most at-risk.

The Community Schools Movement – The Davenport Model continues to evolve with the Community 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 Monroe and Smart. The United Way of the Quad Cities has adopted the Stepping Stones model, in general, and the Monroe-Smart program, specifically, as a demonstration project for educational supports and community schools initiatives in our region.

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

City of Davenport– will act as joint submitter through Parks and Recreation who provide shared program administration, program staffing and enrichment activities, including “school out days” at park facilities. Davenport Public Library will support family and student literacy programs, including the Literacy Leaders program empowering older students as literacy role models for younger students.

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.

Eastern Iowa Community Colleges Adult Literacy Program – NEW – provides a school-based 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.

180 Zone – NEW – a faith organization serving families and individuals in crisis with housing, food assistance, job placement and mentoring will provide youth mentoring and service learning opportunities as well as senior volunteers through their West End Initiative.

Scott County YMCA – the YMCA will facilitate intermediate level activities, connecting students with recreation and enrichment opportunities after school.

Enrichment Partners – various community agencies provide enrichment services such as arts and cultural activities, first aid and safety programs, VATOD resistance services and more.

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 “Community Schools” model: Collaboration, Coordination and Communication.

Collaboration - The proposed Community Schools program was built on a collaborative process that leverages existing relationships, connects existing program strategies, and provides a unified system of service by the partners of the Network of Community Schools Partners (NCSP). 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. 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 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 Community 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 adult literacy in the proposed program. 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 G.A.P. Program. 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 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 Monroe and Smart will conduct comprehensive, rigorous evaluation of the program 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 DE. 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 DIBELS, Scholastic Math Inventory, Scholastic Reading Inventory, Measures of Academic Progress 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 (WSI) 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 DOE PPICS reporting system.

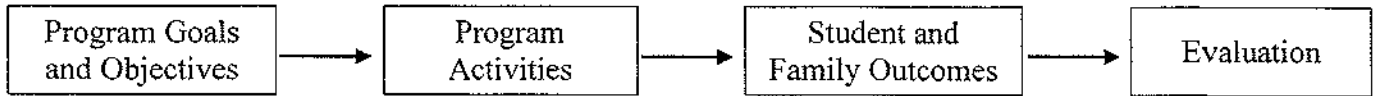
3) Management and Leadership – OST Site Coordinator and Program Lead, in partnership with ISU Extension, collect data at the site level. DCS Learning Information Services will lead data analysis to align student behavior and academic data with implementation data and other data points.

8.2 Using Evaluation Results

Use of evaluation for program improvement and promotion: A comprehensive system of program evaluation and safety audits determine fidelity and impact of critical programmatic and operational outcomes. Tools include a facilities quality checklist; ongoing auditing of program scheduling; participant surveying and observation and, most importantly, measurable student outcomes. All of these evaluation results are shared with 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 through presentations at Family Nights and partner meetings; the Stepping Stones website and Facebook page; and at an annual media event in partnership with the City and ISU Extension. Communications include ways to support the program financially, including a reminder that United Way and Schools Foundation 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 Monroe and Smart 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.



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:

Monroe and Smart Student and Family Literacy Outcomes	
Student Academic and Behavioral Outcomes	<ul style="list-style-type: none"> 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. 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. Stepping Stones participants will be proficient in age-appropriate social behaviors and classroom adjustment behaviors.
Family Literacy Outcomes	<ul style="list-style-type: none"> Families will increase resiliency, familial health and well-being through increased knowledge of and access to services specific to their family's needs 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.

Reading/Language Arts/Math: Reading and math outcomes are assessed through Iowa Assessments, Scholastic Reading Inventory, and Scholastic Math Inventory. Measures of Academic Progress (MAP) will be used for Monroe students. In addition the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) will be used in the fall, winter and spring and serve as a referral tool for summer reading intervention. 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 and behavior referrals 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 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 t 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 monthly 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 new 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 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 collaborative project, representing DCSD as well as several 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, summer and weekend program opportunities for children and families of Elementary and Smart Intermediate 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 & Smart Schools using discretionary federal, state, and local funds to strengthen the 21st CCLC initiative in their respective schools. It is understood that some changes may be requested as the continuous improvement process reveals expenditures that do not produce intended outcomes or that identify the need for a different focus.

Personnel (69%): This proposal will be evaluated on the basis of meeting expressed academic, familial & 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 of origin, that is, 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 Program Leader, is dedicated to managing staff and students at the program level, 9% 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 student; this 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 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. 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 (7%):** Cost for materials is approximately 7% of the grant budget. Grant funds will be used to leverage additional in-kind contributions by DCSD, as well as additional agencies. Materials cost include academic enrichment supplies, academic intervention materials for Tier II and Tier III students, recreational supplies 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. The basis for these estimates is determined by projected attendance and reasonable usage.

Professional Development (7%): High quality programming is the centerpiece of sustainability and the hallmark of a successful initiative, with a focus on best practices. 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. The cost to the grant for these activities is estimated at \$6000. An additional \$4000 per site will be dedicated to Family Literacy professional development, it is critical that the partners and staff working in our programs have the skills and background to make an impact on the families that benefit from the 21st CCLC programs. Additionally Professional Development resources will be used to fund 10 % of a full-time Out of School Time Program Liaison, approximately \$4000. The position will develop and deliver staff training modules and implement continuous improvement at the site level.

Student Transportation (3%): The cost of student transportation is estimated at 3% of the total budget request. Monroe and Smart Schools are considered neighborhood school and most students live within 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 12 off site Family Literacy activities and a once a month shuttle to the Scott County Family YMCA. The trips to the YMCA will focus on healthy kids and families. If additional funds are needed for transportation the DCS OST programs will provide an in-kind match for needed transportation funds. Additional funds have been set aside to provide access for families in the category of Family Literacy.

Evaluation (5%): A portion of the funds, \$6000, \$4000 for the school year and \$2000 for summer program per site is dedicated to evaluation and will be designated toward contractual services to conduct required state and local evaluation for Monroe Elementary and Smart Intermediate. A rigorous and thorough evaluation is required for the sustainability of the Monroe & Smart Project. The design for the evaluation category is a reflection of the commitment and priority of the project. An additional \$1500 will be committed to Family Literacy Evaluation. The project is committed to implementing a true community learning center model and this will require a stringent evaluation of both student programs and family literacy programs. The remainder of the funds will be used to fund 1/10 of a full-time clerical to assist with evaluation and data collection for the formal evaluation of the program sites.

Administrative/Indirect Cost (8%): Administrative and indirect costs (current state-approved district rate is 2.56%) have been reserved in the budget in the amount of 8% of the total budget. The balance of \$8160, will support approximately 15% of a full-time Out of School Time program Liaison and 20% of a Site Coordinator. A significant amount of administrative work is created with the effective supervision of a 21st CCLC proposal. The OST Program Liaison will be required to communicate and navigate 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. The Community Site Coordinator will work closely with community partners and providers to handle implementation and services at the school level.



Stepping Stones
318 East 7th Street
Davenport, Iowa 52803
563-528-0973
steppingstones@davenportschools.org

December 8th, 2014

Memorandum of Understanding

Through the Davenport Community Schools 21st Community Learning Center Project, the City of Davenport will work with the Davenport Community School District by:

- Providing hands on enrichment activities in the afterschool and summer programs offered at Monroe Elementary & Smart Intermediate, through the City's Parks & Recreation Department. The P & R Department will ensure that all activities will align with the academic goals of the grant which will ensure a well-rounded offering of experiences for the youth participating in the programs.
- Through the City of Davenport's Department of Parks & Recreation 1 AmeriCorps per site will be provided specifically for the purpose of this project.
- The City of Davenport's Department of Parks & Recreation will partner with the Davenport Community School District to provide all non-certified staff for the out of school time programming at Monroe Elementary and Smart Intermediate.

Best regards,

A handwritten signature in black ink, appearing to read "THA", is written over a light blue horizontal line.

Theresa Hauman

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 8, 2014

Memorandum of Understanding

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.

Through the Davenport Community Schools 21st Century Community Learning Center Project, ISU, Scott County Extension will work with the Davenport Community School District by:

- Providing enrichment programs that are kinesthetic, object-oriented learning opportunities in science, math, art and culture, as well as offering life-skills training that builds developmental assets in youth;
- Evaluating the effectiveness of 21st Century Community Learning Center programs including academic, social-behavioral and process outcomes;
- Offering leadership and facilitation for staff professional development and training;
- Providing leadership and implementation for the family literacy and education components of this project; and
- Supporting Davenport Community Schools with the development and implementation of continuous improvement processes.

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, BCC
Iowa State University Extension and Outreach, Scott County
Extension Educator: Families Youth and Communities



Memorandum of Understanding

To Whom It Is Concerned,

My name is Rusty Boruff, I am the Executive Director of The 180 Zone. I am excited to announce our partnership with Davenport Community Schools 21st Community Learning Center Project.

One of The 180 Zone's goals is to **prevent** crisis, poverty, addiction and/or criminal behavior before it happens. We see this partnership as an important piece in achieving that goal in Davenport.

Through the Davenport Community Schools 21st Community Learning Center Project, The 180 Zone will work with the Davenport Community School District by:

- Providing opportunities for your staff to present and talk at our functions.
- Encourage those we have a relationship with at Monroe and Smart to take part in all activities that you offer.
- Offer our services such as tutoring, Cub Scouts, food pantries, clothing needs, hygiene needs, etc... to those who attend your classes.

Thank you so much and we are excited to work together.

Best regards,

Rusty Boruff
The 180 Zone

THE 180 ZONE
1518 Washington Street
Davenport, IA 52804
563-424-4589

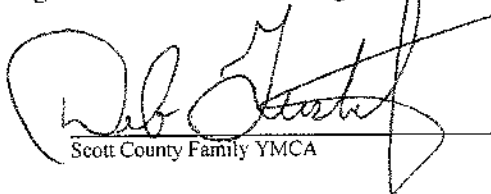
www.the180zone.org

Memorandum of Understanding
Davenport Community Schools

This agreement made this 9th day of December, 2014 is by and between **Scott County Family YMCA** with its principal offices located at 606 West 2nd Street in Davenport, Iowa, hereinafter referred to as “**YMCA**,” and the Davenport Community Schools, with its principal offices located at 1606 Brady Street, Davenport, Iowa 52803, hereinafter referred to as “**DCS**.”

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

This agreement shall be effective July 1st, 2015, and shall expire July 1st, 2016. This agreement is valid when signed and dated by both parties to this agreement.



Scott County Family YMCA



Davenport Community Schools

FORM A: SITE INFORMATION

*Please fill out this section for **each site** you plan to operate under the grant.*

21CCLC Site Name: Monroe Elementary		
Site Address: 1926 West 4 th Street		
City, State, Zip: Davenport, Iowa 52802		
Phone: (563) 322-3559		
Site Contact Person: Principal T.J. Schneckloth		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
Monroe Elementary	0535	480
21CCLC Site Name: Smart Intermediate		
Site Address: 1934 West 5 th Street		
City, State, Zip: Davenport, Iowa 52802		
Phone: (563) 323-1837		
Site Contact Person: Principal Kami Swanson Montoya		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program
Smart Intermediate	0209	496
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 G: 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 H: 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 I: 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 J: 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 K: 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 L: 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 M: 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. Include names, dates, and signatures on the separate form.

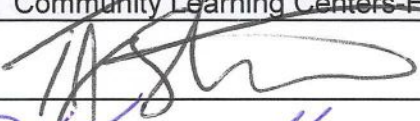
Part N: Grant Termination (Additional conditions in appendix D)

Grantees are subject to annual progress review by the Iowa Department of Education. The department may terminate a grant with a 10 day notice as a result of a non-compliance issue(s).

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

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
<i>Arthur W. Feb</i>	Davenport Community Schools
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	Monroe Elementary - DCSD
<i>Heenie Montoya</i>	Smart Intermediate - DCSD

FORM C: COLLABORATIVE SIGNATURES

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

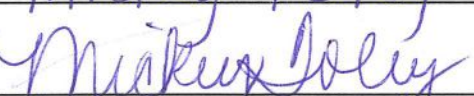
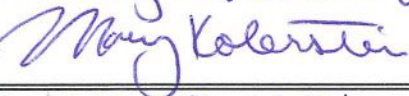
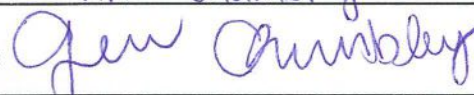


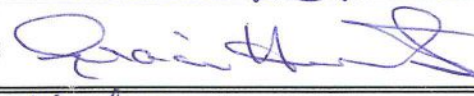
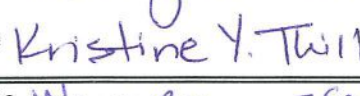
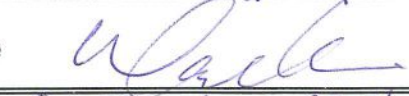

Applications only allowed up to five (5) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Amanda Huss Teacher Librarian	Agency	Monroe Elementary
Signature	<i>Amanda L. Huss</i>	Address	1926 W. 4th St.
		City/Zip	Davenport 52802
		Phone	322-3559
Name/Title	Meg Knapper TAG	Agency	Monroe Elementary
Signature	<i>Meg Knapper</i>	Address	1926 W. 4th St.
		City/Zip	Davenport 52802
		Phone	322-3559
Name/Title	Samantha Lauritzen	Agency	Parent
Signature	<i>Sauritzen</i>	Address	1831 W 9th St
		City/Zip	Davenport/52804
		Phone	459 7141
Name/Title	Sandra J. Luxe	Agency	MONROE Elementary
Signature	<i>Sandra J. Luxe</i>	Address	1926 W. 4th St
		City/Zip	Davenport 52802
		Phone	563-322-3559
Name/Title	Terry Cook	Agency	Monroe Elementary
Signature	<i>Terry Cook</i>	Address	1926 West 4th St.
		City/Zip	Davenport, IA
		Phone	563-322-3804
Name/Title	Jennifer Kuhle	Agency	AEA - School Psych.
Signature	<i>Jennifer Kuhle, EdS</i>	Address	721 21st St
		City/Zip	Bettendorf, IA
		Phone	
Name/Title	FAMILY LIAISON	Agency	Monroe Elementary
Signature	<i>Judy Scherman</i>	Address	1926 W. 4th
		City/Zip	52802
		Phone	563-322-3559
Name/Title	Laura Irish/Reading Intervention	Agency	Monroe
Signature	<i>Laura Beland</i>	Address	1926 W. 4th St.
		City/Zip	Davenport 52803
		Phone	322-3559
Name/Title	Julian Lira 3rd Grade	Agency	Monroe
Signature	<i>Julian Lira</i>	Address	2708 Hawthorne Dr.
		City/Zip	Bettendorf 52722
		Phone	(563) 505-6014

FORM C: COLLABORATIVE SIGNATURES

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




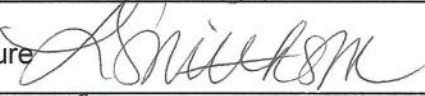



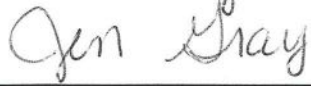

Applications only allowed up to five (5) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Mickey Foley	Agency	Monroe Elementary
Signature		Address	1926 W. 4th St.
		City/Zip	Davenport / Phone 52802 / 322-3559
Name/Title	Molly Koberstein	Agency	Monroe Elementary
Signature		Address	1926 W 4th St
		City/Zip	Davenport Phone 322-8559
Name/Title	Jenna Chumbley	Agency	Vera French
Signature		Address	
		City/Zip	Phone
Name/Title	Megan Morgan - SAM	Agency	Monroe Elementary
Signature		Address	1926 W 4th St
		City/Zip	Davenport 52802 Phone 322-3559
Name/Title	Kate Daniel	Agency	Monroe Elementary
Signature		Address	1926 W. 4th St. 1926 W. 4th St.
		City/Zip	52802 Davenport Phone 563-322-3559
Name/Title	Gracia Hentze	Agency	Monroe Elementary
Signature		Address	
		City/Zip	Phone
Name/Title	Kristina - teacher	Agency	Monroe Elementary
Signature		Address	1926 W. 4th St.
		City/Zip	52802 Phone 322-3559
Name/Title	Wayne Brewer - Speed teacher	Agency	Monroe
Signature		Address	1926 W. 4th St
		City/Zip	52802 Phone 322-3559
Name/Title	Cassandra Miller	Agency	Monroe
Signature		Address	1926 W 4th St
		City/Zip	52802 Phone 322-3559

FORM C: COLLABORATIVE SIGNATURES

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




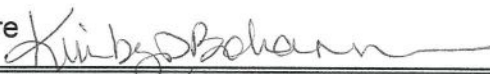
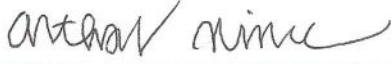

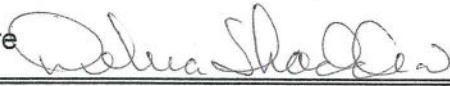
Applications only allowed up to five (5) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Val Barsness Math Coach	Agency	DCSD
Signature		Address	4838 Sunny Ct
		City/Zip	Bethendorf 52112 Phone 563-676-6742
Name/Title	Dawn Moellenbeck secretary	Agency	DCSD
Signature		Address	722 N. Moselle St.
		City/Zip	Blue Grass Ia 52724 Phone 563-505-9535
Name/Title	Keegan Boyd Math Teacher	Agency	DCSD
Signature		Address	904 Clover Hill Ln
		City/Zip	LeClaire IA 52753 Phone 309-945-7682
Name/Title	Linda Smithson	Agency	DCSD
Signature		Address	1550 Tanglefoot Ln
		City/Zip	Bett IA 52722 Phone 563 340 7561
Name/Title	Cara Fah	Agency	DCSD
Signature		Address	576 Rainbow Drive 563-505-9292
		City/Zip	Bethendorf 52722 Phone 563-505-9292
Name/Title	Danielle Busher	Agency	DCSD
Signature		Address	903 W. Wake St
		City/Zip	Wilton, IA 52798 Phone
Name/Title	Pam DOUGLAS	Agency	DBSD
Signature		Address	1808 Winding Hill Rd
		City/Zip	DAV. 52807 Phone 441-5605
Name/Title	Jen Gray	Agency	DCSD
Signature		Address	23603 E 6th (1240)
		City/Zip	Coal Valley, IL Phone 716-0740
Name/Title	Elizabeth Walton	Agency	DCSD
Signature		Address	2004 W. Linden St.
		City/Zip	Davenport, IA Phone 52806

FORM C: COLLABORATIVE SIGNATURES

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

Applications only allowed up to five (5) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	BRIAN WHITE / TEACHER	Agency	SMART INTERMEDIATE
Signature		Address	1934 W. 5th St.
		City/Zip	Davenport 52802 Phone (563) 210-6671
Name/Title	Diane Mathurin / Counselor	Agency	Smart Intermediate
Signature		Address	1934 W. 5th St. 563
		City/Zip	Davenport 52802 Phone (563) 210-6671
Name/Title	Cory McNear / ICSL	Agency	SMART INTERMEDIATE
Signature		Address	1934 W. 5th St.
		City/Zip	Davenport 52802 Phone (563) 323-1837
Name/Title	Kim Bohannon / Counselor	Agency	Smart Intermediate
Signature		Address	1934 W 5th St.
		City/Zip	DAV, IA 52802 Phone 563-323-1837
Name/Title	Anthony Nimmo / Security	Agency	Smart Intermediate
Signature		Address	620 W 63rd St
		City/Zip	DAV IA 52806 Phone 323-1837
Name/Title	Pam Speer / para	Agency	Smart Intermediate
Signature		Address	1930 West Pleasant
		City/Zip	Dav. 52804 Phone 563-324-1955
Name/Title	Debra Shadden / Secretary	Agency	Smart Intermediate
Signature		Address	1934 W. 5th St.
		City/Zip	Davenport 52802 Phone 563-323-1837
Name/Title		Agency	
Signature		Address	
		City/Zip	
Name/Title		Agency	
Signature		Address	
		City/Zip	
Name/Title		Agency	
Signature		Address	
		City/Zip	
		Phone	

FORM C: COLLABORATIVE SIGNATURES

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

Applications only allowed up to five (5) additional pages for signatures.

Name/Signature	Agency Affiliation
Name/Title <i>Scott A. Markusen Parent</i>	Agency <i>Parent</i>
Signature <i>Scott A. Markusen</i>	Address <i>1506 Mendon Brook Ct</i>
	City/Zip <i>Davenport, IA 52804</i> Phone <i>563-391-0218</i>
Name/Title <i>Marti Hem Secretary</i>	Agency <i>Smart School</i>
Signature <i>Marti Hem</i>	Address <i>1201 W. 13th St.</i>
	City/Zip <i>Dav. 52804</i> Phone <i>323-0060</i>
Name/Title <i>Angie Rueda on</i>	Agency <i>Smart Intermediate School</i>
Signature <i>Angie Rueda on</i>	Address <i>1904 W. 5th</i>
	City/Zip <i>Davenport, IA</i> 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	Agency
Signature	Address
	City/Zip Phone

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites for one year):574	Total first-year funding request (all sites):	Total three-year funding request (all sites):
Two	\$300,000	\$900,000	

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 per site per year
Monroe Elementary	\$150,000	\$150,000	\$150,000	\$450,000	287
Smart Intermediate	\$150,000	\$150,000	\$150,000	\$450,000	287
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 574

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

Applicant Agency:
Davenport Community Schools

Site: Monroe Elementary

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 287

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$91,000	\$13,000	\$91,000	\$13,000	\$91,000	\$13,000	\$312,000
Staff Travel	\$1000	\$500	\$1000	\$500	\$1000	\$500	\$4500
Materials	\$7000	\$4000	\$7000	\$4000	\$7000	\$4000	\$33,000
Professional Development (minimum 4% per year)	\$6000	\$4000	\$6000	\$4000	\$6000	\$4000	\$30,000
Student Access, Transportation etc. (maximum 8% per year)	\$2000	\$2000	\$2000	\$2000	\$2000	\$2000	\$12,000
Evaluation (about 4% per year)	\$6000	\$1500	\$6000	\$1500	\$6000	\$1500	\$22,500
Administrative/ Indirect Costs (maximum 8% per year)	\$12,000		\$12,000		\$12,000		\$36,000
Totals	\$125,000	\$25,000	\$125,000	\$25,000	\$125,000	\$25,000	

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 GRANTS FOR THE FORM.

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

Applicant Agency:

Davenport Community Schools

Site: Smart Intermediate

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: 287

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$91,000	\$13,000	\$91,000	\$13,000	\$91,000	\$13,000	\$312,000
Staff Travel	\$1000	\$500	\$1000	\$500	\$1000	\$500	\$4500
Materials	\$7000	\$4000	\$7000	\$4000	\$7000	\$4000	\$33,000
Professional Development (minimum 4% per year)	\$6000	\$4000	\$6000	\$4000	\$6000	\$4000	\$30,000
Student Access, Transportation etc. (maximum 8% per year)	\$2000	\$2000	\$2000	\$2000	\$2000	\$2000	\$12,000
Evaluation (about 4% per year)	\$6000	\$1500	\$6000	\$1500	\$6000	\$1500	\$22,500
Administrative/ Indirect Costs (maximum 8% per year)	\$12,000		\$12,000		\$12,000		\$36,000
Totals	\$125,000	\$25,000	\$125,00	\$25,000	\$125,000	\$25,000	

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 GRANTS 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.)*

* Note: If you do not have the financial resources available equal to the amount of funding you are requesting, you do not have the financial capacity for this project.

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.

* Note: Agencies must validate their resources before any award can be made.

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

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

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: M. K. [Signature]
Title: AFO

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:

(a) Homosexuality or bisexuality.

(b) Transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders.

(c) Compulsive gambling, kleptomania, or pyromania.

(d) 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

Monroe Elementary & Smart Intermediate Schools 21st CCLC grant is expected to have a higher positive impact on minority populations based on the nature of the student and family that is served with the funding. Monroe Elementary has a student body comprised of: 16.9% African American (Black;) 30.6% Hispanic (Latina;) and 8.3% Multi-racial. In addition, 100% of their students for free or reduced price meals. . Monroe has a mobility rate of 34%, the second highest in Davenport Community School District. The Smart Intermediate student body is comprised of: 13.9% African American (Black;) 21.0% Hispanic (Latina;) and 6.9% Multi-racial. In addition, 100% of the school's families are in poverty, qualifying for federal Free and Reduced lunch program. Smart has the second highest intermediate school mobility rate at 26%.

The 21st CCLC funding received by Monroe Elementary and Smart Intermediate will allow the Davenport Community School district to meet the needs of our diverse student population. The funds allow us to provide additional classroom support, family/community/volunteer support services, crisis 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 through designated activities.

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

	<p>Private School Consultation Meeting Log</p> <p>Date: No Private Schools within the boundaries of the schools serving the students of Monroe and Smart</p> <p>Time:</p> <p>Location:</p>
---	--

Meeting called by:
Attendees: (Attach attendance sign-in sheet)

Type of meeting:

----- Agenda Topics -----		
<p>Welcome [Insert Name] [Insert time allocation]</p>		
<p><u>Discussion:</u> _____</p> <p>_____</p> <p>_____</p>		
<p><u>Conclusions:</u> _____</p> <p>_____</p>		
<p><u>Action Items:</u></p> <p>_____</p> <p>_____</p>	<p><u>Person responsible:</u></p> <p>_____</p> <p>_____</p>	<p><u>Deadline:</u></p> <p>_____</p> <p>_____</p>
<p>Resources for Non-Public Schools [Insert Name] [Insert time allocation]</p>		
<p><u>Discussion:</u> _____</p> <p>_____</p> <p>_____</p>		
<p><u>Conclusions:</u> _____</p> <p>_____</p>		
<p><u>Action Items:</u></p> <p>_____</p> <p>_____</p>	<p><u>Person responsible:</u></p> <p>_____</p> <p>_____</p>	<p><u>Deadline:</u></p> <p>_____</p> <p>_____</p>

[continues on next page]

Consultation Procedures [Insert Name] [Insert time allocation]		
<u>Discussion:</u> _____ _____ _____		
<u>Conclusions:</u> _____ _____		
<u>Action Items:</u> _____ -	<u>Person responsible:</u> _____ -	<u>Deadline:</u> _____ -
Questions All Staff [Insert time allocation]		
<u>Discussion:</u> _____ _____ _____		
<u>Conclusions:</u> _____ _____		
<u>Action Items:</u> _____ -	<u>Person responsible:</u> _____ -	<u>Deadline:</u> _____ -

Other Information

Resource persons:	
Special notes:	

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.

Note: Outcomes for your consultation: A) Services will be provided, name site, and number of children to be served, B) Services were declined.