

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

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APPLICATION INFORMATION

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

County: Scott		Amount Requested: \$ 112,000 (Total for Year 1 from Form D1)	
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LEGAL STATUS OF APPLICANT

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

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

Enter Federal Employer ID Number:
42-6001350 _____ **OR**
Enter School District Code

(If applicable) Enter Child Care License #:

REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation: ___Iowa Department of Ed website

Example of documentation: SINA list provided by the Iowa Department of Education available at https://www.educateiowa.gov/pk-12/no-child-left-behind/schools-and-districts-need-assistance-sinadina#SINA_Schools.

- 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: ___Signature Page documenting joint application

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

25 11	1576	Dallas Center-Grimes	0218	DC-G Meadows	367	54	29	83	22.62
25 11	1576	Dallas Center-Grimes	0418	North Ridge Elementary	317	39	13	52	16.4
25 11	1576	Dallas Center-Grimes	0427	South Prairie Elementary	558	65	28	93	16.67
25 11	1576	Dallas Center-Grimes	0436	Dallas Center Elementary	405	70	36	106	26.17
29 15	1602	Danville	0172	Danville Junior-Senior High School	301	41	15	56	18.6
29 15	1602	Danville	0409	Danville Elementary School	327	63	17	80	24.46
82 09	1611	Davenport	0000	District level enroll	117	104	0	104	88.89
82 09	1611	Davenport	0109	Central High School	1383	548	81	629	45.48
82 09	1611	Davenport	0116	North High School	1077	490	57	547	50.79
82 09	1611	Davenport	0118	West High School	1828	793	110	903	49.4
82 09	1611	Davenport	0127	Mid City High	196	117	6	123	62.76
82 09	1611	Davenport	0205	Wood Intermediate	702	345	42	387	55.13
82 09	1611	Davenport	0209	Frank L Smart Intermediate	494	314	12	326	65.99
82 09	1611	Davenport	0218	Sudlow Intermediate	711	330	35	365	51.34
82 09	1611	Davenport	0223	Walcott Intermediate	386	108	19	127	32.9
82 09	1611	Davenport	0227	Williams Intermediate	721	389	46	435	60.33
82 09	1611	Davenport	0236	JB Young Intermediate	308	218	7	225	73.05
82 09	1611	Davenport	0409	Adams Elementary School	577	278	35	313	54.25
82 09	1611	Davenport	0412	Blue Grass Elementary School	309	62	8	70	22.65
82 09	1611	Davenport	0414	Buchanan Elementary School	383	253	9	262	68.41
82 09	1611	Davenport	0415	Buffalo Elementary School	256	108	3	111	43.36
82 09	1611	Davenport	0417	Eisenhower Elementary School	456	162	25	187	41.01
82 09	1611	Davenport	0418	Fillmore Elementary School	418	251	9	260	62.2
82 09	1611	Davenport	0427	Garfield Elementary School	408	214	10	224	54.9
82 09	1611	Davenport	0454	Harrison Elementary School	540	197	28	225	41.67
82 09	1611	Davenport	0463	Hayes Elementary School	412	239	5	244	59.22
82 09	1611	Davenport	0475	Jackson Elementary School	336	168	1	169	50.3
82 09	1611	Davenport	0481	Jefferson Elementary School	483	348	0	348	72.05
82 09	1611	Davenport	0499	JB Young Elementary	98	65	1	66	67.35
82 09	1611	Davenport	0508	Madison Elementary School	390	222	4	226	57.95
82 09	1611	Davenport	0526	McKinley Elementary School	401	189	24	213	53.12
82 09	1611	Davenport	0535	Monroe Elementary School	480	331	3	334	69.58

**Davenport Community Schools
Buchanan Elementary Stepping Stones Program Proposal**

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Project Application (Cover Page & Request for Competitive Priority)

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Budget Narrative

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

Form E: Minority Impact Statement

Form F: Non-Public Consultation Document

Project Abstract

The proposed project serves the students and families of Buchanan Elementary in one of Davenport Iowa'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 Buchanan Elementary, 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 family engagement, youth and community development with the ultimate goal of improving student learning and strengthening families and communities.

The site will have an average daily attendance goal of 60, 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; a half day summer program of 50 days and wrapped with partner services; and a KinderJump program for 8 days. Monthly evening and weekend Family Literacy activities will be offered collaboration with other community partners, including a new partnership for the school with Eastern Iowa Community College to provide adult literacy instruction at the school. 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 achievement gap initiative 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 Program Lead who will manage daily activities, including overseeing staff and partners during the program. Three Americorps member and three core day teachers will work in the program afterschool and during the summer program with additional Kindergarten teachers staffing the KinderJump program. Three 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 20% of a district-level Coach to assist with curriculum implementation, community partnerships, professional development and monitoring implementation. The school district and City of Davenport will provide support for purchasing, payroll, attendance and administrative needs of 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 many services new to the school:

City of Davenport– NEW - a 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) – NEW – 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 support for 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)

Scott County YMCA – NEW – the YMCA will facilitate summer activities, connecting students with recreation and enrichment opportunities at their facility.

Christ Church – a current faith-based partner for the school will provide volunteerism and enrichment opportunities in the new afterschool and summer program; volunteers for the adult learning classes and support for evening and weekend family literacy activities.

Girl Scouts – NEW – the local chapter of Girl Scouts has embraced the Stepping stones program district-wide, including the new Buchanan school site, with a commitment to operate a Girl Scouts club during program hours and to send every girl in the program to a week-long half-day summer program wrapped around the 21st CCLC summer program at the school.

Enrichment Partners – NEW – various community agencies, such as the Putnam Museum and Science Center, provide enrichment services such as STEM education, 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 and 2015 state-wide conferences 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. Buchanan Elementary is also designated as a School 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. Buchanan Elementary has a mobility rate of 34% which ranks as the fourth highest rates in DCS. All schools with higher rates have 21st CCLC services. Buchanan has an enrollment of 369 with 100% of students on free lunch based on Community eligibility provision that provides whole-school designation based on neighborhood poverty. The school also serves a diverse audience with a 63%% minority rate, compared to the district’s 44% rate, and 18% special needs, compared to the district’s 15% rate. Special needs students have been on the rise in the school, nearly doubling over the past six years. The school also has great ethnic diversity (see chart,) including a 12% English Language Learners, compared to less than 3% district-wide. These varied ethnicities and home languages represent a challenge to the school with need for more diverse communication tools and increased focus on the achievement gap, but also a great asset for the school with rich opportunities for programming and cultural exploration, including adult language classes for ESL parents.

Ethnicity at Buchanan		
	Buchanan	DCS
Asian	5%	2%
Afr Amer	22%	19%
Hispanic	24%	14%
Multi-racial	12%	9%
White	37%	56%

Academic Needs: Buchanan’s students also under perform their peers district-wide academically. In data from the school’s recent DIBELS, Dynamic Indicators of Basic Early Literacy Skills, students clearly demonstrate deficits in foundational skills with less than half of the school's 1st and 2nd graders proficient, 14% lower than district average. Additional DIBELS data shows the percent of Buchanan students considered “well below” is 18% worse than district average in first grade and 13% worse than district-wide in second grade. Students are not gaining the necessary skills K-3 to prepare them for the rigors of the upper elementary grades, with the 3-5 grade average on Iowa Assessments 10% below district average on both Reading and Math composite scores.

Achievement gaps are particularly evident among the 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 dropout 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. Buchanan students are the highest in the district for having all four flags. Nearly 62% of students having academic performance flags with serious achievement deficits. Over 30% are at least 2 years behind grade level on Iowa Assessments.

Buchanan – Achievement Gap		
	Reading	Math
DCS All	67%	69%
Buchanan - All	62%	64%
Afr Amer	46%	51%
Hispanic	64%	67%
White	73%	70%
Low SES	62%	64%

Social-Behavioral Needs: Buchanan 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, over 14% of Buchanan students also have attendance flags, the fourth highest rate in the district. Buchanan students struggle with high rates of behavior disruptions with 391 Skills Room referrals and 20 suspensions during the 2014-2015 school year, half of which were at the K-3 level. Since the beginning of the school year the school has already had 270 referrals. In response, Buchanan is implementing Boys Town to decrease discipline referrals

and suspensions. This new system gives teachers the tools to deal with behavior challenges and keep the students in instruction, with over half of disruptions now dealt with in the classroom. There is a particular pattern of behavior issues among upper elementary at these schools with increased classroom disruption and office referrals beginning in second grade. 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.

School and Community Resources: The City of Davenport Neighborhood Planning Services Department conducted a thorough needs assessment in low income neighborhoods in 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. Buchanan Elementary is 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 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 surveys in Davenport's low income neighborhoods 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 the proposed project, 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 on the Stepping Stones program is solicited through student surveying and focus groups on the proposed daily activities at Buchanan Elementary. The results revealed 100% of participants wanting 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.

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 Buchanan PTA focus group. Survey response included: 100% identified afterschool as a need; another two-thirds identified summer as a need; top suggested activities for youth included homework support, intensive assistance for reading and math, and physical activity. Though there was interest in adult education classes, some respondents expressed concern about lack of parent participation at the school that may extend to any family literacy activities. Of adult learning opportunities the most frequent requests were for any type of shared experiences between parent and child. Nutrition and cooking classes also ranked high. In addition to the parent survey, the Family Involvement Liaison at the school provided insight on the needs of families that traditionally did not engage in school activities, encouraging flexible evening and weekend hours and suggesting that food could be provided to address busy schedules and, in some cases, food security issues for families.

Community partners - The program was designed collaboratively with several primary partners, City of Davenport, Iowa State University Extension (ISU Extension) and Scott County YMCA. 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. Leaders of the community's Davenport Reads coalition also joined planning efforts, including Eastern Iowa Community College's Adult Learning program, identifying adult literacy as a critical need for Buchanan families, including those of the school's more than 40 English Language Learners. Finally, the school's current partners with Christ Church United Methodist were engaged to align resources.

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 in the Stepping Stones model includes collaborative design sessions and focus groups on project activities. Teachers indicate interest in more arts opportunities, social skills, 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 Buchanan Elementary. 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; and Kindergarten Readiness 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 groups** - 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:

Buchanan will have an average daily attendance goal of 60, with hours averaging 3 ½ hours for 182 days, including after school until 5:30 p.m., to accommodate the needs of working families. Participants get a healthy snack and then rotate in small groups through activity blocks, experiencing academics, enrichment and youth development activities, recreation and more. A half day summer program of 50 days wrapped with partner services and a KinderJUMP program for 8 days will serve an additional 45 and 20 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 ten week program and an additional two-week wrap on the front and back end provided by the Scott County YMCA. The Y will also offer an afternoon wrap in the summer months to support working families. The program will be free, funded through the Y’s Partners in Youth campaign and transportation provided by 21st CCLC funds.

The proposed Buchanan program will also address the needs of the many incoming kindergarteners at Buchanan who have not had preschool. A KinderJUMP program will be provided two weeks prior to the start of the kindergarten year, acclimating students and parents to the building procedures, growing social skills and introducing academic curriculum. KinderJUMP graduates will join KinderClub the first day of school and are monitored to assure a successful first year, including continuing activities to build self-regulation and “executive functioning” skills like planning, memory, time management and flexible thinking. Programming will help students feel comfortable within their new building, accessing services and resources and introducing basic academics as a refresher to start the school year off right.

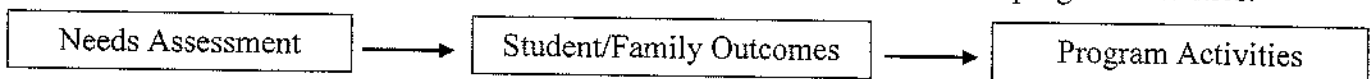
Enrichment and Youth Development Activities – The school’s guidance counselor has agreed to join as a staff member for the Stepping Stones after school program, aligning content with Boys Town strategies and offering a series of social-emotional activities like small group dialogues on youth

development issues. The program will also 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, including a partnership with the Putnam Museum and Science Center to provide after school project-based learning. Designed in a “club format,” enrichment 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, coordinated by ISU Extension. The Girl Scouts will open a club in the program and will offer a week long summer camp for all Stepping Stones girls free of charge. Youth mentoring will be provided by Christ Church which currently partners with the school, tying to family activities for youth whose parents can’t participate.

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 surveying, family activities will also be offered for health/ wellness and Adult Learning. In addition, USDA food service will be offered with snack for the afterschool program; and breakfast, snack and lunch service for summer program. Eastern Iowa Community Colleges (EICC) Adult Literacy Program will offer adult learning programs with certified instruction and potential attainment of a High School Equivalency diploma by participants. The classes will begin in the Fall with the days and times to be determined by participants. The DCS ESL Liaison will offer several Parent Café’s this Spring once the grant is announced to introduce families to the opportunity and engage participants in planning. Christ Church and RSVP volunteers will 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 Buchanan Elementary 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 Buchanan Elementary, 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. The student academic goals have a direct and measurable alignment with the school’s School Improvement and AYP goals. Each of these outcomes has evaluation tools identified to measure impact and assure program fidelity. See Evaluation.

Buchanan 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"> • 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 Boys Town behavior management 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 Buchanan 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, a rigorous continuous improvement system that assesses facilities, staff quality, safety protocols and other operations procedures. 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 Buchanan, 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.

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 Program Lead will manage daily activities, including overseeing staff and partners during the program. Three AmeriCorps member and three core day teachers will work after school, including the school's guidance counselor, who will assure alignment with Boys Town strategies and vocabulary. Teachers of origin will also staff the summer program with additional Kindergarten teachers staffing the KinderJump program. Three 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 20% of a district-level Coach to assist with curriculum, community partnerships, professional development and monitoring implementation. The school district and City of Davenport will provide clerical 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 program leader 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. 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 Program Lead and program staff to assure that program implementation is of highest quality and aligns with the school day curriculum, language and expectations. An advisory structure connects decision-making with school and city leaders, stakeholders and consumers. Staff is supported as professional youth development practitioners, including a comprehensive approach to personal and professional health and wellness through EAP assistance, training and staff support groups and study/reflection circles.

Senior Citizens and Other Volunteers - Volunteers are integrated into the student and adult literacy program elements. Volunteers attend pre-service training on tutoring strategies age-appropriate

interpersonal skills and are also be encouraged to attend training opportunities and program celebrations. Recruitment, placement and retention of these high-quality volunteers, including senior citizens, is supported through community partnership. Christ Church United Methodist and the Retired Senior Volunteer Program (RSVP) will support adult literacy, including supporting the community college's Adult Learning program providing adult literacy and GED services. Parks and Recreation and other community partners will blend agency volunteers in programs, including the AmeriCorps partnership with DCS that will provide three Americorps service members at Buchanan as well as summer project support from the collaboration's Youth Corps members.

5.2 Accessibly in Transportation, Communications and Facilities

Buchanan Elementary is considered a "neighborhood school," with many 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. With nearly 12% ESL students in the school, the program 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 varied 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 Program Lead acting as liaison between program leadership and site-level 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 program at Buchanan, with over \$14,000 already raised.
- 3) Custodial fund has been established with Davenport Schools Foundation to receive corporate gifts to support scholarships
- 4) 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.
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.
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.
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 Eastern Iowa Community Colleges Adult Literacy Program, Scott County YMCA, Girl Scouts and Christ Church – 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 the school and other community sites through partners. Though the program is open to all, these students will receive a personal invitation by the Program Lead in partnership with the Principal 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 and Vietnamese-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 older 4th and 5th grade students... here the student themselves becomes much more engaged in decision-making. Having experienced low participation at these grade levels in previous after school activities at the school, the program will focus messaging at older students 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 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.

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 Buchanan. The United Way of the Quad Cities has adopted the Stepping Stones model, in general, and the Buchanan program, specifically, as a demonstration project for educational supports and community schools initiatives in our region. Buchanan was identified as the next site in this approach to reach our community’s most at-risk.

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– NEW - a 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) – NEW – 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 support for 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)

Scott County YMCA – NEW – the YMCA will facilitate summer activities, connecting students with recreation and enrichment opportunities at their facility.

Christ Church – a current faith-based partner for the school will provide volunteerism and enrichment

opportunities in the new afterschool and summer program; volunteers for the adult learning classes and support for evening and weekend family literacy activities.

Girl Scouts – NEW – the local chapter of Girl Scouts has embraced the Stepping stones program district-wide, including the new Buchanan school site, with a commitment to operate a Girl Scouts club during program hours and to send every girl in the program to a week-long half-day summer program wrapped around the 21st CCLC summer program at the school.

Enrichment Partners – NEW – various community agencies, such as the Putnam Museum and Science Center, provide enrichment services such as STEM education, 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. The OST Project Manager is the operational 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 Buchanan Elementary 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 FAST (Formative Assessments for Students and Teachers) 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 21st Century Annual Progress Report.

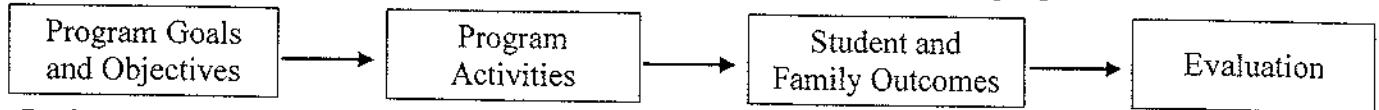
3) Management and Leadership – OST Site Coordinator and Program Lead, in partnership with ISU Extension, collect data at the site level. DCS Learning Information Services will lead data analysis to align student behavior and academic data with implementation data and other data points.

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 Buchanan 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:

Buchanan 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"> 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 and FAST (Formative Assessments for Students and Teachers.) FAST 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.

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

The extent to which the description provides assurance that this funding will supplement, rather than supplant, existing funding... Any 21st CCLC funds awarded to Davenport Community Schools will not be used to supplant funding for existing programs and services. Rather, 21st CCLC funds will be used to create new afterschool, summer and out of school day program opportunities for children and families of Buchanan Elementary. The funds will be used to reach new populations and introduce expanded programming. As a component of our sustainability plan, principals and administrators will review the possibility of Buchanan Elementary 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 (72%): This proposal will be evaluated on the basis of meeting expressed academic and social/behavioral goals. It is important that as many resources as possible be committed to student-centered services geared toward academic improvement. It is critical that intensive academic instruction for students in academic need be performed by teachers 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. The program will benefit from 3 certified teachers working for 1.5 hours per day providing tutoring, enrichment, and intervention activities to the students in the program. 3% of the total budget is reserved to provide adult literacy classes, health services opportunities for families as well as family centered literacy activities delivered on evenings and weekends. The budget also includes funding for program assistants as well as contracted services for Family Literacy Activities and enrichment Services. Approximately 10% of the staffing budget will be reserved to contribute toward the salary of the OST Coach & Administrative staff to assist with hands on program support with a focus on best practices.

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 ongoing exposure to the various models of out of school time. Costs of staff travel are minimal and strategic, totaling 2% 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 (4%): High quality programming with a focus on best practices is the centerpiece of sustainability and the hallmark of a successful initiative. 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 \$3000. The additional \$1480 of resources will be used to fund contacted professional development opportunities through ISU Extension.

Student Transportation (4%): The cost of student transportation is estimated at 4% of the total budget request. 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 4 off site Family Literacy activities. If additional funds are needed for transportation the DCS OST programs will provide an in-kind match for needed transportation funds.

Evaluation (4%): A portion of the funds, \$3000, is dedicated to program evaluation and is designated toward contractual services to conduct required state and local evaluation for Buchanan Elementary. A rigorous and thorough evaluation is required for the sustainability of the Buchanan Elementary Project. The design for the evaluation category is a reflection of the commitment and priority of the project. The project is committed to implementing a true community learning center model and this will require a stringent evaluation process. The remainder of the funds will be used to contribute to the cost of a full-time Out of School Time Coach, approximately 5% of salary.

Administrative/Indirect Cost (8%): Administrative and indirect costs (current state-approved district rate is 2.38%) have been reserved in the budget in the amount of 8% of the total budget. The balance of \$8832 will support approximately 15% of a full-time Out of School Time Coach. A significant amount of administrative work is created with the effective supervision of a 21st CCLC proposal. The OST Program Coach 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.



DAVENPORT PARKS AND RECREATION

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

Memorandum of Understanding

December 1, 2015

To Whom It May Concern:

The City of Davenport Parks and Recreation Department would like to offer collaborative support for the 21st Century Community Learning Center Grant focusing on the site referenced in our Memorandum of Understanding, Buchanan Elementary. The City of Davenport is very aware of the importance of out of school time programs for the community and shows our support through our partnership with DCS. Being able to provide quality programming is critical to student success. Buchanan is one of the highest need schools in the community and there is a great sense of urgency to provide quality out of school time programming for students and families.

The enrichment opportunities the Park and Recreation Department can provide at this school addresses a need for students and families that may not be accessible otherwise. Some of these support opportunities are theater, environmental enrichment, sports activities and diversity awareness. As stated in the MOU, Davenport Parks and recreation has also agreed to provide AmeriCorps and Youth Corps support to Buchanan and will continue to provide all non-certified staff for the learning center project.

The City of Davenport Parks and Recreation Department will continue to partner with Davenport Community Schools as a member of the administrative team for the Out of School Time Programs. The City of Davenport Parks and Recreation Department is committed to assisting Davenport Community Schools in all phases of program implementation.

Best Regards,

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

Theresa Hauman, MPA, CPO, CPRP

Senior Recreation Manager Davenport Parks and Recreation

City of Davenport AmeriCorps/Youth Corps Program Director

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 1, 2015

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;
- 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



December 8, 2015

Memorandum of Understanding

On behalf of Eastern Iowa Community Colleges (EICC), I strongly support the current 21st Century Community Learning Center grant proposal. EICC has enjoyed a long-standing partnership with the Davenport Community School District, collaborating to provide convenient access to quality learning services for DCSD students and their families. DCSD and EICC partnered with the city of Davenport in 2013 to establish a **Davenport Reads** initiative designed to actively engage students and community members in building personal literacy skills. This group has collaborated to heighten awareness of services available in the community, has engaged in active and meaningful referrals, and is working to implement new programs for English Language learners in the local schools as a means of promoting family literacy.

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.

Through the Davenport Community Schools 21st Community Learning Center Project at Buchanan Elementary EICC will work with the Davenport Community School District by:

- Implementing English as a Second Language (ESL) classes on-site at Buchanan Elementary. These courses will be open to families of students currently being served by the school's ESL program.
- Developing an ESL curriculum that specifically supports productive family communication, employment skills, effective parental guidance, and family connections with school-related activities.
- Administering academic pre- and post-assessments for ESL family members in order to appropriately level them in coursework and to measure personal growth and progress in the program.
- Providing access, as appropriate, to individuals who seek to continue toward completion of the High School Equivalency Diploma (HiSED) and/or college-level certificate or degree completion.
- Connecting individuals with various EICC partners to enhance employment opportunities in the community.

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. Please contact me with any questions you may have regarding Eastern Iowa Community Colleges' role in this important program.

Sincerely,

Scott J. Schneider, M.A.
Dean of Adult Education
Eastern Iowa Community Colleges
sjschneider@eicc.edu

West Davenport Center
2950 North Fairmount Street
Davenport, IA 52804
563-328-7682



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

December 3, 2015

Iowa Department of Education

To Whom It May Concern:

As the Executive Director of Child Care & Family Services for the Scott County Family Y I am delighted to provide the Davenport Community School District with a letter of support for a program at Buchanan Elementary School.

As an Early Care and Education provider I fully understand the importance of providing an excellent education for the children and families in our community. The Davenport Community School District has many years of experience providing high quality educational opportunities. They are very concerned about the summer learning loss and to help combat this loss they provide quality summer programs in addition to their regular school year schedule.

The Scott County Family Y is also concerned about the issues facing students in our community and we have offered a summer program at the Fairmont Pines Housing complex across the street from Buchanan for the past 5 years. We require the students to attend the summer enrichment activities at Buchanan in the morning and then we offer a wrap to that program in the afternoon. The wrap program consists of daily field trips into the community to meet community leaders, experience community activities and participate in recreational opportunities. In order for children to be successful it is important that they are in the proper environment and have the appropriate supports – as a partner with the DCSD we are confident that they can provide the atmosphere and supports necessary to assist those children that sometimes need just a little more help.

We are proud to be a partner with the Davenport Community School District and to lend our support to the quality programs they provide for children and families in our community. If I can be of further assistance please feel free to contact me at 563-323-5725, or at dgustafson@scottcountyyfamilyy.org.

Deb Gustafson

Child Care and Family Services
A Branch of the Scott County Family Y
724 Harrison Street Davenport, IA 52803
P 563 323-4668 F 563 323-1922 www.ScottCountyFamilyY.org

December 9, 2015

To Whom it May Concern:

On behalf of Christ Church, I strongly support the current 21st Century Community Learning Center grant proposal. As an organization of faith-based volunteers, Christ Church has found great joy in our partnership with Davenport Community Schools, in particular our relationship with Buchanan Elementary School. Our missions work has been focused solely on children in poverty and children in education and we feel that a partnership such as this is beneficial to all involved: children, families, school and Christ Church.

Christ Church has collaborated with Buchanan Elementary School for the past three school years and has developed a strong relationship as we continue into our fourth year. Our partnership has included mentoring students, student recognition, teacher appreciation, staffing during school and after school events, partnership with the parent boosters, and working with the school administration and teachers to best meet the needs of students, teachers and staff.

We believe that out of school time programs are an integral part of community based learning and the school's ability to serve students and families—especially in areas of high-poverty. This program will offer academic, social, behavioral and economic support to a population who is truly in need.

Through the Davenport Community School 21st Community Learning Center Project at Buchanan Elementary School, Christ Church will work with the Davenport Community School District by:

- Continuing to respond in a timely manner to student, family, and school needs
- Provide volunteers and support staff for after school and family activities including adult literacy and skill-development programs
- Supporting Buchanan Elementary School with short- and long-term visioning, continuous improvement and implementation

Please contact me with questions regarding Christ Church's role in this program.

Best regards,



April Buske
Director of Discipleship
Direct Line: 563.391.5488 ext. 228
Email: aprilb@christchurchdavenport.org



girl scouts
of eastern iowa
and western illinois

Burlington Area Leadership Center
1308 Broadway Street, P.O. Box 190
West Burlington, IA 52655

Camp Liberty
4415 295th Street
New Liberty, IA 52765

Camp Little Cloud
21700 Girl Scout Road
Epworth, IA 52045

Camp L-Kee-Ta
7501 200th Avenue
Danville, IA 52623

Camp Tahigwa
318 Tahigwa Drive
Dorchester, IA 52140

Cedar Rapids Area Leadership Center
317 Seventh Avenue SE., Suite 201
Cedar Rapids, IA 52401

Dubuque Area Leadership Center
2644 Pennsylvania Avenue
Dubuque, IA 52001

Girl Scout Program Center
2011 2nd Avenue
Rock Island, IL 61201

Quad Cities Area Leadership Center
940 Golden Valley Drive
Bettendorf, IA 52722

Waterloo Area Leadership Center
510 Mulberry Street
Waterloo, IA 50703

November 30, 2015

Dear Ms. Ford,

On behalf of Girl Scouts of Eastern Iowa and Western Illinois, I am pleased to write this letter of support for the continued partnership with Stepping Stones.

Stepping Stones has provided quality and compassionate programming during afterschool and summertime for Buchanan Elementary throughout the entirety of our partnership together. Girl Scouts of Eastern Iowa and Western Illinois would experience a substantial void in our program if it were not for Stepping Stones.

Not only do our facilitators look forward to giving program at Stepping Stones sites, they also report that the children at those sites are well behaved and participate more than other sites they have experienced. Stepping Stones sites like Buchanan also spend more time with the children to give homework help and reading help, showing that they truly care to go above and beyond the average out-of-school time program.

Stepping Stones reaches out to children in the area that need support and provides them with compensation for personal deficits that they may be experiencing in their home life. They give their children vital leadership tools that they might not otherwise receive, and in exchange, we receive girls who are more willing to participate and eager to face challenges with courage, confidence, and character.

We look forward to our continued partnership with Stepping Stones at Buchanan and working together to benefit the children and families in our community.

Sincerely,

Alex Saklar
Community Outreach Manager
Girl Scouts of Eastern Iowa and Western Illinois

Girl Scouting builds girls of courage,
confidence, and character, who make
the world a better place.
GirlScoutsToday.org
800-798-0833

PUTNAM

December 8, 2015

21st Century Community Learning Centers
Grant Review Committee

Dear Sirs and Madams:

On behalf of the Putnam Museum and Science Center, I write in support of the Davenport Community Schools application for a 21st CCLC grant to support afterschool and summer programming at Buchanan Elementary in Davenport, IA.

The Putnam is honored to currently work in partnership with the afterschool programming provided at Davenport Community Schools. Our educational outreach specialists travel to the school sites one day a week to present programming to three grade specific groups. The enrichment provided in the afterschool programs allows for the school day to extend for those students who participate. We would be happy to provide such enrichment at Buchanan elementary as well as work to develop in museum opportunities during the summer for students enrolled.

The afterschool programs in the Davenport Community School District provides a variety of valuable extended educational offerings to their students, and I urge you to provide funding for this latest afterschool site. Thank you in advance, for your consideration.

Sincerely,

Octavia Houtekier-Boyd, M.Ed.

Vice President of Education

Putnam Museum and Science Center

FORM A: SITE INFORMATION

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

21CCLC Site Name: Buchanan Elementary		
Site Address: 4515 N Fairmount		
City, State, Zip: Davenport, IA 52806		
Phone: 563-391-1463		
Site Contact Person: Shaney Ford		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers 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.

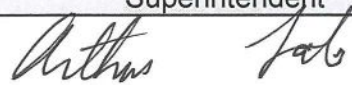
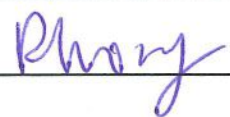
Part N: Grant Termination (Additional conditions in appendix D)

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 Parks and Recreation

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

Signature of Local Education Agency Superintendent	Local Education Agency Name
	Davenport Community Schools
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	Buchanan Elementary Principal

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	ARTHUR JATE Superintendent	Agency	DCS
Signature	<i>Arthur Jate</i>	Address	
		City/Zip	Phone
Name/Title	Shoney Ford - OST Specialist	Agency	DCSD
Signature	<i>Shoney Ford</i>	Address	1606 Brady Street
		City/Zip	Davenport Phone 563-528-0973
Name/Title	Robert Scott - Executive Director	Agency	DCS
Signature	<i>Robert Scott</i>	Address	
		City/Zip	Phone
Name/Title	Juli Staszewski	Agency	DCS
Signature	Director Curriculum & Instruction <i>Juli Staszewski</i>	Address	
		City/Zip	Phone
Name/Title	T.J. Schneekloth	Agency	DCS
Signature	Director, Federal Programs & Learning Support <i>T.J. Schneekloth</i>	Address	
		City/Zip	Phone
Name/Title	Wm K. Schneider	Agency	DCS
Signature	Executive Director <i>Wm K. Schneider</i>	Address	
		City/Zip	Phone
Name/Title	Rachael Steiner	Agency	DCS
Signature	Asst. to Supt. Community Relations/Partnership <i>Rachael Steiner</i>	Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
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.


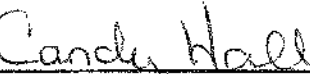

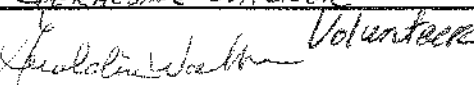





Applications only allowed up to five (5) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Brenda Mirocha (CNC)	Agency	
Signature	Brenda Mirocha	Address	3146 Marlon
		City/Zip	DAV. Ia Phone 563 5057796
Name/Title	michale Heskett	Agency	Christ Church
Signature	M. Heskett	Address	41st St. 1/2 Pine St.
		City/Zip	Dav. Ia Phone 391 5488
Name/Title	Richard Heber	Agency	Christ United Meth. Church
Signature	Richard E. Heber	Address	41st St & Pine
		City/Zip	Davenport Phone 391-5488
Name/Title	Kay Steele/Art Teacher	Agency	Buchanan
Signature	Kay Steele	Address	121 S. Elmwood Ave.
		City/Zip	Davenport 52802 Phone 563 323-0141
Name/Title	Kathleen Horton Para	Agency	1815 Building Hall Rd #614
Signature	Kathleen Horton	Address	Dav. Ia 52807
		City/Zip	52807 Phone 563 723 2409
Name/Title	Teresa Young	Agency	Buchanan
Signature	Teresa Young	Address	1108 N Pine
		City/Zip	DAV IA 52804 Phone 563 323 7412
Name/Title	Undsey Guenther	Agency	
Signature	Undsey Guenther	Address	2777 Wooddale Ave
		City/Zip	Davenport 52802 Phone 340-6994
Name/Title	Becky Lafrenz	Agency	
Signature	Becky Lafrenz	Address	208 E. Rusholme
		City/Zip	Dav. 52803 Phone
Name/Title	Cole Blumharter	Agency	YMCA
Signature	Cole Blumharter	Address	624 W 53rd St.
		City/Zip	Dport 52806 Phone 391-7771

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.


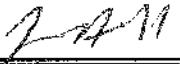

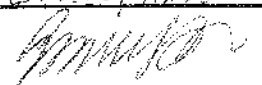

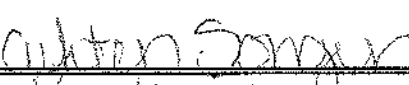


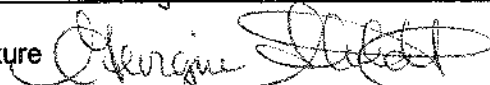
Applications only allowed up to five (5) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Joy Johnson	Agency	Secretary - Buchanan
Signature		Address	4515 N. FAIRMOUNT
		City/Zip	DAVENPORT Phone 391-1463
Name/Title	Candy Hall	Agency	
Signature		Address	5112 N Fairmount St
		City/Zip	Davenport Phone 579-0867
Name/Title	Natharine Arivett	Agency	
Signature		Address	5112 N. Fairmount St Lot 149
		City/Zip	Davenport. Phone 563 4841852
Name/Title	GERARDINE WALKER -	Agency	
Signature		Address	4515 N. Fairmount
		City/Zip	Davenport Phone 391-1463
Name/Title	Shannon parent	Agency	
Signature		Address	3010 W 49th St
		City/Zip	Davenport 52806 Phone 563 594-8140
Name/Title	Kathy Bierl / Nutrition Ed. Coordinator	Agency	PCSD
Signature		Address	1008 W Kimberly Rd
		City/Zip	Davenport 52802 Phone 386-4780
Name/Title	Lynn Bestall	Agency	
Signature		Address	19460 251st Ave
		City/Zip	Rett, 52722 Phone 563 209 8393
Name/Title	Nicole Klein Buchanan Custodian	Agency	
Signature		Address	2432 W 18th St
		City/Zip	Davenport IA Phone 563 570-2941
Name/Title	Sue Riape / Food Service	Agency	Food & Nutrition Services
Signature		Address	1716 Emerald Way
		City/Zip	Des Moines, IA Phone 563 391-1380

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.








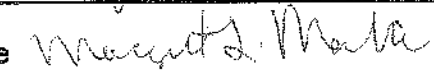

Applications only allowed up to five (5) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Peter Fitzgerald	Agency	
Signature		Address	5038 N. CONCORD ST
		City/Zip	Davenport 52806 Phone 563 271 8675
Name/Title	Jan Hill	Agency	
Signature		Address	2038 W. 5th St
		City/Zip	Davenport 52806 Phone 563-514-3352
Name/Title	Valencia Boyle	Agency	Family Involvement Liaison
Signature		Address	4515 N Fairmount
		City/Zip	Dav. 52806 Phone 591-1463
Name/Title	Emily Van	Agency	University of Iowa
Signature		Address	1705 winding Hill Rd.
		City/Zip	Davenport IA Phone 630-4233
Name/Title	Christine Halligan	Agency	
Signature		Address	2618 E 55th St
		City/Zip	Dav. 52807 Phone 563-326-4237
Name/Title	Ashten Sonder	Agency	
Signature		Address	2218 N LINWOOD AVE
		City/Zip	Dav. 52804 Phone 563-726-2814
Name/Title	Brooke Hess	Agency	
Signature		Address	5712 N. Fairmount St. Lot #76
		City/Zip	Davenport 52806 Phone 563-954-9691
Name/Title	Lorna Johnson, MTEC	Agency	West Music - music teacher
Signature		Address	131 W 2nd St L001
		City/Zip	Davenport 52801 Phone 313-388-5305 x224
Name/Title	Georgina Steidt	Agency	
Signature		Address	1716 Davis St
		City/Zip	Davenport 52804 Phone (563) 265-7909

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	Jennifer Bergert / Counselor	Agency	DCSD
Signature		Address	4515 Fairmount
		City/Zip	Davenport 52807 Phone 563-391-1463
Name/Title	Mary Thissen / SAM	Agency	DCSD
Signature		Address	Fairmount Ave.
		City/Zip	Davenport 52807 Phone 563-391-1463
Name/Title	Courtney Olsen, Psychologist	Agency	AEA 9
Signature		Address	Area Education Agency
		City/Zip	Bellaire IA 52521 Phone 563-359-5907
Name/Title	Tanya Smith	Agency	DCSD
Signature		Address	4515 Fairmount
		City/Zip	Davenport Phone
Name/Title	Audrey Buske	Agency	John Deere
Signature		Address	4009 W 29th Ct
		City/Zip	Davenport Phone 563-023-0231
Name/Title	Joscelyn Welshons	Agency	John Deere / Walcott Am. Legion
Signature		Address	2576 W. Meadow Lane
		City/Zip	52773 Phone 563-284-0002
Name/Title	Murali Annarasimhan	Agency	John Deere
Signature		Address	4166 E Kingston Dr
		City/Zip	52722 Phone 563-845-1423
Name/Title	Margaret Modica	Agency	John Deere
Signature		Address	4650 63rd Davenport
		City/Zip	52807 / Davenport Phone 309-748-1792
Name/Title	Melissa Roberson MOM	Agency	
Signature		Address	5112 W Fairmount St Unit # 153
		City/Zip	Davenport IA Phone 563-4570

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): 145	Total first-year funding request (all sites):	Total three-year funding request (all sites):
1		\$112,000	\$336,000

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
Buchanan Elementary	\$112,000	\$112,000	\$112,000	\$336,000	160
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 145

182 afterschool days x 60 students x \$7.50 rate = \$81,900

50 summer days x 45 students x \$10 rate = \$22,500

19 school out/weekend days x 40 students x \$10 rate = \$7600

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

Applicant Agency: Davenport Community Schools **Site:** Buchanan Elementary

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 145

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$77,000	\$4,000	\$77,000	\$4,000	\$77,000	\$4,000	\$243,000
Staff Travel	\$1,000		\$1,000		\$1,000		\$3,000
Materials	\$6,980	\$1,000	\$6,980	\$1,000	\$6,980	\$1,000	\$23,940
Professional Development (minimum 4% per year)	\$4,480		\$4,480		\$4,480		\$13,440
Student Access, Transportation etc. (maximum 8% per year)	\$3,500	\$600	\$3,500	\$600	\$3,500	\$600	\$12,300
Evaluation (about 4% per year)	\$4,480		\$4,480		\$4,480		\$13,440
Administrative/ Indirect Costs (maximum 8% per year)	\$8,960		\$8,960		\$8,960		\$26,880
Totals	\$106,400	\$5,600	\$106,400	\$5,600	\$106,400	\$5,600	\$336,000

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

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.

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 checked="" type="checkbox"/> Asians | <input checked="" 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 checked="" 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: Arthur Jato
Title: SUPERINTENDENT

Definitions

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

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

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

"Disability" does not include any of the following:

(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

The Buchanan Elementary 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. Buchanan Elementary has a student body comprised of: 22% African American (Black); 24.1% Hispanic (Latina); 4.6 % Asian, and 11.7% Multi-racial. In addition, 100% of their students receive free lunch benefits. Buchanan has a mobility rate of 34%, the fourth highest in Davenport Community School District.

The 21st CCLC funding received by Buchanan Elementary 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: November 20th, 2015</p>
	<p>Time: 9:30AM</p>
	<p>Location: Davenport Community Schools Administrative Building</p>

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

Type of meeting: Formal

----- Agenda Topics -----		
<p>Welcome Rachael Steiner 9:30AM</p>		
<p><u>Discussion:</u> ___Rachael Steiner and Shaney Ford were the only people present for the meeting_____</p>		
<p><u>Agenda included:</u> discussion of RFA, Budget, example of current programming within DCSD._____</p>		
<p><u>Conclusions:</u> ___There are not any private schools interested in pursuing a 21st CCLC Grant for this grant cycle._____</p>		
<p><u>Action Items:</u></p>	<p>Person responsible:</p>	<p>Deadline:</p>
<p>_____</p>	<p>_____</p>	<p>_____</p>
<p>—</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>Person responsible:</p>	<p>Deadline:</p>
<p>_____</p>	<p>_____</p>	<p>_____</p>
<p>—</p>	<p>—</p>	<p>—</p>

[continues on next page]

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

Other Information

Resource persons: Shaney Ford & Rachael Steiner	Davenport Community Schools
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.

Private/Public School Consultation Meeting
21st Century Community Learning Centers
November 20, 2015 9:30 a.m.
Achievement Service Center
Davenport Community Schools

- I. Welcome and Introductions

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

- III. Consultation on Grant Opportunity
 - a. Overview 21st Century Community Learning Center grants
 - b. Definition of Community Learning Center
 - c. Eligibility for grant
 - d. Funding
 - e. Grant Requirements
 - i. Fiscal Responsibility and Reporting/Evaluation
 - ii. Personnel and Professional Development
 - f. “What’s New” this year

- IV. Timeline and Next Steps

- V. Questions and Discussion of Interests

OUTCOME: No attendees. No response to invite to indicate any interest in participation. Previous consultation indicated concern with professional development and evaluation requirements of grant.