

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

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

Mail Applications to:

Jodi Bruce

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400 E 14th Street
Des Moines, Iowa 50319-0146
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Address all questions to: vic.jaras@iowa.gov

APPLICATION INFORMATION

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

County: Scott		Amount Requested: \$ 228,750 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Dr. Arthur Tate		Grant Contact/Project Director: Shaney Ford	
Agency Name: Davenport Community School District		Agency Name: Davenport Community School District	
Address: 1606 Brady Street		Address: 1606 Brady Street	
City: Davenport	Zip:52803	City: Davenport	Zip: 52803
Phone: 563-445-5000	FAX:	Phone: 563-528-0973	FAX:
Email: tatear@davenportschools.org		Email: fordsh@davenportschools.org	
DUNS Number: 075846832			
Data Collection and Evaluation Contact: Jennifer Best		Fiscal Contact: Marsha Tangeri	
Address: 875 Tanglefoot Lane		Address: 1606 Brady Street	
City: Bettendorf	Zip:52722	City: Davenport	Zip: 52803
Phone: 563-359-7577	FAX:	Phone: 563-445-5000	FAX:
Email: jbest@iastate.edu		Email: tangenm@davenportschools.org	

BEFORE YOU APPLY

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

- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
- The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page: <https://www.educateiowa.gov/documents/district-level/2017/01/2016-17-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated January 24, 2017, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

- **What is the Free and Reduced Lunch Rate for each site?** List below (use as many lines as necessary):
 - Site/Building Name: Jefferson Elementary
 - Free and Reduced Lunch Rate Percentage: 92.62%
 - Site/Building Name: Washington Elementary
 - Free and Reduced Lunch Rate Percentage: 79.86%
 - Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____
 - **Partnerships:** Application proposes to partner with a minimum of 3-5 community organizations as evidenced by signed Memoranda of Understanding (MOUs).
 - **When will the program run?** (Check or highlight applicable option(s) below):
 - Summer School Only
 - Afterschool Only
 - Before and Afterschool
 - Before and Afterschool and Summer School
 - Afterschool and Summer School
 - **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY18 Request for Applications):
 - 75 number of children x 180 days x \$10.00 either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = **\$135,000**
 - 45 number of children x 180 days x \$7.50 either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = **\$60,750**
 - **Summer School Formula**
 - 85 children x 40 of days = (minimum 30 days) x \$10.00 = **\$34,000**
 - Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.
- Funding Request for Year One: 205
- Funding Request total for Three Years: _____
- Number of Children Served in Year One: _____
- Number of Children Served in Three Years: _____

LEGAL STATUS OF APPLICANT

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

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

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

(If applicable) Enter Child Care License #:

REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation: Based on information from the Iowa School report Card Jefferson Elementary is noted as a Priority School. Based on information from the Iowa School Report Card Washington Elementary is noted as Needs Improvement. Documentation from the website has been provided.

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

- 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: ___The application is being jointly submitted in partnership with the City of Davenport Parks & Recreation Department. See signature page and MOU.

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

Co	AEA	District	District Name	School Name	School	K-12 Enrollment	Number Eligible			Free or Reduced Price Lunch	Percent Eligible	CEP 1415
							Free Lunch	Reduced Lunch	Free or Reduced Lunch			
82	9	1611	Davenport	116	North High School	1234	632	89	721	58.43		
82	9	1611	Davenport	118	West High School	1769	900	121	1021	57.72		
82	9	1611	Davenport	127	Mid City High	267	196	25	221	82.77	X	
82	9	1611	Davenport	205	Wood Intermediate	718	450	50	500	69.64		
82	9	1611	Davenport	209	Frank L Smart Intermediate	630	519	45	564	89.52	X	
82	9	1611	Davenport	218	Sudlow Intermediate	851	462	74	536	62.98		
82	9	1611	Davenport	223	Walcott Intermediate	390	167	25	192	49.23		
82	9	1611	Davenport	227	Williams Intermediate	749	491	69	560	74.77		
82	9	1611	Davenport	409	Adams Elementary School	531	276	49	325	61.21		
82	9	1611	Davenport	412	Blue Grass Elementary School	304	70	3	73	24.01		
82	9	1611	Davenport	414	Buchanan Elementary School	346	258	34	292	84.39	X	
82	9	1611	Davenport	415	Buffalo Elementary School	237	133	12	145	61.18	X	
82	9	1611	Davenport	417	Eisenhower Elementary School	460	195	22	217	47.17		
82	9	1611	Davenport	418	Fillmore Elementary School	403	298	30	328	81.39	X	
82	9	1611	Davenport	427	Garfield Elementary School	404	257	29	286	70.79	X	
82	9	1611	Davenport	454	Harrison Elementary School	527	222	26	248	47.06		
82	9	1611	Davenport	463	Hayes Elementary School	382	286	31	317	82.98	X	
82	9	1611	Davenport	475	Jackson Elementary School	339	214	23	237	69.91	X	
82	9	1611	Davenport	481	Jefferson Elementary School	447	399	15	414	92.62	X	
82	9	1611	Davenport	508	Madison Elementary School	426	343	29	372	87.32	X	
82	9	1611	Davenport	526	McKinley Elementary School	405	213	20	233	57.53	X	
82	9	1611	Davenport	535	Monroe Elementary School	441	381	26	407	92.29	X	
82	9	1611	Davenport	573	Truman Elementary School	360	215	28	243	67.5	X	
82	9	1611	Davenport	576	Walcott Elementary School	167	59	10	69	41.32		
82	9	1611	Davenport	580	Washington Elementary School	293	211	23	234	79.86	X	
82	9	1611	Davenport	589	Wilson Elementary School	480	289	42	331	68.96	X	



Jefferson Elementary School

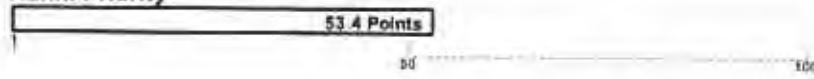
2016

Mississippi Bend | Davenport Community | Elementary School

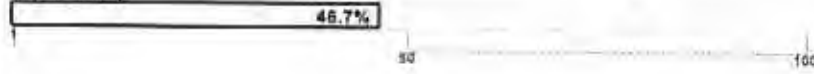
Grades: KG, 01, 02, 03, 04, 05 | Total Students: 453

Expand all

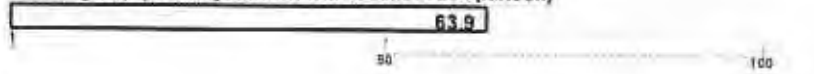
Rank: Priority



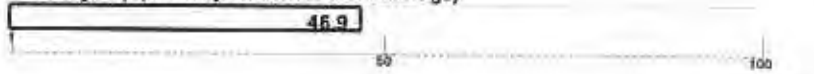
Proficiency



Closing Gap (Minority student within school comparison)



Closing Gap (Minority student to state average)



College and Career Ready Growth



Annual Expected Growth



Attendance

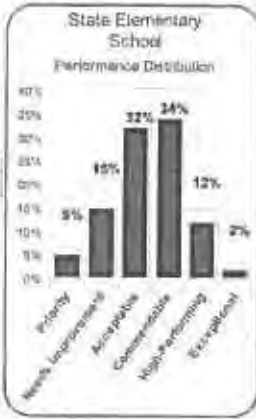


Staff Retention



Parent Involvement Teacher Survey Results

No survey results are found for this school.



Previous Year: Priority 54.7 pts



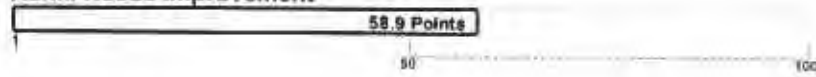
Washington Elementary School

2016

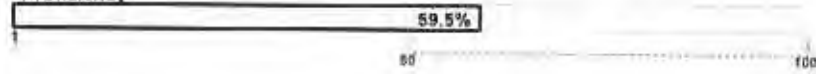
Mississippi Bend | Davenport Community | Elementary School
Grades: KG, 01, 02, 03, 04, 05 | Total Students: 268

Expand all

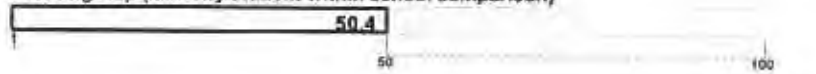
Rank: Needs Improvement



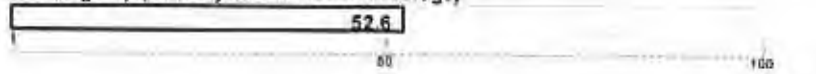
Proficiency



Closing Gap (Minority student within school comparison)



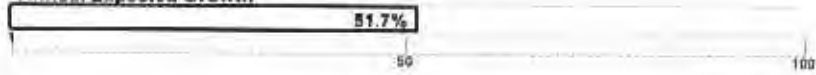
Closing Gap (Minority student to state average)



College and Career Ready Growth



Annual Expected Growth



Attendance

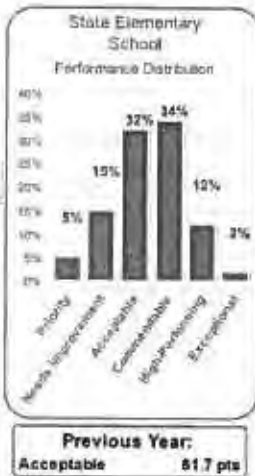


Staff Retention



Parent Involvement Teacher Survey Results

No survey results are found for this school.



**Davenport Community Schools
Jefferson & Washington Elementary Schools**

Table of Contents

Project Application (Cover Page & Request for Competitive Priority)

Table of Contents

Proposal Abstract.....Page 1-2

Grant Narrative **Pages**

 ◆ Student Needs Assessmentpg 3-5

 ◆ Projectpg 5-8

 ◆ Research Basepg 8-9

 ◆ Management Planpg 9-12

 ◆ Communication Planpg 12-13

 ◆ Partnerships.....pg 13-15

 ◆ Evaluation.....pg 15-17

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

“Quality Out of School Time Programs in the Urban Core of Davenport”

Project Abstract

The proposed project serves the students and families of Jefferson and Washington Elementary in the urban core of Davenport, Iowa. One of the region’s most impoverished neighborhoods, the targeted service area is identified by various stakeholders as Davenport’s Promise Neighborhood. 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 Jefferson and Washington Elementary. The program provides high-quality academic enrichment, student supports and family literacy activities through a variety of community partners. The proposed program adopts a series of student and family literacy outcomes which will be carefully assessed and the information used to improve program implementation and build community support. Program partners have broad experience in the field, including partnering on the “Stepping Stones” out of school time program that is the foundation of the project. The proposal is informed by the research-base on youth development, extended learning and the impact of partnership between schools and other community resources in improving student learning and strengthening families and communities.

Each school will offer: after school programming averaging 3 hours for 180 days of the school year, open until 5:30 p.m. to accommodate the needs of working families; a 40 day summer program wrapped with partner services; and a 20 day KinderJump program. Each program site is scaled to serve the unique needs of families and reflecting neighborhood assets and partners: Jefferson’s after school program will have an enrollment goal of 80, with an average daily attendance of 60; and Summer/KinderJump programs for 40 students. Washington’s after school program will have an enrollment goal of 45, with an average daily attendance of 30; and Summer and KinderJump programs for 30 and 20 students respectively.

Both will offer monthly evening and weekend Family Literacy activities in collaboration with other community partners. A dynamic student referral system uses a “counselor watch list” to assure the impact of programming on academically and behaviorally at-risk youth, including aligning the work of the after school and summer programs with the school Collaborative Teacher Teams and Multi-Tiered System of Support (MTSS) to assure that the proposed academic offerings are aligned with individual student needs. To serve struggling learners each program will set aside 25 slots for GAP students, those in the low income or ethnicity achievement gap. After school will have three student groups by age range rotating through 45-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, as needed, intensive math and reading intervention by a teacher of origin from the school. Academics support students’ individual needs and align with the core-day curriculum and interventions, including materials for Tier II /Tier III GAP students. Enrichment and recreation programs include a wide variety of creative arts; hands-on projects; leadership and service opportunities; STEM; healthy lifestyle; 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 and a .5 part time equivalent that will support the work of the school at the district-level to assist with curriculum, community partnerships, professional development and monitoring implementation. These part-time positions allow a full-time equivalent at the site level, with all available during afterschool hours for distinct purposes. An AmeriCorps member and four core day teachers will serve in the program afterschool and during the summer program with an additional two of the school’s Kindergarten teachers staffing the KinderJump program. Four program assistants, usually para-educators from the school day,

monitor and support student engagement, and a series of community partners provide daily “enrichment” activities. Project management will include an in-kind project manager (grants administrator.) The grant will also fund a limited clerical contribution to provide support for purchasing, payroll, and administrative needs about a half day per week.

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

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

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

Davenport School Food and Nutrition Services – USDA food service will be offered with daily snack and weekly evening meal service for afterschool programs; and breakfast, snack and lunch service for summer and KinderJump programs.

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

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

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

These partners and a broad variety of stakeholders were engaged in the design of the proposed program, including students, family members, partners, teachers, school leaders, and central office. A comprehensive evaluation plan, based on the district's CSIP and school Title I plans, drives programming and sustainability, with a series of partners aligned with specific activities and outcomes. Measures include academic and social outcomes for students that meet GPRA and locally determined outcomes based on program design. Evaluation is delivered by ISU Extension. The program is widely celebrated, showcased by the Iowa Afterschool Alliance as an Iowa “blueprint” for sustainable afterschool; as a sustainability model at the 2008 National Conference on Volunteerism; in 2009 by the National League of Cities; in the district's 2011 Accreditation Visit by the Iowa DE, and in hosting the state-wide conference and best-practices webinars and workshops for the past four years.

Competitive Priority: The proposed program is a joint application by the Davenport Community Schools (DCS) and the City of Davenport Parks and Recreation. Jefferson and Washington Elementaries are identified as high need through Title I designation and both qualify as Schools In Need of Assistance for maximum points on Competitive Priority. Washington is deemed as Needs Improvement and Jefferson is listed as Priority status.

Student Needs Assessment

2.1 Objective Data Used to Determine Need:

Student Need and Poverty Level: The Davenport Community Schools (DCS) is the third largest district in the state, serving one of Iowa's most diverse communities. Washington Elementary's students are diverse with a 30.9% African American and 18.5% multi-racial compared to the district rate of 20.8% and 10.5% respectively. In addition, 100% of the school's families qualify for federal Free and Reduced lunch through the Community Eligibility Provision based on the high percentage of families that are directly certified through food stamps, foster care or homeless services. The school's poverty rate is 73.2%, compared to the district rate of 66%. These barriers are compounded for the school's special needs students, with a 22.6% IEP rate compared to 18.5% district-wide and 31.9% student mobility. The current student body is considered highly at-risk with over 25% having compounding risk factors with two or more flags for grades, attendance and other factors on the district's Early Warning System.

Jefferson Elementary has even more challenging statistics with 100% of families qualifying for the free lunch program under the Community Eligibility Provision. The school's K-5 poverty rate is 90.2% with a 45.9% mobility rate, the highest in the district. The school's "membership rate" indicates that the average student is enrolled in the school for only 61% of their school year. Jefferson hosts the district's most diverse population with 38% African American, 24% Hispanic, 15% multi-racial and 12% ELL with the district's highest population of Spanish speakers. Jefferson's special needs students include a 21% IEP rate, and 35% considered highly at-risk having compounding risk factors with two or more flags for grades, attendance and other factors on the district's Early Warning System.

Academic Needs: Jefferson and Washington Schools serve a diverse population of students facing many barriers to academic achievement, evident on Iowa Assessments and other Title I report data. Both schools have significant challenges with kindergarten readiness with less than 55% proficiency on Fall FAST Early Reading among the lowest in the district. As concerning, students in both schools are not maintaining gains during the school year between the Fall and Spring FAST administration as they access the higher rigor content of the upper grade levels. At Washington 4th grade aReading proficiency dropped from 50% to 42%. Jefferson Elementary students face similar trends across the grade levels with FAST aReading assessments dropping from 43% to 31% in second grade; 36% to 26% in third grade, 22% to 17% in fourth grade, dropping from 23% to 20% in fifth grade. These deficits are evident on Iowa Assessments in the 4th and 5th grade. See table. These trends at both schools indicate a need to focus on foundational skills to prepare students for the more rigorous course work of later in the school year and later grades.

2016-17 Proficiency on Iowa Assessments				
		DCS	Jeffrsn	Wshgtn
Reading	4 th Grade	58.1%	33.3%	54.2%
	5 th Grade	65.4%	40%	60%
Math	4 th Grade	61.1%	42.5%	54.2%
	5 th Grade	61.6%	32.9%	40%

Social-Behavioral Needs: Washington and Jefferson students also struggle with absenteeism, both are below district average for Average Daily Attendance with Attendance Works caseloads of 27 and 58 students respectively for students that exceed the 11% absenteeism threshold last year. These schools also work hard to manage behavior disruptions in the school day as demonstrated by behavioral data. See the chart to the right for the incident tracking on most significant behaviors and discipline in the 2016-2017 school year. Schools strive to minimize suspensions and loss of privileges by addressing behavior through proactive classroom intervention through BoysTown corrective strategies. In the 2016-17 school year, 123 of these interventions occurred in these two schools for offenses that previously would have resulted in immediate removal from instruction. Of the 340 incidents 27 events were serious enough for the Davenport School Board to assign out-of-school suspension.

2016-17 Behavior Tracking		
Incident	Jeffrsn	Wshgtn
Disrespect/Property Damage	81	22
Physical Aggression/Fighting	32	54
Significant Disruption/Language	28	29
In Class BoysTown Referrals	122	101
Out Of School Suspension	21	6

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

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

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

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

School and Community Resources: The City of Davenport Neighborhood Planning Services Department conducted a thorough neighborhood needs assessment for the urban core of Davenport through a series of neighborhood meetings. With the exception of infrastructure concerns, safe, affordable activities for youth emerged as the largest gap and most sought after public service. Surveying reinforces city neighborhood planning focus groups, with 29% requesting "better programs for students who have fallen behind" and 14% stating the need to address "no supervision after school." Nearly 30% of respondents reported "free family activities" as what families most needed. This response skyrocketed among low-income residents.

The greatest revelation of the survey was the gap in participation in existing community resources. Many current programs and services go underutilized with less than a quarter of respondents even using their local library. The proposed project draws these community resources into the schools, establishes a strong referral and transportation system for families and wraps services in the summer months to expand resources for families. City surveying also revealed that nearly a quarter of respondents, more than 23%, believed that "gangs, crime and unsafe neighborhoods" made it difficult for students to get a good education. Many households have both parents working with limited time or financial resources. With transportation services limited, school-based enrichment services are particularly needed, especially in high-crime areas where walking to and from community resources is not safe. There are also many communication gaps for families who may not speak English or have traditional media in the home, such as internet, newspapers, phone service or even television. Another 16% identified "poor parenting" as a barrier to the quality of education, with many families not engaging, advocating for their child, or seeking out available community resources. City surveying and

interviews also identify the need for “school out day” programs during in-service dates, emergency weather and snow days, etc. which the program will provide through partner support.

The proposed program attempts to overcome barriers to accessing community services by using the school as the central communications source with easy to understand and translated information about program services through the school communication system. The school will act as a centralized delivery system for community partners to reach underserved and potentially disenfranchised students and families with limited access to resources and transportation, with school-based after school offerings, food pantry, community resource workshops and other services. Transportation will also be provided to program activities and family literacy offerings across the Quad Cities.

2.2 Stakeholders Engaged in the Needs Assessment:

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

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

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

- 100% of the parents participating in the survey wanted daily homework help. The reasons given are: no time to do homework at home, an adult is not available to help with homework due to work, more time to spend doing other activities, and parent not able to understand the homework to assist the student
- 98% of parents credited enrichment activities for why students will attend the program
- 93% of parents wanted high quality/low cost summer programming
- 98% of parents credited enrichment activities for why students will attend the program
- 73% of the parents cited need for safe place for students as working families

Community partners - The program was designed collaboratively with several primary partners, City of Davenport, Iowa State University Extension (ISU Extension), and others. A committee of these partners worked with school and district staff to create an integrated Logic Model that informs all aspect of the project design, from needs assessment and goal setting to action planning and budgeting. ISU Extension provides important program improvement resources and informs all aspects of professional development, curriculum and evaluation, including leading family sessions regarding community service referrals.

School leaders and teachers - The proposed project, from site selection through project design, was based on collaboration with the school Principal, staff, and the district’s Associate Superintendent. School leader and teacher participation included collaborative design sessions to inform the project activities. Teachers indicate interest in more creative arts opportunities, social skill development, meal time etiquette, critical thinking, athletic leagues, and more for students. Study trips and experiential learning were suggested to build background knowledge and vocabulary. Staff also discussed the needs of families, suggesting a food pantry, parent workshops, expanding access to technology, adult literacy services and employment support.

Project Description

3.1 Link to Student Need:

Needs assessment data has been thoroughly analyzed to determine appropriate activities for the proposed programs at Jefferson and Washington Elementary. These activities and the “determining” data sources include:

- 1) **Academic data** - Academic assistance in foundational reading skills such as Phonics and Comprehension; Academic assistance in math and science; STEM offerings; Kindergarten Readiness and transition; 2)

Social/behavioral data - Student directed activity and leadership opportunities; Violence, alcohol, tobacco, other drug resistance (VATOD); athletic leagues; career exploration; service learning; parent education and family supports for accessing family counseling, social service resources and mental health services 3) **Parent survey and interviews** - Parent engagement and family literacy activities, including a new evening meal service; Community health services and education; Families Matters, Adult literacy and GED programs; 4) **Student survey** – Evening meal service; service activities, engaging younger students with older peers; Reading, sciences, rocketry, volcanos and more; Athletics, cheerleading, arts and crafts, technology

3.2 Academic, Enrichment and Family Literacy Services:

Each site will offer hours averaging 3 hours for 184 days, including after school until 5:30 p.m., to accommodate the needs of working families with enrollment goals of 80 and 45 for Jefferson and Washington respectively. Participants get a healthy snack and then rotate in small groups through activity blocks, experiencing academics, enrichment and youth development activities, recreation and more. In a new collaboration with the Federal Nutrition Service, an evening meal will be provided weekly for families, facilitated by the senior volunteers of our faith-based partners. The proposed offerings include a full day summer program of 45 days, serving 40 students at Jefferson and 30 students at Washington. A KinderJUMP program for 20 days each summer will serving an additional 40 students at Jefferson and 20 students at Washington. Monthly evening and weekend family engagement activities will be offered in collaboration with other community partners including family field trips and community resource workshops offered by ISU Extension. All program activities fall within the 14 eligible federal activities listed in the RFA:

Academic Assistance - The proposed program includes a comprehensive approach to academic assistance that reinforces district standards and aligns with the academics of the school day, including the use of Teacher Collaborative Teams within the school's Multi-Tiered System of Supports (MTSS) framework. Academic time will provide a continuation of school-day literacy and math curriculum, provided in-kind by the school district, including Lexia Core 5 and MyOn Reading. New to the Stepping Stones model is the introduction of the Launch STEM curriculum through "Project Lead the Way." Launch incorporates 24 interdisciplinary modules with Maker Boxes and manipulatives to bring learning to life through problem-based, real world projects aligned with Common Core STEM standards. The programs will also offer First Lego League robotics teams in partnership with John Deere coaches. 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. The program will also address the needs of the many incoming kindergarteners who have not had preschool through a KinderJUMP program, provided for 20 days the month prior to the start of the kindergarten year, acclimating students to the building procedures, growing social skills and introducing academic curriculum. Programming will help students feel comfortable within their new building, accessing services and resources and introducing basic academics as a refresher to start the school year off right.

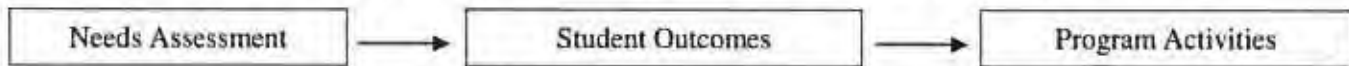
Enrichment and Youth Development Activities - The program will provide a variety of interesting, age-appropriate enrichment activities that reinforce and complement the academic day and promote positive youth development. Enrichment content will maintain a high degree of relevance with experiential learning models, project-based and place-based learning. Driven by the needs assessment, enrichment activities include creative arts with dance and drama offered by Jr. Theater, STEM with John Deere engineers; service learning and environmental education at the Botanical Center; career exploration, leadership experiences, and character education. Two 40-minute blocks will offer enrichment three to four days a week by staff and community enrichment partners. Designed in a "club format," sessions are offered consecutively in 6-8 week sessions. Content is driven by student interest and community partner expertise and will layer in meaningful fiction and non-fiction texts and aligned vocabulary exercises. Enrichment content was selected through student and parent

feedback 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. The Scott County YMCA will offer fitness activities and swimming lessons. Youth mentoring will be provided by the senior citizens of the faith-based partner One-Eighty and using a Granny Cloud online senior network. Community partnerships expand outreach at local theaters, arts venues, senior centers, etc.

Family Literacy Activities: Proposed family literacy activities are based on needs assessment and research on family literacy and resiliency. Families participate in daily interaction with well-trained staff and monthly school- and community-based activities on evenings and weekends to expand access to local resources like the Davenport Public Library, Putnam Science Center and more. Based on recent parent surveying, family activities will also be offered by ISU Extension in a workshop format to teach families about local family services and agency resources. EICC provides an adult literacy program with certified instruction and potential attainment of a High School Equivalency diploma by participants and senior volunteers to support ongoing tutoring sessions for adult learners between their lessons.

3.3 Goals, objectives and performance measures:

The programmatic content of the proposed program at Jefferson and Washington is driven by strategic goals and objectives aligned with the identified needs assessment. This needs assessment informed the creation of measurable student and family literacy outcomes, which then determine program activities.



The broad goal of the proposed program is *to increase achievement and enhance social outcomes for the students of Jefferson and Washington Elementary by providing high-quality academic enrichment, student supports and family literacy activities*. In order to accomplish this goal, the program adopts a series of measurable outcomes organized by academic and behavioral outcomes that align with state GPRA measures and local priorities tied to the core philosophy of the Stepping Stones model. See Evaluation p 16.

Jefferson and Washington Academic and Behavioral Outcomes	
Student Academic Outcomes	<ul style="list-style-type: none"> • Stepping Stones participants will show increased growth in math Fall to Spring. • Stepping Stones participants will show increased growth in English Fall to Spring. • Stepping Stones participants will improve from non-proficient to proficient or above in reading and math on state assessments. • Stepping Stones participants will improve in homework completion and classroom participation. • Stepping Stones participants will show active engagement in academically challenging enrichment activities
Student Behavioral Outcomes	<ul style="list-style-type: none"> • Stepping Stones participants will improve behavior • Stepping Stones participants will display age-appropriate classroom adjustment and social behaviors. • Stepping Stones participants will improve attendance

Academic goals will be met through a comprehensive curriculum aligned with the school day, including reading strategies for phonics and reading comprehension; enriching literacy and math activities; and diverse print environment; and a focus on reflection and writing. Student needs are assessed through school day academic assessments which drive the after school academic model, including intensive reading and math interventions for identified GAP students served by certified teachers. Students will use Lexia Core 5 and MyOn Reading to keep challenging their reading level at any proficiency. Social outcomes will be addressed using the schools' new BoysTown curriculum, setting daily expectations protocols and common language during the school day as a Positive Behavior Intervention Supports framework.

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

Program goals and activities were developed with school staff and leaders to align with the school day, the school's comprehensive school improvement plan (CSIP) and Title I Plan. The program will utilize school day staff, including teachers and paras. The program content itself is based on the input of the school Principal and core day teachers at Jefferson and Washington who identified critical issues that would serve the needs of students, including a focus on reading fundamentals and broader parent engagement in education. Academic plans for GAP students will also be followed in the afterschool and summer hours, fulfilled by certified teachers of the school day. The Program Lead will coordinate Family Literacy activities in partnership with the school Principal and Family Involvement Liaison to assure these experiences are meaningful and compatible with school day efforts.

3.5 Organizational experience:

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

Research-base

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

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

Each of the proposed youth development strategies also meet the federal definition of "scientifically based research," including the BoysTown behavior management system. The research-base on family literacy also promises effectiveness, including the "Characteristics of Effective Family Literacy Programs" (University

of Michigan; DeBruin-Parecki, Paris, Seidenberg) and its "Characteristics of Effective Family Literacy Strategies" that recommends collaboration with surrounding agencies, governmental, job skills programs; a good referral system to connect with services; and the ability to overcome barriers that otherwise hinder access and participation. The family referral workshops offered by ISU Extension and other family services are based on Maslow's Hierarchy of Needs that establishes primary human needs that must be addressed to attain higher order functioning. The delivery of the program is based on the foundational work of "A Measure of How Families Are Doing" (Shirer, 1999) that establishes ten elements of family life and comprehensive framework for identifying needs and tracking progress to support familial well-being and health.

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

Management Plan

5.1 Staffing, Professional Development, Leadership and Volunteerism

Staffing recruitment and retention - At the building-level staff will include a .5 Program Lead who will manage daily activities, including overseeing staff and partners during the program and a .5 part time equivalent Site Coordinator that will support the work of the school at the district-level to assist with curriculum, community partnerships, professional development and monitoring implementation. These part-time positions allow a full-time equivalent at the site level, with all available during program hours for distinct purposes. A full-time AmeriCorps member and four core day teachers will work after school and during the summer program with an additional two of the school's Kindergarten teachers staffing the KinderJump program. Four program assistants, usually para-educators from the school day, and a series of community partners provide daily "enrichment" activities. Project management will include an in-kind grants administrator and auditor. In addition, the grant will fund a limited clerical contribution will provide support for purchasing, payroll, attendance and administrative needs for about 4 hours per week. High quality staff from the schools will be hired and a student:staff ratio of 15:1 or lower will be maintained in the program. Intensive instruction for students who have academic needs will be provided with even low class size of 8:1 by "teachers of origin," teachers employed at school during core day. Recruitment will be through school district, building and agency resources with the school Principal taking the lead in identifying and recruiting high-quality teachers. Agency partners and school leaders collaborate to recruit highly qualified site leaders and program assistants, with a focus on school day staff. Paras that serve as program assistants will meet Title I requirements. Recently the staffing partnership with the city included expanding from temporary workers to permanent staff to allow the provision of holidays, sick days, position recall and other benefits for these dedicated professionals and a new system for wage review and tiered increases to encourage continuity in the profession.

Professional Development - Professional development activities include 30 hours of pre-service orientation in the fall each year, 20 hours of training throughout the school year and an additional 30 hours of pre-service orientation prior to summer programming. Staff training includes but is not limited to the following content areas: the consensus-driven Framework of Best Practices developed with community partners; 21st CCLC grant expectations and data requirements; poverty framework and family engagement; and program-specific information related to academic and social-behavioral curriculum and strategies, including the new BoysTown

framework. The latter content includes alignment with school day curriculum, behavior expectations, and understanding the poverty framework that many struggling learners and their families live in. All training will be open to non-public schools and out-of-school time providers from across the community. In addition, funds have been allocated for staff to attend state/regional conferences to stay current on best practices and resources to support quality out of school time services and to provide insight from the front lines of the profession.

Effective Leadership - Professional development also includes leadership providing day-to-day oversight, continuous improvement and coaching support for program staff. This leadership structure includes management operations, recruiting and training staff, curriculum development aligned with the school day, partner and non-public school scheduling and communication, and so much more. Strong management will be supported through weekly staff meetings to provide coordination between the central office leadership, the Program Lead and program staff to assure that program implementation is of highest quality and aligns with the school day curriculum, language and expectations. A Stakeholder Advisory committee 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 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. Senior Center volunteers will provide one-to-one reading support for struggling readers, family events, etc. Parks and Recreation and other community partners will blend agency volunteers in programs, including the AmeriCorps partnership with DCS and the Granny Cloud online clearinghouse connecting senior volunteers from around the world with our students.

5.2 Accessibly in Transportation, Communications and Facilities

Both Jefferson and Washington are considered “neighborhood schools,” with the vast majority of students walking to and from school or being provided transportation by family members. However, the program will not allow transportation to be a barrier to participation, providing daily transportation to and from the program by parent request. The proposed project also includes busing for weekly enrichment activities during the school year, as well as for all of the monthly family literacy activities and a weekly study trip during the summer program. The programs will also address any barriers to access that may arise as a result of language or communication barriers, in particular to serve the high ELL population at Jefferson. DCS employs the services of Cultural Liaisons for Spanish- and Vietnamese-speaking families who provide translation services and interpreter services as needed. All Jefferson program staff are bilingual to meet the needs of students and their families. All Stepping Stones programs are open to youth of all abilities, including those with disabilities, with low teacher:student ratio and additional supports such as interpreters, para time and other services available to students to assure they can fully participate in program activities and meet behavior expectations. The Stepping Stones website has been recently reviewed to assure compliance with ADA standards and best practices for visually impaired and learning disabled audiences, passing a review by the Office of Civil Rights in summer 2017. Finally, the facilities themselves are accredited as safe and fully accessible, including having entrances that are secured but accessible to individuals with disabilities and media centers and technology labs that are immediately accessible to the community. The program evaluation system includes a facilities quality checklist to assess learning environment and assure safety, accessibility and inclusivity of the building and grounds. This audit is aligned with the new DHS QRS system that Stepping Stones has adopted district-wide.

5.3 Leadership Structure and Stakeholder Advisory

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

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 to guide activities, timeline and budget, empowering 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 and best practices is provided by the Out Of School Time committee of the Network of Community Schools Partners composed primarily of directors of local youth and family service agencies.

5.4 Program improvement, sustainability and resource coordination

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

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

The specific sustainability strategies for the proposed project include:

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

Long term sustainability of the district-wide Stepping Stones program is based on a series of balanced and diversified funding streams. Enrichment partners provide in-kind services with outside sources of funding to support mission and in-kind for staff, professional development, facilities, and other expenses beyond the grant. Other funds and resources are consistently sought, including local and national grants and charitable contributions; inter-governmental sources; school district and municipal contributions; and, as grants mature and ultimately end, the phasing in of affordable program fees on a sliding scale and supplemented by DHS Childcare Assistance, scholarships and sibling discounts. Fees, however, will never be a barrier to participation.

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

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

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

Communication Plan

6. Outreach Strategies and Activities

A strategic communications plan is in place to disseminate information on the proposed program to critical audiences for two distinct purposes: 1) to recruit students and parents for participation in youth and family activities; and 2) to share program outcomes and evaluation results with staff, partners and the broader community for continuous improvement and ongoing support and sustainability.

Outreach and Recruitment Communications: Recruitment communication for the program will include students identified through counselor “watch lists” and those identified as Tier II/Tier III GAP students. A program flyer will be distributed to targeted families via direct student distribution as well as home mailings and availability at each school site and other community sites through partners. Though the program is open to all, these students will receive a personal invitation by the Program Lead in partnership with the Principal, Counselor, or a specific caring adult as identified in the student’s Tier plan. Outreach will be ongoing, at the beginning of the school year and with weekly updates and communication. The Principal and Program Lead will follow up with the parents to communicate ongoing opportunities for student and family participation, such as special events and field trips, and answer any questions or concerns to recruit year-round. Recruitment outreach will address key message points of quality programming for students; adult supervision in a safe environment; social interaction and peer relationship opportunities; academic support aligned with school curriculum; and the involvement of certified staff. The district’s auto-dialer phone system will be used during key recruiting periods to increase awareness of the program as will articles in school newsletters, websites, Facebook, etc. Because of the diversity of and language barriers among targeted students and parents, communication tools will read at an 4th grade level and will be made available in Spanish-language translation. With the frequency and personalized approach of this communication plan, we anticipate a high level of knowledge about and interest in the program. Ongoing celebration of program activities and accomplishments will be shared school-wide to present the programs as fun and popular among students.

Sharing Results: The comprehensive communications plan is also designed to share program outcomes and evaluation results for continuous improvement dialogue and to increase program awareness and support. Thorough program evaluation assists in continuous program improvement among staff and partners, and will be used in affirming support for the program among partners and the general community. Critical project findings and evaluation results will be posted on the Stepping Stones website, shared with community partners through monthly meetings of the Out of School Time committee, DCS Board of Directors, Davenport City Council, various other local and regional meetings and to interested partners. Several tactics will also reach the community-at-large to celebrate project milestones, including local media and cable access, through presentations to the local school board, city councils, and service organizations and through special events like the annual “Lights On for Learning” rally. Communications will include opportunities to financially support the program, including a reminder that pledges can be designated directly to “Stepping Stones” through payroll deduction during the annual Employee Giving Campaign in the school district. See page 17 for details of the Evaluation Communications Plan.

Partnerships

7.1 Existing Relationships and Roles

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

Network of Community Schools Partners (NCSP) - Since 1985, the NCSP (formerly a Community Education model) linked community agencies and stakeholders to address school and community needs. NCSP includes parents, teachers, administrators, and community agency/organization representatives. NCSP operates an Out of School Time Committee that promotes collaboration, resource coordination and best practices among out of school time providers serving Davenport families.

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.

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. Jefferson and Washington were identified as next sites to sustain in this approach to reach our community's most at-risk students.

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

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

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

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

Davenport School Food and Nutrition Services – USDA food service will be offered with daily snack and weekly evening meal service for afterschool programs; and breakfast, snack and lunch service for summer and KinderJump programs.

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

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

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

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

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: Collaboration, Coordination and Communication.

Collaboration - The proposed program was built on a collaborative process to leverage existing relationships, connect existing program strategies, and provide a unified system of service. Through several design sessions, community partners agreed on the intended outcomes; “mapped” a variety of individual agencies’ offerings;

delineated the management structure and partner expectations, budget projection and in-kind contribution; and established a shared vision for the sustainability plan and expectations during years 4 and 5 for support. Stepping Stones has a collaborative governance structure and shared staffing among several partners.

Coordination - In addition, many of our community partner leaders serve on DCS leadership groups such as the Local School Improvement Advisory Council (LSIAC), the Network of Community Schools Partners (NCSP) and its Out of School Time Committee. Representatives of NCSP and DCS serve on various community boards and committees. One of these is the United Way of the Quad Cities' Education Panel who celebrates Stepping Stones as a regional model. These joint advisory and administrative structures support coordination between partners who will also all serve on the Stakeholder Advisory Council. A Site Coordinator is the operational project liaison between DCS and project's partners. A Program Lead is responsible for daily implementation of scheduled partner activities and staff management. Partners have embraced this management structure.

Communication - Broad participation of all constituent groups, supplemented by regular updates and meetings at the site level, ensure that a diversity of perspectives contribute to the design and operation of the proposed program. Stakeholders participate with all representative groups, including NCSP, LSIAC, and site councils. Monthly Stakeholder Advisory Council meetings and weekly staff meetings at various levels support ongoing communication between partners. Reporting to stakeholders will include a dynamic communications plan, celebrating partnership and reporting on ongoing evaluation results.

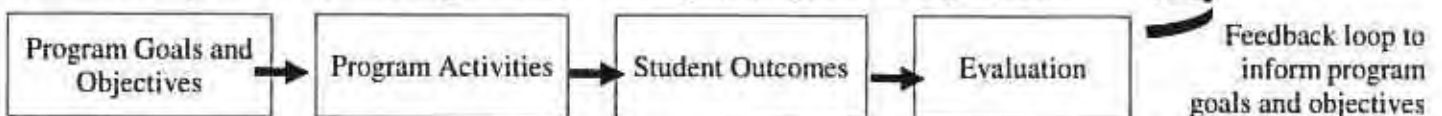
The proposed program engages current partners and will recruit new partners to the project through school, community and district outreach and promotion, including in newsletters, email, school marquee, media and partner networks.

Evaluation

8.1 Experienced Evaluator

The Stepping Stones programs at Jefferson and Washington will benefit from comprehensive, rigorous evaluation by our partners at ISU Extension and Outreach. Over the past 15 years the district has worked with Extension staff to create an evaluation system for all Stepping Stones programs founded in research and best practice. Evaluation informs programmatic decision-making and provides all necessary data to the Iowa Department of Education (IDOE) for the required Government Performance and Results Act (GPRA) Performance Indicators and Measures. 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 evaluation plan; 2) effective tools for data collection and analysis; and 3) strong management and leadership structure to accomplish evaluation and build consensus.

1) **Evaluation Plan** - The evaluation plan for the program was created in collaboration with the Stepping Stones Shared Governance Committee comprised of primary partners Davenport Community Schools, City of Davenport Parks and Recreation and ISU Extension and Outreach. Evaluation is driven by program goals and objectives, project activities and the intended outcomes of program activities. These intended outcomes serve as a foundation for all of the adopted strategies and activities and drive the evaluation process to inform continuous improvement, including reflection and impact on goals and objectives.



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 and Iowa Assessments for academic outcomes during the school year and summer. Teacher, student and parent surveys will provide pre- and post- data for other more subjective outcomes in both the student program, including the state required teacher survey for attendance, classroom engagement and

behavior. The Walker Survey Instrument will measure student social-behavioral outcomes including evaluation of adaptive behavior (the skills necessary to function independently in classroom instructional settings) and interpersonal social competence (the skills necessary to maintain adequate social interactions and relationships with others.) Program leaders use Google Drive to track attendance, enrichment activities and other program information with easy linkage with Infinite Campus, the district's student information system, which has the capacity to generate numerous reports, including student, site, and project level elements as required by both local partners and the IDOE reporting system.

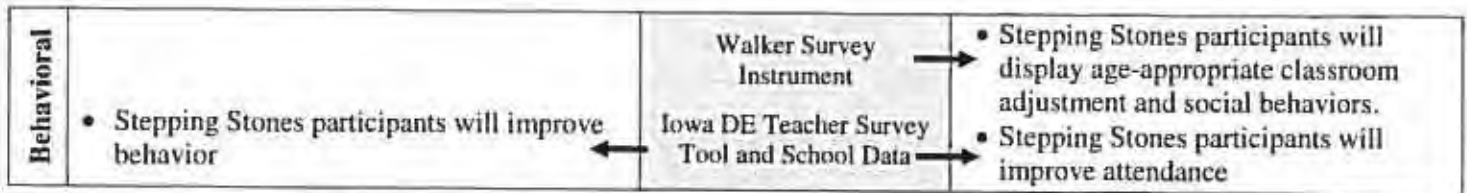
3) Management and Leadership – The Site Coordinator and Program Lead support ISU Extension in collecting data at the site level. This team leads efforts for local evaluation and compliance with IDOE expectations for surveying, research and evaluation, including full participation in IDOE site visits. DCS Assessment Office provides data to align student behavior and academic data with implementation data and other data points. All partners have committed to the proposed project outcomes and adopted the evaluation plan.

8.2 Using Evaluation Results

Use of evaluation for program improvement and promotion: A comprehensive system of program evaluation and audits determine fidelity and impact of critical programmatic and operational outcomes. Tools include a facilities quality checklist and safety audit; ongoing auditing of program scheduling; participant surveying and observation and, most importantly, measurable student outcomes. All of these evaluation results are shared in daily coaching sessions and weekly meetings with program and partner staff to reinforce program standards and guide professional development, as well as with the Stakeholder Advisory Council monthly to provide context and goals for project planning. Evaluation results will be reviewed and staff and stakeholder recommendations will be implemented by the Shared Governance Committee to assure consensus and ongoing communication among the primary partners, DCS, City Parks and Recreation and ISU Extension. The evaluation results are also shared with parents, partners and the general community through presentations at Family Nights and partner meetings; the Stepping Stones website; media opportunities in partnership with the City and ISU Extension and annual Lights On for Learning activities. Communications include ways to support the program financially, including a reminder that Employee Giving pledges can be designated directly to "Stepping Stones" through payroll deduction.

Alignment of Evaluation Procedures: The evaluation plan was developed by ISU Extension and aligned with the Jefferson and Washington CSIP and Title I SINA Plans; the required Government Performance and Results Act (GPRA) Performance Indicators and Measures and a series of intended outcomes measured through local evaluation, all of which will help shape program activities and staff development needs. A series of state and local outcomes have been set for the Evaluation process with valid and reliable evaluation tools identified:

Jefferson and Washington 21 st CCLC Academic and Behavioral Outcomes			
	State Required GPRA Measures	EVALUATION TOOLS	Local Evaluation Outcomes
Academic	• Stepping Stones participants will show increased growth in math Fall to Spring.	Enrichment Engagement Tracker and Rubric	• Stepping Stones participants will show active engagement in academically challenging enrichment activities
	• Stepping Stones participants will show increased growth in English Fall to Spring.	FAST Assessment data in Math and English	
	• Stepping Stones participants will improve from non-proficient to proficient or above in reading and math on state assessments.	Iowa Assessment data in Reading and Math	
	• Stepping Stones participants will improve in homework completion and classroom participation.	Iowa DE Teacher Survey Tool	



Performance indicators within these outcomes set measurable benchmarks for evaluating success, utilizing local student data and nationally recognized assessment tools based on intended outcomes. Student academic outcomes in English, Reading and Math will be assessed through FAST and Iowa Assessments; homework and classroom participation will be measured through teacher surveying. New this year, Stepping Stones will utilize a web based tracking system to allow site based staff to track student engagement in enrichment activities to show extended learning. The Walker Survey Instrument (WSI) provides program staff a scoring guide to assess age-appropriateness of student social-behavioral outcomes, such as 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.) Attendance, discipline referrals, suspension and other impacts on school engagement will be analyzed, including through school data and teacher surveying.

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 results will be shared with program and partner staff to reinforce program standards and guide professional development. Results will be shared regularly with partners through meetings of the Stakeholder Advisory committee, and through other local and regional service organizations. We will reach the community-at-large to celebrate project milestones, including: postings on the DCS and Stepping Stones website; cable access and televised presentations to the local school board and city council.

Budget Narrative

The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits... Projected costs are reasonable, cost-effective, and adequate given the depth and breadth of opportunity proposed at the proposed school site. The budget estimates reveal that daily cost for provision of proposed services meets the funding standard of \$7.50 and \$10.00 per day times the number of students anticipated to participate in the before, afterschool and summer programs, times the number of days the program will operate during the before, afterschool and summer programs. The budget proposal also meets criteria for reasonable funding as it relates to expected benefit. Among the programming elements that address these criteria are the level of well trained and professional staff involved in program delivery, transportation services where necessary or appropriate, provision of low student to staff ratios, nutritious snacks and evening meals offered through the U.S.D.A., maximum use of arts and technology resources, and minimal cost to students and families. The focus of the budget is to allow for the provision of caring, adult staff to build constructive, meaningful relationships with youth and their families through a variety of strategies. This community collaborative project, representing Davenport Community Schools and a host of community based organizations, will accomplish this goal.

Personnel -69% \$159,363:

This proposal designates two-thirds of the budget toward personnel. Teachers, staff and enrichment partners provide the core to quality and engaging out of school time programming. Personnel funds will cover the following: (4) contracted teachers per site/ per day per site at the designated teacher rate of pay \$32.64 per hour (which includes tax and IPERS) as negotiated per teacher contract. (2) .5 site coordinators, \$14.01 per hr, whose time will be dedicated to daily program operations and student management, (4) program aides, \$9.90 per hr, will staff each site providing students assistance and support throughout their daily program activities: snack, homework help, enrichment and recreation. These funds are dedicated to personnel to ensure a student to staff ratio of no more than 15:1 for the length of the school year and summer program. Additionally, it is important that as many resources as possible be committed to student-centered services geared toward academic improvement. It is critical that academic support for students in 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 before, afterschool, and in the summer. Additional funds will be designated to partners for contacted services covering STEM activities, physical fitness/sports experiences, theatre enrichment and character education.

Staff Travel -1% \$2,000:

The purpose of staff travel is for key staff to attend professional development sessions that relate to continuous improvement. Staff travel expenses include local, state and regional professional developmental activities this includes mileage, hotel, lodging and meals. Costs of staff travel are minimal and strategic, totaling 1% of the grant budget. In the event of additional funds needed for staff travel, the Davenport Community Schools Out of School Time Department will match professional development funds needed for travel.

Materials 10% \$24,000:

Cost for materials is approximately 10% of the grant budget. Grant funds will be used to leverage additional in-kind contributions from local partners and DCSD, as well as DCSD. Materials cost include academic enrichment supplies, academic support materials, literacy support materials and books, recreational supplies aligned with program activities and core day curriculum, field trip admissions, and tools/resources for family engagement activities as well as refreshments for the family literacy activities.

Professional Development 4% \$9937:

High quality programming is the centerpiece of sustainability and the hallmark of a successful initiative, with a focus on best practices. The allocated amount will fund extensive and ongoing staff development at the program level, including a full week of pre-service orientation before the start of the school year, 4 continuing education sessions throughout the school year and an additional 20 hours of pre-service summer program training. Staff training includes but is not limited to Best Practices for Quality Afterschool Program, poverty education, licensing and certifications in CPR/First Aid, Mandatory Child Abuse Training, curriculum delivery and Positive Behavior Management. Additionally, Professional Development Resources, \$5,000, will fund a portion of the full time Out of School Time Program Administration focusing on professional development delivery and implementation.

Student Access, Transportation- 3% \$7000:

The cost of student transportation is estimated at 3% of the total budget request. Jefferson and Washington Elementary schools are considered neighborhood schools and most students live within close proximity of the school, thus alleviating the need for daily transportation. Transportation costs include monthly study trips for the students in the afterschool program, weekly trips for community based enrichment (8 sessions) and weekly study trips during the summer. Additionally, the budget will fund the transportation cost of 4 community based 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- 5% \$9150:

A portion of the funds, \$2000 per site, are dedicated to evaluation and will be designated toward contractual services toward an experienced evaluator to conduct required state and local evaluation for Jefferson and Washington Elementary Schools. A rigorous and thorough evaluation is required for the sustainability of the Jefferson and Washington Project. The remaining funds, \$7150, will be dedicated to funding a portion of the full-time Out of School Time administrative staff focusing on data collection, input and analysis.

Administrative/Indirect Cost- 8% \$18,300:

Administrative and indirect costs have been reserved in the budget in the amount of 8% of the total budget. A significant amount of administrative work is created with the effective supervision of 21st CCLC programming. Over 250 students will be served through the programs at Jefferson and Washington Elementary schools. This requires administrative and program over site to effectively implement program goals and successfully supervise the staff working with the students. Administrative costs associated with the delivery of the program include; human resource management, clerical services, logistical support and planning. After the set aside of \$4515 for the required in-direct contribution the remaining funds, \$13,785, will be used to fund a portion of the Out of School Time administrative staff with a focus on overall program implementation, delivery and troubleshooting.

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 13, 2017

Memorandum of Understanding

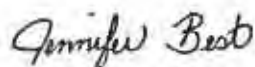
On behalf of Iowa State University Extension, Scott County, I strongly support the current 21st Century Community Learning Center grant proposal. It has been a pleasure and privilege to partner with Davenport Community Schools on the development, implementation and evaluation of comprehensive school-based out of school time programs for the past fifteen years. We believe that programs such as these are an integral part of a school's ability to comprehensively serve its students and families – especially in high-poverty areas. Programs 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 meeting needs 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; and
- Supporting Davenport Community Schools with the development and implementation of continuous improvement processes.

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

Sincerely,



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

**Memorandum of Understanding between
Davenport Community School District (DCSD) & Stepping Stones**

This agreement is effective 7/1/18-6/30/21, between DCSD Food & Nutrition Department & DCSD Stepping Stones Out of School Time (OST) Program.


DCSD agrees to provide the following:

- Provide safe, designated spaces for the Stepping Stones Program to access during the afterschool hours.
- Provide leadership toward student achievement and engagement.
- Provide training to Stepping Stones staff on DCSD initiatives that may have an effect on out of school time programming and students that participate in the programming.

DCSD Stepping Stones agrees to:


- Abide by all school building policies and procedures in regard to the use of building space.
- Work with building principals on identifying students that could benefit from out of school time programming.
- Provide safe, secure and enriching environment during the out of school time hours allowing students to benefit from the experience they are being provided.

X


Shaney Ford, DCSD OST Specialist

Date: 12/15/17

X


Dr. Arthur Tate, Superintendent
Davenport Community Schools

Date: 12/13/17



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

December 11, 2017

Memorandum of Understanding

Through the Davenport Community Schools (DCSD) 21st Century Community Learning Centers Project, the Scott County Family YMCA will work with Davenport Community Schools Out of School Time Department by:

- Providing swimming lessons to all students participating in the 21st CCLC Program through the YMCA nationally recognized "Safety Around Water" program
- Provide field trip opportunities for students and their families focusing on health and wellness.
- Provide recreation activities to students within the program focusing on helping students learn basic skills in the area of sports and games
- Work with the DCSD OST Department to pursue additional funding sources to match the funds provided through the 21st CCLC grant.
- In sum, when DCSD is able to transport students, the Y can use grant sources to cover swim programs. With mutual funding and true collaborative partnership, we are able to provide increased program and character development opportunities to serve kids and their families during the school day, after school, nights, weekends and summer.

Frank Klipsch
Scott County Family Y

DAVENPORT COMMUNITY SCHOOLS

Memorandum of Understanding between Davenport Community School District (DCSD) Food and Nutrition Department & Stepping Stones

This agreement is effective 7/1/18-6/30/21, between DCSD Food & Nutrition Department & DCSD Stepping Stones Out of School Time (OST) Program.

DCSD Food & Nutrition Department agrees to:


- Offer access to the USDA free snack program at no cost to the Stepping Stones program for Washington & Jefferson Elementary School for the students that participate in the Stepping Stones afterschool program
- Work with Stepping Stones administrative staff to operate the summer meal program at 21st CCLC sites, which will allow students attending the 21st CCLC summer program to have access to high quality meals at no cost to the program or the students.

DCSD Stepping Stones agrees to:

- Follow all snack program guidelines on how to appropriately distribute and record the distribution of snack.
- Maintain all areas used for snack in a clean and orderly fashion.

X 
Shaney Ford, DCSD OST Specialist

Date: 12/11/17

X 
Kent Heinen, DCSD Food & Nutrition Specialist

Date: 12/11/17



DAVENPORT PARKS AND RECREATION

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

December 7, 2017

Memorandum of Understanding

Through the Davenport Community Schools (DCSD) 21st Century Community Learning Centers Project, the City of Davenport Parks & Recreation Department will work with Davenport Community Schools Out of School Time Department by:

- Jointly hire and supervise all 21st CCLC Program Staff for the Jefferson & Washington 21st CCLC programs
- Provide academic and enrichment support through the use of members serving at the before mentioned sites through the City of Davenport AmeriCorps Program.
- Work together with DCSD to provide enrichment programming for all students participating in the program to ensure a diverse range of opportunities including but not limited to; golf, with First Tee of The Quad Cities, theatre, with Junior Theatre, sports development with Davenport Youth Sports, and nature programs, with the Davenport Environmental education Program.
- Provide guidance and leadership within the field of Out of School Time Programming within the City of Davenport.

The City of Davenport Parks and Recreation Department would like to offer collaborative support for the 21st Century Community Centers Grant focusing on sites at Jefferson Elementary and Washington Elementary. The City of Davenport Parks and Recreation Department is aware of the importance of out of school time programs in the community. Being able to provide quality programming is critical to student success. These elementary schools are two of the highest at-risk schools in the community and we feel the need to support quality out of school time programming for their students and families.

The enrichment opportunities the Park and Recreation Department provides at these schools address a need for students and families that may not be accessible to the families in these schools. Some of the opportunities are theater, environmental enrichment, golf and sports activities.

The City of Davenport Parks and Recreation Department will continue to collaborate 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.

Signed,

A handwritten signature in black ink, appearing to read "Theresa Hauman", written over a horizontal line.

Theresa Hauman, MPA, CPO, CPRP

Senior Recreation Manager

Davenport Parks and Recreation



CITY OF DAVENPORT

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



12 / 8 / 17

Dear 21st Century CCLC Grant Committee:

It is with continued enthusiasm that I write this letter of endorsement for the Davenport Community School District (DCSD) and their afterschool initiatives through the Stepping Stones programs and beyond. I have seen firsthand the amazing impact this program has on the lives of kids. I have also been impressed with their utilization of resources and partnerships to serve youth. I truly hope they will be considered for continued grant support and funding, as they make the most of every resource.

I have primarily collaborated with DCSD through the Performing Arts programs of Davenport Parks and Recreation. In particular our relationship runs through our Davenport Junior Theatre (DJT) program. DJT is America's second oldest children's theatre. We are committed to giving every child the tools to communicate with clarity, confidence, and creativity. Our year round program provides performing arts opportunities for kids ages 3-18 years. We have over 1,700 enrollments each year, serving kids from over 25 different cities & towns.

Our most recent and exciting collaboration brought students in the Stepping Stones programs to the Junior Theatre site. They get to participate in workshops in theatre & dance in our studio spaces and have a more complete immersion in the power of these art forms. Our plan is to continue and refine this program in 2018, bringing entire sites to the theatre for learning opportunities.

As for our longstanding partnership thousands of kids have accessed live theatre performances here at Junior Theatre thanks to our collaboration over the last decade. Students are bussed to the Junior Theatre facility where they see fully realized theatrical productions (*2017 shows included; Ramona Quimby, Alice in Wonderland, Arthur & the Magic Sword*). The best part is that our performances are done by other kids! This inspires the kids in the audience to consider the arts as something they too can achieve.

We strongly support the Davenport Community School District as they seek continued support from the 21st Century CCLC funding stream. I am positive they will serve students well and stretch every dollar of support to its fullest. Please do not hesitate to contact me.

Sincerely,

Daniel DP Sheridan

Daniel DP Sheridan

Performing Arts Supervisor

Davenport Parks and Recreation

563-888-2216

DSheridan@ci.davenport.ia.us



QUAD CITY BOTANICAL CENTER

2525 Fourth Avenue • Rock Island, Illinois 61201 • (309) 794-0991 • Fax (309) 794-1572

Dear Grant Committee,

I am writing to support the efforts of the Davenport Community School District Stepping Stone Program. We have worked with the program for several years and see the benefit to the students who participate in the program. As an enrichment provider, we expose the student to plants and their relationship to the student's everyday life. We also share our involvement with the regional community by educating about gardening, tropical rainforest, and demonstrate how the students can reduce their environmental impact to our environment.

Stepping Stone Program is an excellent student program and with all the enrichment partners creates a great educational learning beyond the classroom.

As the Education Director of the Quad City Botanical Center, we are working to provide ways of connecting people and plants in fun and meaningful ways and with partnering with DCSD Stepping Stone is one way to accomplish our educational goals.

Regards,

Greg Wolf

Education Director

Quad City Botanical Center

309-794-0991 ext. 208



**CITY OF DAVENPORT
FRANK J KLIPSCH
MAYOR**

226 W. Fourth Street
Davenport, Iowa 52801
(563) 326-7701
fklipsch@ci.davenport.ia.us
www.cityofdavenportiowa.com

December 8, 2017

To Whom It May Concern:

As Mayor of The City of Davenport, I am proud to offer collaborative support for the 21st Century Community Learning Center Grant focusing on Jefferson and Washington Elementary Schools. The City of Davenport is very aware of the importance of out of school time programs for our community and shows our support through our strong partnership with Davenport Community Schools. Being able to provide quality programming is critical to student success. Washington and Jefferson are two of the highest need schools in the community and there is a great sense of urgency to provide quality out of school time programming and resources for students and families.

The enrichment opportunities the City of Davenport Parks and Recreation Department will provide at these schools address the needs for students and families that otherwise are not accessible. Some of these support opportunities are theater, environmental enrichment, sports activities, golf and diversity awareness. The city also provides AmeriCorps and Youth Corps support to out of school time and will continue to provide all non-certified staff for the two schools as well as AmeriCorps service members to support academic and recreational activities.

The City of Davenport will continue to partner with Davenport Community Schools for the Out of School Time Programs to give students and families opportunities for success.

Best Regards,


Mayor Klipsch



DAVENPORT PARKS AND RECREATION

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

December 8, 2017

To Whom It May Concern:

The City of Davenport Parks and Recreation Department would like to offer partnering support for the 21st Century Community Centers Grant focusing on sites at Jefferson Elementary and Washington Elementary. The City of Davenport Parks and Recreation Department is very aware of the importance of positive out of school time opportunities in the community. Being able to provide high quality programming is critical to student success. Jefferson and Washington are two of the highest need schools in the community and there is a great sense of purpose to provide quality out of school time programming for these students and their families.

The enrichment opportunities the Park and Recreation Department can provide at these schools address a need for students and families that may not be accessible to the families in these schools. Some of the opportunities are theater, environmental enrichment, golf, sports activities and diversity awareness. We also work to provide academic and enrichment support through the use of AmeriCorps Members, who have Stepping Stones 21st Century Community Centers as service sites.

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 'THA' followed by a long horizontal flourish.

Theresa Hauman

Senior Recreation Manager, AmeriCorps Director

City of Davenport Parks and Recreation

FORM A: SITE INFORMATION

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

21CCLC Site Name: Jefferson Elementary		
Site Address: 1027 Marquette Street		
City, State, Zip: Davenport, Iowa 52804		
Phone: 563-723-6700		
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: Washington Elementary		
Site Address: 1608 E Locust Street		
City, State, Zip: Davenport, Iowa 52803		
Phone: 563-723-6150		
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

(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. Program agrees to provide a minimum of 60 hours contact time a month and 30 days of summer school (if applicable).

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.

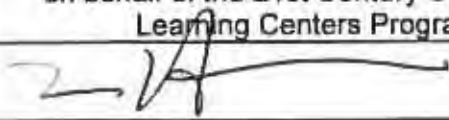
Part M: Private and Public School Consultation

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.

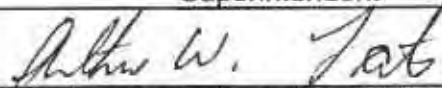


Part N: Grant Termination (Additional conditions in Appendix D)

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
	Washington Elementary School
	Jefferson Elementary

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 three (3) additional pages for signatures.

I printed this document on 11/23/11 at 11:03 AM with a printer from...

Name/Signature		Agency Affiliation	
Name/Title	Associate Supt.	Agency	Davenport School
Signature	[Signature]	Address	Prody St
		City/Zip	Davenport Phone 563-570-5700
Name/Title	Melvin Mohr (Supt)	Agency	Washington Elementary
Signature	[Signature]	Address	1608 E Locust
		City/Zip	Davenport 52703 Phone 563-723-6150
Name/Title	Teresa Campbell FIL	Agency	Washington Elementary
Signature	[Signature]	Address	1608 E. Locust
		City/Zip	Davenport Phone 563-723-6150
Name/Title	Melanie Wilkins (Teacher)	Agency	Davenport Schools
Signature	[Signature]	Address	1705 Susan Ct
		City/Zip	Bettendorf 52722 Phone 563-723-6150
Name/Title	Leah McQuisland (Supt)	Agency	Davenport Schools
Signature	[Signature]	Address	1608 East Locust
		City/Zip	Davenport Phone 563-723-6150
Name/Title	MARY O'LEARY	Agency	DAVENPORT SCHOOLS
Signature	[Signature]	Address	722 Ridgewood Ave
		City/Zip	Davenport Phone 563-210-8547
Name/Title	Heath cust.	Agency	DAV. SCHOOLS
Signature	[Signature]	Address	1907 W 3rd St
		City/Zip	DAV. IA 52702 Phone 563-449-4636
Name/Title	Ray Hoken / Park	Agency	Davenport Schools
Signature	[Signature]	Address	1608 E Locust St.
		City/Zip	Davenport 52703 Phone 563-340-6958
Name/Title	Shannon Child/Counselor	Agency	DCSD
Signature	[Signature]	Address	1013 14th Ave B
		City/Zip	Orion, IL 61275 Phone 309-781-3500

Ann Rannfeldt
 Ann Rannfeldt
 252 School House Rd.
 Bettendorf IA 52722
 63-505-8705
 Artley Sullivan
 1850 Bettendorf

Debbie Potts
 Roxanne Isham
 Roxanne Isham

DCSD
 2448 Lindenwood Dr.
 Bettendorf, Ia. 52722
 DCSD
 4819 W Locust St.
 Davenport, Ia 52804



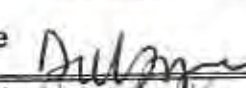
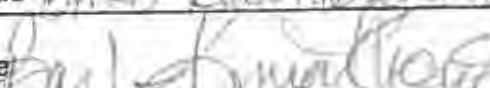
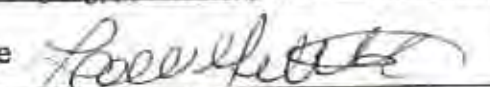
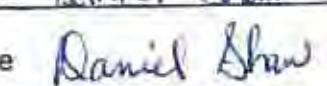
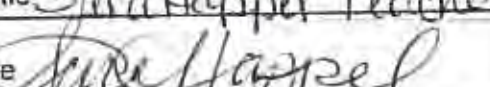
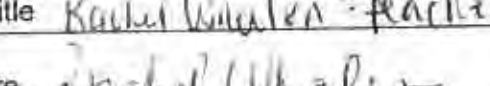
Latasha Hauslett
 5802 Marquis
 Davenport IA
 52806
 DCSD

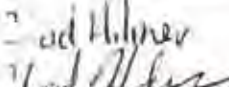
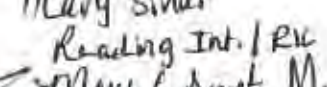
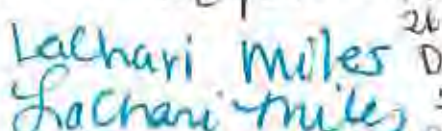
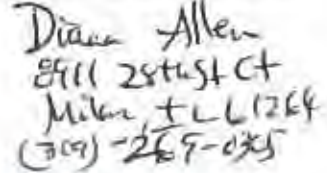
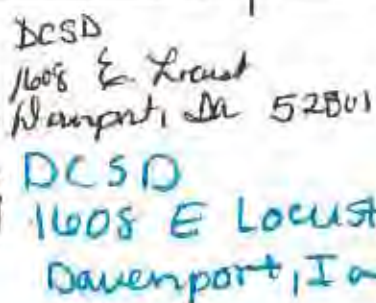


FORM C: COLLABORATIVE SIGNATURES

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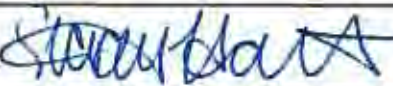


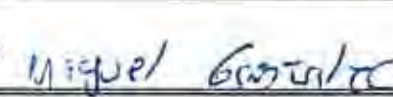



Name/Signature	Agency Affiliation
Name/Title: <u>Connie Droessler-Vens</u> SPED teacher	Agency: <u>Davenport Schools</u>
Signature: 	Address: <u>1608 E. Locust</u>
	City/Zip: <u>Davenport</u> Phone: <u>563 723 6150</u>
Name/Title: <u>Michelle Kuntz</u> teacher	Agency: <u>DCSD</u>
Signature: 	Address: <u>759 W 41th</u>
	City/Zip: <u>Davenport</u> Phone: <u>(319) 418-1190</u>
Name/Title: <u>Devin Dalleslager</u> SPED teacher	Agency: <u>Davenport Schools</u>
Signature: 	Address: <u>1608 E Locust St</u>
	City/Zip: <u>Dav 52803</u> Phone: <u>563 723 6150</u>
Name/Title: <u>Paul Kuntz</u> teacher	Agency: <u>Davenport School</u>
Signature: 	Address: <u>1608 Locust</u>
	City/Zip: <u>Davenport, IA</u> Phone: <u>563-723-6150</u>
Name/Title: <u>Laura Cottman</u> - teacher	Agency: <u>Davenport Schools</u>
Signature: 	Address: <u>1608 E Locust St</u>
	City/Zip: <u>Dav. IA</u> Phone: <u>845-519 5066</u>
Name/Title: <u>Daniel Shaw</u> - teacher	Agency: <u>DCSD</u>
Signature: 	Address: <u>1608 E. Locust St</u>
	City/Zip: <u>Davenport, IA 52803</u> Phone: <u>(563) 723 6150</u>
Name/Title: <u>Suzanne Hayspel</u> Teacher	Agency: <u>Davenport Schools</u>
Signature: 	Address: <u>1608 E Locust St</u>
	City/Zip: <u>Dav. 52804</u> Phone: <u>723-6150</u>
Name/Title: <u>Megan Wolff</u> - teacher	Agency: <u>DCSD</u>
Signature: 	Address: <u>1608 E Locust St</u>
	City/Zip: <u>Davenport 52803</u> Phone: <u>723-6150</u>
Name/Title: <u>Rachel Whalen</u> - teacher	Agency: <u>DCSD</u>
Signature: 	Address: <u>1608 E Locust</u>
	City/Zip: <u>Davenport IA</u> Phone: <u>723-6150</u>

 David Hilmer
 Mary Smet
 Reading Int. / RIC
 Mary E. Smet
 Margie Scottling
 2614 LeClair St
 Dav. Ia 52803
 563-323-4829
 Lachari Miles
 Lachari Miles
 723-6150
 Diana Allen
 8911 28th St Ct
 Miles, IA 52804
 (319) 269-0325
 DCSD
 1608 E Locust
 Davenport, IA 52801
 DCSD
 1608 E Locust
 Davenport, IA 723-6150

FORM C: COLLABORATIVE SIGNATURES

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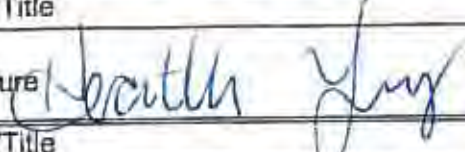



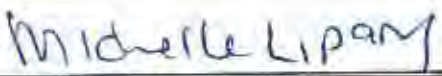
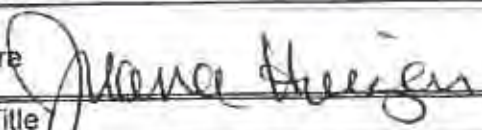
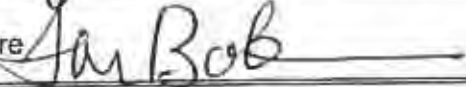

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Name/Signature		Agency Affiliation	
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		City/Zip	Phone
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Signature		Address	
		City/Zip	Phone

FORM C: COLLABORATIVE SIGNATURES

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Applications only allowed up to three (3) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Samantha Olson	Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
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Name/Title		Agency	
Signature		Address	
		City/Zip	Phone

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): 280	Total three-year funding request (all sites):
2	\$ 228,750.00	\$ 686,250.00

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
Jefferson Elementary	\$ 150,000	\$ 150,000	\$ 150,000	\$ 450,000	190
Washington Elementary	\$ 78,750	\$ 78,750	\$ 78,750	\$ 236,250	90
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 280

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

Applicant Agency: Davenport Community School District **Site:** Jefferson Elementary School

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: 190

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$101,000	\$3,000	\$101,000	\$3,000	\$101,000	\$3,000	\$312,000
Staff Travel	\$1,000		\$1,000		\$1,000		\$3,000
Materials	\$15,000	\$2,000	\$15,000	\$2,000	\$15,000	\$2,000	\$51,000
Professional Development (minimum 5% per year)	\$6,000		\$6,000		\$6,000		\$18,000
Student Access, Transportation etc. (maximum 8% per year)	\$3,000	\$1,000	\$3,000	\$1,000	\$3,000	\$1,000	\$12,000
Evaluation (maximum 4% per year)	\$6,000		\$6,000		\$6,000		\$18,000
Administrative/ Indirect Costs (maximum 8% per year)	\$12,000		\$12,000		\$12,000		\$36,000
Totals	\$144,000	\$6,000	\$144,000	\$6,000	\$144,000	\$6,000	

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

NOTE: This is a projected budget and you can make line item adjustments when approved by IDOE. See the budget guide for more information.

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

Applicant Agency:

Davenport Community School District Site: Washington 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: 90

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$51,363	\$3,000	\$52,363	\$3,000	\$52,363	\$3,000	
Staff Travel	\$1,000		\$1,000		\$1,000		
Materials	\$6,000	\$1,000	\$6,000	\$1,000	\$6,000	\$1,000	
Professional Development (minimum 5% per year)	\$3,937		\$3,937		\$3,937		
Student Access, Transportation etc. (maximum 8% per year)	\$2,000	\$1000	\$2,000		\$2,000		
Evaluation (maximum 4% per year)	\$3,150		\$3,150		\$3,150		
Administrative/ Indirect Costs (maximum 8% per year)	\$6,300		\$6,300		\$6,300		
Totals	\$74,750	\$4,000	\$74,750	\$4,000	\$74,750	\$4,000	

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

NOTE: This is a projected budget and you can make line item adjustments when approved by IDOE. See the budget guide for more information.

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:

- Women
- Persons with a Disability
- Blacks
- Latinos
- Asians
- Pacific Islanders
- American Indians
- Alaskan Native Americans
- Other

Describe the positive impact expected from this project: This project will have a positive impact on the minority populations within Jefferson and Washington Elementary Schools. A dedicated effort will be made to enroll these students from vulnerable populations.

- 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:

- Women
- Persons with a Disability
- Blacks
- Latinos
- Asians
- Pacific Islanders
- American Indians

Alaskan Native Americans
 Other

The proposed grant project programs or policies are **not expected to have** a disproportionate or unique impact on minority persons.

Present the rationale for determining no impact.

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

Name: [Signature]

Title: OST Specialist

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- Jefferson & Washington Elementary Schools

Jefferson Elementary and Washington Elementary Schools 21st CCLC grant is expected to have a higher positive impact on minority populations based on the nature of the student and family that is served with the funding. Jefferson Elementary has a student body comprised of: 34.9 African American/Black 26.7% Hispanic/Latino and 10.% Multi-racial. In addition, 92.62% of their students for free or reduced price meals. Jefferson has a mobility rate of 45.9%. Washington Elementary has a student body comprised of: 33.2% African American, 11.7% Hispanic/Latino and 13.2% Multi-Race. Washington Elementary has a free/reduced lunch rate 79.86%.

The 21st CCLC funding received by Jefferson and Washington Elementary Schools allows the Davenport Community School District (DCSD) meet the needs of our diverse student population. The funds allow DCSD 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. DCSD will use funding to build family and community partnerships through designated activities.

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

Equitable Participation of Private, Non-Public School Students: Students, teachers, and other educational personnel are eligible to participate in 21CCLC programs on an equitable basis, which is determined by a pre-application consultation. A public school or other public or private entity that is awarded a grant must provide equitable services to private, non-public school students and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both private and public school students in the area served by the grant. Given this requirement, a private school that is awarded a grant must provide equitable services to the public school students and families and vice versa.

Grantees must consult with private and non-public school officials during the design and development of the 21CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological. Consultation involves communication and discussions between LEAs and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers, and other education personnel in ESEA/ESSA programs. Consultation with non-public schools should occur within the first month of preparing an application for funding. Applications must provide a log of communications in Appendix A that includes contacts, meeting dates and times, and outcomes.

The required form included in Appendix A provides a template for outreach and documentation of consultation with non-public entities. Meaningful consultation provides a genuine opportunity for all parties to express their views, to have their views seriously considered, and to discuss viable options for ensuring equitable participation of private school students, teachers, and other education personnel. Adequate notice of such consultation is critical in ensuring meaningful consultation and the likelihood that those involved will be well prepared with the necessary information and data for decision-making. Consultations should take place in September or October.

Private schools may apply for this grant and are likewise held to the standard requirements of equitable participation and timely and meaningful consultation. Private school grantees must provide equitable access to the program for all public school students and their families who reside in the geographic area of the private school. Private schools, where applicable, must consult with public schools.

To include in Form F: contact names, phone numbers, email addresses and dates of consultation. Include more information than less.

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



Private School Consultation Meeting Log

****NO MEETING REQUIRED-SEE BELOW**

Date
Time
Location

Meeting called by:
Attendees:

Type of meeting:

----- **Agenda Topics** -----

Welcome

Discussion:

No meeting necessary, there are no private schools within the boundaries of either Washington or Jefferson Elementary Schools.

Conclusions:

Action Items:

Person responsible:

Deadline:

Resources for Non-Public Schools

[Insert Name]

[Insert time allocation]

Discussion:

Conclusions:

Action Items:

Person responsible:

Deadline:

Continues on next page.

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

Outcome of Consultation Participation (check the appropriate box)	The private school <u>will</u> participate.	The private school <u>will not</u> participate.

Other Information

Resource persons:	
Special notes:	

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

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

