

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

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

**Return to:** Malinda Hugh-Reynolds  
Iowa Department of Education  
Grimes State Office Building  
400 E 14th Street  
Des Moines, Iowa 50319-0146  
[Malinda.hugh-reynolds@iowa.gov](mailto:Malinda.hugh-reynolds@iowa.gov)

**APPLICATION INFORMATION**

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

County: Scott		Amount Requested: \$900,000 (Total Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Dr. Arthur Tate		Grant Contact/Project Director: Shaney Ford	
Agency Name: Davenport Community Schools		Agency Name: Davenport Community Schools	
Address: 1606 Brady Street		Address: 318 E 7 <sup>th</sup> Street	
City: Davenport	Zip: 52803	City: Davenport	Zip: 52803
Phone: 563-336-5000	FAX: 563-336-5080	Phone: 563-528-0973	FAX:
Email: tatear@davenportschools.org		Email: fordsh@davenportschools.org	

Data Collection and Evaluation Contact: Jennifer Best		Fiscal Contact: Marsha Tangen	
Address: 875 Tanglefoot Lane		Address: 1606 Brady Street	
City: Bettendorf	Zip: 52722	City: Davenport	Zip: 52803
Phone: 563-359-7577	FAX: 563-355-6569	Phone: 563-336-5000	FAX: 563-336-5080
Email: jbest@iastate.edu		Email: tangenm@davenportschools.org	

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

## LEGAL STATUS OF APPLICANT

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

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

Enter Federal Employer ID Number: 42-6001350 _____ <b>OR</b> Enter School District Code _____
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(If applicable) Enter Child Care License #: _____
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## REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation: Madison Elementary and JB Young K – 8 are both designated as a School in Need of Assistance by the Iowa Department of Education and is in SINA status, please see attached spreadsheet indicating status. Please note Lincoln Academy consolidated at the end of 2012 and JB Young expanded to a K - 8 for the 12-13 academic year.

Example of documentation: SINA list provided by the Iowa Department of Education available at [www.educateiowa.gov](http://www.educateiowa.gov).

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

Documentation: Please see original signature and attached Letter of Support. The Madison Elementary and JB Young K – 8 Program application is submitted jointly with the City of Davenport Parks and Recreation Department.

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

2012-2013 SINA List

12 District	12 District Name	12 School	12 School Name	11-12 Participation Math	11-12 Participation Reading	11-12 AMO Math	11-12 AMO Reading	11-12 Other Academic Indicator
1611	Davenport Comm School District	0223	Walcott Intermediate			SINA-3	SINA-3	
1611	Davenport Comm School District	0227	Williams Intermediate			SINA-6	SINA-7	
1611	Davenport Comm School District	0236	J B Young Intermediate			SINA-4	SINA-4	SINA-2
1611	Davenport Comm School District	0409	Adams Elementary School			SINA-1		
1611	Davenport Comm School District	0414	Buchanan Elementary School			Delay-1	SINA-2	
1611	Davenport Comm School District	0417	Eisenhower Elementary School				Delay-1	
1611	Davenport Comm School District	0418	Fillmore Elementary School			SINA-3		
1611	Davenport Comm School District	0427	Garfield Elementary School			SINA-1		
1611	Davenport Comm School District	0454	Harrison Elementary School			SINA-1		
1611	Davenport Comm School District	0475	Jackson Elementary School			SINA-1	SINA-3	
1611	Davenport Comm School District	0481	Jefferson Elementary School			SINA-4	SINA-4	
1611	Davenport Comm School District	0499	Lincoln Academy of Fine Arts			SINA-3	SINA-3	
1611	Davenport Comm School District	0508	Madison Elementary School			Delay-2	Delay-2	
1611	Davenport Comm School District	0526	McKinley Elementary School			Delay-1		
1611	Davenport Comm School District	0535	Monroe Elementary School			SINA-4	SINA-4	
1611	Davenport Comm School District	0576	Walcott Elementary School			SINA-1		
1611	Davenport Comm School District	0580	Washington Elementary School			Delay-3	SINA-2	
1611	Davenport Comm School District	0589	Wilson Elementary School			SINA-1		
1619	Davis County Comm School District	0428	Davis County Middle School			SINA-3		
1638	Decorah Community School District	0209	Decorah Middle School					
1701	Denison Comm School District	0109	Denison High School			SINA-3	SINA-2	
1701	Denison Comm School District	0118	Denison Alternative High School				Delay-3	
1701	Denison Comm School District	0209	Denison Middle School			SINA-4	SINA-7	
1701	Denison Comm School District	0409	Broadway Elementary School			SINA-1	SINA-2	
1701	Denison Comm School District	0418	Denison Elementary School			Delay-1		
1737	Des Moines Independent Comm School District	0109	East High School			SINA-7	SINA-7	
1737	Des Moines Independent Comm School District	0114	Hoover High School			Delay-7	SINA-6	
1737	Des Moines Independent Comm School District	0118	Lincoln High School			SINA-7	SINA-7	
1737	Des Moines Independent Comm School District	0127	North High School			SINA-4	SINA-3	
1737	Des Moines Independent Comm School District	0136	Roosevelt High School			SINA-5	SINA-6	
1737	Des Moines Independent Comm School District	0194	Scavo Alternative High School			SINA-4	SINA-4	SINA-3
1737	Des Moines Independent Comm School District	0205	Brody Middle School	SINA-8	SINA-8	SINA-4	SINA-4	Delay-1
1737	Des Moines Independent Comm School District	0209	Callanan Middle School			SINA-5	SINA-6	
1737	Des Moines Independent Comm School District	0227	Goodrell Middle School			SINA-6	SINA-5	
1737	Des Moines Independent Comm School District	0236	Harding Middle School			SINA-6	SINA-7	
1737	Des Moines Independent Comm School District	0245	Hiatt Middle School			SINA-7	SINA-7	
1737	Des Moines Independent Comm School District	0250	Hoyt Middle School			SINA-3	SINA-7	
1737	Des Moines Independent Comm School District	0266	McCombs Middle School			SINA-9	SINA-4	
1737	Des Moines Independent Comm School District	0269	Meredith Middle School			SINA-9	SINA-9	
1737	Des Moines Independent Comm School District	0272	Merrill Middle School			SINA-6	SINA-9	
1737	Des Moines Independent Comm School District	0281	Weeks Middle School			SINA-4	SINA-4	

**Davenport Community Schools  
Madison & JB Young Stepping Stones G.A.P Program Proposal**

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Memorandums of Understanding & Letters of Support

Required Forms:

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Budget Forms, D1, D2, D3

Form E: Minority Impact Statement

Form F: Non-Public Consultation Document

## Stepping Stones G.A.P. Program Project Abstract

The *Greater Achievement Plan (G.A.P.) Program* serves the students and families of Madison Elementary and J.B. Young K-8 in the urban core of Davenport, Iowa. Within a block of each other these schools serve one of Davenport's most impoverished neighborhoods. Through a steering committee, interviews, focus groups and surveys, the proposed program was designed by stakeholders based on the needs assessment and research-base to include: 1) academic assistance, 2) enrichment and youth development strategies, and 3) family literacy activities.

Each site will have an average daily attendance goal of 75, with after school hours averaging 3 ½ hours for 182 days of the school year and an intermediate before school program of 2 hours for J.B. Young's 6<sup>th</sup> -8<sup>th</sup> graders. A day long summer program of 30 days for K -5<sup>th</sup> grade; a KinderJump program for 19 days; and a 30 day 6<sup>th</sup> grade academic transition program in the summer will serve an additional 75, 60 and 60 students respectively each summer. Monthly evening and weekend Family Literacy activities will be offered in collaboration with other community partners. A dynamic referral system utilizes a "counselor watch list" process to assure the impact of programming on academically and behaviorally at-risk youth, including aligning the work of the after school and summer programs with the school Data Teams and Response to Intervention (RTI) to assure that academic offerings are aligned with individual student needs within the G.A.P. program. After school will have three student groups by general age range rotating through 40-minute blocks of academic, enrichment and recreation all with a youth development focus. First block is academic with an academic assistance "pyramid" with homework help for all and, for targeted students, intensive math and reading intervention by a teacher of origin from the school. Academic content supports students' individual needs and aligns with the school's core-day curriculum and system of interventions, including research based intervention materials for Tier II /Tier III students on an RTI plan. Enrichment and recreation programs include a wide variety of creative arts; hands-on projects; leadership and service opportunities; STEM; healthy lifestyle and gang resistance, team-building through athletics; culinary arts; storytelling and more.

The broad goal of the proposed program is *to increase achievement and enhance social outcomes for the youth of Madison Elementary and J.B. Young K-8 through the community schools model, high-quality academic enrichment, student supports, out-of-school and family literacy activities.* The program adopts a series of student and family literacy outcomes which will be carefully assessed and the information used to improve program implementation and build community support. Program partners have a broad base of experience in their field and in collaborative effort across the community. Proposed strategies and practice are informed by the research base in youth development and extended learning.

Program staff includes a .5 Site Coordinator to assure continuity with the school day curriculum, student recruitment and to lead Family Literacy activities. A .5 Program Lead will manage daily activities, including overseeing staff and partners during the program. These two half time positions allow a full-time equivalent at the site level, with both available during afterschool hours for distinct purposes. Four core day teachers will work in the program afterschool and during the summer program with an additional four of the school's Kindergarten teachers staffing the KinderJump program and 6<sup>th</sup> grade teachers for an academic transition program for intermediates over the summer months. Five program assistants, usually para-educators from the school day, and a series of community partners provide daily "enrichment" activities. Project management will include an in-kind project manager (grants administrator.) In addition, the grant will fund a .75 part time equivalent that will support the work of the school at the district-level to assist with curriculum, community partnerships, professional development and monitoring implementation. A limited clerical contribution will provide support for purchasing, payroll, attendance and administrative needs about a half day per week.

The sustainability model is based on broad community partner engagement, including impressive in-kind support and commitment from primary partners to sustain the services beyond the grant period.

The City of Davenport Parks and Recreation will act as joint submitter of the proposal providing staffing support, enrichment activities and city service coordination. Iowa State Extension will serve in an evaluator, professional development and youth engagement role for the project. Other programming partners include the many enrichment and youth development experts of agencies that serve on the Davenport Network of Community Schools Partners, an agency council serving the youth and families of the Davenport Community Schools. Program offerings and partner commitments are an important part of the project design and include:

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

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

***Saint Paul’s Lutheran Church*** – NEW – will provide volunteer mentors, G.A.P. tutors and enrichment volunteers, student and family supports, and assist in events and programs, including facilities, etc.

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

***Eastern Iowa Community Colleges Adult Literacy Program*** – NEW – provides a school-based adult literacy program with certified instruction and potential for High School Equivalency diplomas (GED)

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

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

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

These partners are critical to the success of the district-wide Stepping Stones program and will be active partners in expanding this model to Madison Elementary and J.B. Young K-8. These partners and a broad variety of stakeholders were engaged in the development of the proposed program, including central office, school leaders and teachers, community partners, parents and family members and the students themselves.

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

**Competitive Priority:** The *Young-Madison Greater Achievement Plan (G.A.P.) Program* is a joint application by the Davenport Community Schools and the City of Davenport Parks and Recreation for the 21<sup>st</sup> Century Community Learning Center grant. Davenport Community Schools (DCS) is considered a District In Need of Assistance, serving many subgroups, including various ethnicities, special needs students, English Language Learners, and those living in poverty... those most at-risk in academic achievement. Both Madison and J.B. Young are also designated as Schools In Need of Assistance, verified by the Iowa Department of Education’s [www.educateiowa.gov](http://www.educateiowa.gov). See attached.

# Student Needs Assessment

## 2.1 Objective Data Used to Determine Need:

Student Need for Out of School Time Services: The Davenport Community Schools (DCS) is the third largest district in the state, serving one of Iowa's most diverse communities. Madison Elementary has a mobility rate of 26% which ranks as one of the five highest rates in DCS. Madison has an enrollment of 422 with over 78% of students on free lunch, a 57% minority rate and 18% special needs. Madison Elementary is within two blocks of another struggling public school, J.B. Young K-8.

Starting the 2012-13 school year J.B. Young Intermediate expanded to serve elementary age students from the closing of Lincoln Elementary, and become J.B.K-8. The district has identified J.B. for intensive administrative support based on the needs of families, including requesting Stepping Stones services for the school. J.B.K-8 is a struggling neighborhood school serving a very diverse audience with high poverty with 96% of students on free lunch. Families are highly transient with a mobility rate of 50% for elementary and 37% for intermediate, the highest rate in DCS. JB Young has an enrollment of 376 total K-8 with 81 (elementary) and 295 (intermediate) with approximately a 57% minority rate and 16% special needs.

Academic Needs: Students from both school struggle academically, starting with early learning deficits in foundational literacy skills that show the lack of preschool experience. Madison and Young's students perform below district average on these important benchmarks each with unique deficit areas in. See tables.

These students are growing annually, but enter the more rigorous coursework of upper elementary already behind. Data from Iowa Assessments for Madison and Young students shows the impact of this trend in upper elementary and among intermediate level students at J.B. Young. See chart to right.

This analysis of the schools' academic data shows a dramatic need for supplemental reading instruction for the schools' lowest 25% of learners in particular at early elementary level. The G.A.P. Program targets grades K-3 to

Madison Foundational Literacy Benchmarks		
First Sound Fluency	Madison	District
	34%	42%
Iowa Assessments Reading Proficiency	52.4%	60%
Young Foundational Literacy Benchmarks		
Phoneme Segmentation Fluency	Young	District
	18%	60%
NWF Correct Letter Sounds	18%	48%

Iowa Assessments Reading Proficiency			
	Madison	J.B.K-8	District
Grade 3	59%	41%	68%
Grade 4	70%	37%	64%
Grade 5	57%	20%	64%
Grade 6		40%	57%
Grade 7		42%	57%
Grade 8		54%	51%

Iowa Assessments Reading Proficiency			
	All	African American	Low SES
Madison	62.4%	44.1%	58.3%
Young/Int	50.5%	37.1%	46.7%

address deficits in foundational skills and helps older elementary students continue to grow in reading and all other subject matter in later grades. The gaps are particularly evident among these schools' minority and low income students who test far below their peers.

Social-Behavioral Needs: Madison and J.B.K-8 students also struggle with high rates of absenteeism and behavior disruptions, averaging 5% below the district-wide attendance rate. The schools work to address these challenges, to increase attendance, decrease times sent out of class, and decrease suspensions and have identified out-of-school time services as an important student engagement tool. There is a particular pattern of behavior issues among older boys at these schools with increased classroom disruption and office referrals in 4<sup>th</sup> and 5<sup>th</sup> grade. Other trends that have been identified are

1) increased enrollment in grades K-3, with these grades growing each year, and 2) a trend in little or no preschool experience for incoming kindergartners, creating a tendency toward low self-regulation and behavior challenges for younger students as well. Kindergarten level is a high priority for programming with a steady decrease in Kindergarten proficiency over the past several years with this new influx of students.

School and Community Resources: The City of Davenport Neighborhood Planning Services Department conducted a thorough neighborhood needs assessment for the surrounding area through a series of neighborhood meetings. With the exception of infrastructure concerns, safe, affordable activities for youth emerged as the largest gap and most sought after public service. The schools are located in the center of one of Davenport's most struggling neighborhoods, identified for federal Department of Justice "Weed and Seed" programs and the U.S. Department of Education "Promise Neighborhood" designation. Residential surveying of this Promise Neighborhood (PN) surrounding the school revealed some startling data about the status of families in the area compared to community wide statistics:

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

This survey also reinforced city neighborhood planning focus groups, with 29% requesting "better programs for students who have fallen behind" and 14% stating the need to address "no supervision after school." Nearly 30% of respondents reported "free family activities" as what families most needed. This response skyrocketed among low-income residents. The greatest revelation of the survey was the gap in participation in existing community resources. Though the neighborhood has afterschool activities in its parks and community centers, and is proximate to major community amenities such as United Neighbors and Davenport Public Library. These programs and services go underutilized with less than a quarter of respondents even using their local library. The survey also revealed that nearly a quarter of respondents, more than 23%, believed that "gangs, crime and unsafe neighborhoods" made it difficult for students to get a good education. Many households have both parents working with limited time or financial resources. There are many communication gaps for families who may not speak English or have traditional methods of communication in the home, such as internet, newspapers, phone service or even television. Another 16% identified "poor parenting" as a barrier to the quality of education, with many families not engaging, advocating for their child, or seeking out available community resources.

The proposed project will attempt to overcome barriers to accessing community services by using the school as the central communications source with easy to understand and translated information about program services through the school communication system. The school will act as a centralized delivery system for community partners to reach underserved and potentially disenfranchised students and families.

#### Addressing Student and Family Needs:

Out of School Time programs are a critical support for working families. Iowa is ranked 5th in the nation in percent of families with two working parents (62%) and 7th in percent of single parent households (20%). Davenport reflects this state trend. According to the Promise Neighborhood surveying of the area 73% of families are single-parent families compared to city rate of 39%. Of these single-parent households in the neighborhood, 85% are living on less than \$30,000 for household income per year. City surveying and interviews also identify the need for "school out day" programs



during in-service dates, emergency weather and snow days, etc. By providing an array of family supports and a full-day, year-long seamless delivery system the proposed program hopes to better meet the needs of families and begin to impact issues of mobility that are so directly impacting student achievement at the school.

## **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 a series of focus groups on the proposed daily activities, enrichment content and student leadership opportunities. Students identified technology instruction, various science interests, athletics, arts and crafts, and a want to volunteer in service activities. Youth input will also be acquired after the program begins with interest and satisfaction surveys regarding interests and program quality. Youth will be actively engaged as decision-makers on activities including project-based learning clubs on Wednesdays, where students will create their own content and schedule.

Parents and families - Parent involvement has been integral to the process to assure that the program meets the needs of parents of all socio-economic and cultural backgrounds, including scheduling that supports working families. Project planning actively engaged parents and families in project design through parent surveying and a Family Night focus group session. Parent survey results were also utilized to determine the need for expanded extracurricular opportunities, increased teacher communication and support for homework and other learning activities for home. In a recent focus group about the G.A.P. Program parents expressed interest in expanded learning opportunities for students, including enrichment in languages and sciences, including a Lego League club; sports and a transition to junior high Jump Start program. Parents also identified Family Engagement activities such as increasing involvement in the Parent Teacher Organization; Family Nights and trips in and outside of the community; technology and community service projects. The group also recommended learning opportunities for adults including having technology classes, GED services and a study area for adult students with computer access; nutrition classes and parenting workshops; financial literacy and health services, including expanding medical access.

Community partners - The program was designed collaboratively with several primary partners, City of Davenport, Iowa State University Extension, RSVP senior volunteer program, Eastern Iowa Community Colleges' Adult Literacy Program and Community Health Care. A committee of these partners worked with school and district staff to create an integrated Logic Model that informs all aspect of the project design, from needs assessment and goal setting to action planning and budgeting.

School leaders and teachers - The proposed project was designed in collaboration with the school Principal and staff, the district Curriculum Department, Executive Directors and Superintendent starting with site selection all the way through project design. School leader and teacher participation included collaborative design sessions and focus group discussions to inform the project activities. Teachers indicate interest in more creative arts opportunities, social skill development, meal time etiquette, critical thinking, athletic leagues, and more for students. Study trips and experiential learning were suggested to build background knowledge and vocabulary. Staff also discussed the needs of families, suggesting parent workshops, expanding access to technology, adult literacy services and career and college readiness awareness for families to begin to develop a vision for their student's postsecondary success.

## Project Description

### 3.1 Link to Student Need:

Needs assessment data has been thoroughly analyzed to determine appropriate activities for the G.A.P. Program at Madison and Young. These activities and the “determining” data sources include: 1) **Academic data** - Academic assistance in reading, Phonics and Comprehension focus; Academic assistance in math and science; Kindergarten Readiness for students and parents; 2) **Social/behavioral data** - Student directed activity and leadership opportunities; Violence, alcohol, tobacco, other substances resistance (VATOD); STEM and athletic leagues; service learning; 3) **Parent survey and interviews** - Parent engagement and family literacy activities; Community health services and education; Adult literacy and GED programs; 4) **Student focus group** - Service activities, engaging kindergarten students with older peers; Reading, sciences, rocketry, volcanos and more; Athletics, cheerleading, arts and crafts, technology

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

Each site will have an average daily attendance goal of 75, with K-8 after school hours averaging 3 ½ hours for 182 days of the school year. An additional intermediate before school program of 2 hours will be offered for J.B. Young’s 6<sup>th</sup> -8<sup>th</sup> graders. A day long summer program will be offered for 30 days for K -5<sup>th</sup> grade; Both schools will also offer important transition programs including a KinderJump program for 19 days which will serve an additional 65 students each year. J.B. Young will also offer a 6<sup>th</sup> grade transition program with a focus on summer learning loss for the school’s incoming 6<sup>th</sup> graders. Additionally, monthly evening and weekend Family Literacy activities will be offered in collaboration with other community partners.

Academic Assistance - The proposed program includes a comprehensive approach to academic assistance that reinforces district standards and aligns with the academics of the school day, including the use of Data Teams within the school’s Response to Intervention (RTI) framework and continuation of 95% Group curriculum, provided in-kind by the school district for reading intervention. The grant prioritizes slots for the lowest achieving 25% of students K – 5. These students will receive small group tutoring in reading, with a student to staff ratio of no more than 8 to 1, provided by teachers of origin. Daily assistance will be aligned with school day curriculum to provide “extra help/extra time” tailored to the individual needs of students, including a 40-minute academic block four days a week where students receive homework help and, for those specifically identified as within the achievement gap, intensive intervention driven by individual assessment. Programming will continue into the summer with a literacy focused summer program that will prioritize student access to the program by using their winter DIBELS score to recommend participation in the summer program. These students will also receive individual RTI plans for summer to guide content that will be monitored throughout the school year to assure that summer gains are not lost. The Madison-Young program will meet other academic needs identified in the needs assessment, including a focused KinderJump program with 4 weeks of school-based readiness activities for incoming kindergarteners and their families, Many of the incoming kindergarteners at Madison and Young have not had preschool services. Programming will be provided for 1 month prior to the start of the kindergartners’ school year. KinderJump will run from mid-July to mid-August. Teachers will focus on acclimating students to the building, learning procedures, social skills and introducing academic curriculum that students will be immersed in during the school year. At Young, a 6<sup>th</sup> grade academic transition program will be provided for 5<sup>th</sup> grade students to help make the jump to middle school. Programming focuses on helping students feel comfortable within their new building and introduce basic academics as a refresher to start the school year.

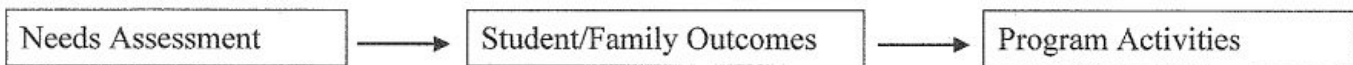
Enrichment and Youth Development Activities - The program will provide a variety of interesting, age-appropriate enrichment activities that reinforce and complement the academic day and promote positive youth development. Enrichment content will maintain a high degree of relevance with experiential

learning models, project-based and place-based learning. Driven by the needs assessment, enrichment activities include creative arts, character education; STEM activities, violence and substance abuse resistance, service learning, career exploration and leadership experiences. Two 40-minute blocks will offer enrichment three days a week by staff and a series of community enrichment partners. Weekly 3-hr projects and study trips will provide students an immersive experience in a particular interest area. Designed in a “club format,” these sessions are offered consecutively in 6-8 week sessions. Content is driven by student interest and community partner expertise and will layer in meaningful fiction and non-fiction texts and aligned vocabulary exercises. Enrichment content was selected through a “service mapping” exercise among Stepping Stones’ community partners which aligned a variety of potential programmatic offerings. With health education identified as a need during a recent focus group discussion for the G.A.P. program, new enrichment services will be offered to youth such as nutrition services, health and fitness, swimming lessons. Students also indicated an interest in service activities and will participate in the Stepping Stones “Literacy Leaders” program where older students tutor younger students.

Family Literacy Activities: Proposed family literacy activities are based on needs assessment and include an array of family literacy and family resiliency-building activities delivered through school-based and community-based activities, including monthly school-based and community family activities on evenings and weekends, and daily interaction with well-trained staff. Family needs vary widely and many of our families need more intensive support and services. Based on a recent parent focus group, parent resources and activities will be offered at the G.A.P. Program through two new partners, Community Health Care and Eastern Iowa Community Colleges’ Adult Literacy Program. Madison is placing a high emphasis on making sure students are at school and helping parents achieve that goal by a focused effort on making sure students have opportunities within the building to seek out health services through a community schools model. Community Health Care (CHC) will offer school-based dental screening and immunizations, health education and special event support such as school health fairs and weekend family “field trips” to CHC medical clinic to serve as families’ medical and dental home. Based on this 21<sup>st</sup> CCLC opportunity and the resulting planning discussions, DCS will partner with CHC to engage greater mental health services for the schools and on fund development to create a mobile medical/dental clinic for the district’s schools to be piloted at Madison and Young. Eastern Iowa Community Colleges (EICC) Adult Literacy Program will provide a school-based adult literacy program with certified instruction and potential attainment of a High School Equivalency diploma (GED) by participants. The Retired and Senior Volunteer Program will provide senior volunteers to support ongoing tutoring sessions at the school of adult learners between their EICC lessons. USDA food service will be offered with breakfast for the intermediate morning program; snack for the K-8 afterschool program; and breakfast and lunch service for the summer program.

**3.3 Goals objectives and performance measures:**

The programmatic content of the proposed G.A.P. Program at Madison and Young is driven by strategic goals and objectives aligned with the presented needs assessment. The needs assessment informed the creation of measurable student and Family Literacy outcomes, which then determine program activities.



The broad goal of the proposed program is *to increase achievement and enhance social outcomes for the children and youth of Madison Elementary and J.B. Young K-8 through the community schools model, providing high-quality academic enrichment, student supports and family literacy activities.* In order to accomplish this goal, the program adopts a series of measurable outcomes organized in two logic models: 1) student outcomes and 2) family literacy outcomes. Each of these outcomes has evaluation tools identified to measure impact and assure program fidelity.

## Madison and Young Student and Family Literacy Outcomes

<b>Student Academic and Behavioral Outcomes</b>	<ul style="list-style-type: none"><li>• Stepping Stones participants will show accelerated growth in reading/language arts and math skills when compared with like-demographic students from the same school who do not participate in Stepping Stones. (CSIP/SINA Plan)</li><li>• Youth will increase attendance and decrease behavior disruptions (CSIP/SINA Plan)</li><li>• Youth demonstrate interpersonal competence through caring, peaceful conflict resolution skills and friendship skills</li><li>• Youth demonstrate positive view of future, increasing self-esteem &amp; sense of purpose</li><li>• Youth report a sense of personal power and control by accepting personal responsibility, planning ahead, making positive choices, and recognizing consequences</li></ul>
<b>Family Literacy Outcomes</b>	<ul style="list-style-type: none"><li>• Parents are involved every day and are invested in their child's academic, behavioral and attendance progress</li><li>• Families are involved with their children in academic learning at home and in their children's school life.</li><li>• Parent participation in Family Literacy events increases by 30% (CSIP/SINA Plan)</li></ul>

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

Program goals and activities align with the school day and the school's comprehensive school improvement plan (CSIP) and Title I Schools In Need of Assistance Plan (SINA.) The proposed program will utilize school day staff, including teachers and para-educators. The Site Coordinator position will lead Family Literacy activities and, in a unique model, will be aligned with current Title I funding of the schools' Family Involvement Liaisons and School Administrative Managers to insure continuity with the school's approach to engaging families in academic achievement and behavior supports. The program content itself is based on the input of the school Principal and core day teachers at Madison and Young who identified critical issues that would serve the needs of students, including a focus on reading fundamentals such as phonics and reading comprehension; enriching literacy activities; diverse print environment and broader parent engagement in education. To assure alignment the program will use 1) Infinite Campus, the DCS student information management system; 2) A-Plus administrative software; and 3) student daily planners. These tools allow dynamic interaction between school day teachers, program staff, and families to assure individual student needs are addressed. The program also supports the schools' identified need to address summer learning loss and transition activities. In addition, the district will assure participation of key administrators, including Executive Directors, Director of Curriculum, Learning Supports, ESL and others to align vision and action planning of the program with other district initiatives.

### 3.5 Organizational experience:

A strong, clearly defined management and advisory function holds all parties accountable for administration of the proposed program. DCS and the City of Davenport possess the financial, material and human resources necessary to fulfill the proposed project on time and within budget. The DCS Finance Department, management team and community partners have administered similar programs and funding levels, including seven past federal 21st CCLC grants. DCS will provide annual audit reports by independent auditors to assure compliance with regulatory and industry best practice. New this year Stepping Stones is adopting the Department of Human Services Quality Rating System, reportedly the only school-based after-school program in the state attempting this rigorous continuous improvement system. The city and schools have a rich history of award-winning partnerships serving the youth and families of Davenport. The "Stepping Stones" program is widely recognized, receiving state, national and even international acclaim. These collaborative partnerships maximize available resources for youth and have competed successfully many times for federal and state 21st CCLC funds.

## Research-base

### 4.1 Multiple Sources of Research Affirm Activities

Research in the field of out-of-school time indicates that the greatest likelihood for academic gains occurs when programs feature an intentional balance between tutoring/instruction, experiential learning, and recreational activities... the framework of the Stepping Stones program. Research also shows that students from limited resource families, such as those served by the G.A.P. Program, have hundreds of fewer hours of exposure to reading and language than their middle and upper class peers. Out of school time programs provide extra "time on task" with reading and language arts concepts with both certified staff and trained program assistants, a foundation of the proposed approach.

The proposed project will utilize the expertise and research-base of the DCS Curriculum Office for materials and strategies of the school day, including 95% Group materials for G.A.P. interventions. The research of the National Institutes of Health (NIH) and the U.S. Department of Education has established that the majority of reading deficiencies in youth can be prevented. (Lyon, 1998; McCardle and Chhabra, 2004; Torgesen et al., 2001). Research shows that effective instruction in kindergarten and 1st grade, supported by intensive intervention for struggling learners into the 3rd grade year, can decrease the number of reading deficient students to approximately 5% (Denton & Vaughn, 2003; Mathes, Torgesen, & Allor, 2001). Studies determined that the major distinguishing features between fluent and struggling readers were based on the ability to process language at basic structural level, like phonology, and syntax. (Shankweiler et al., 1995; Shankweiler et al., 1996). Research shows that most poor readers show predictable characteristics from lack of experience and exposure to reading. These include: difficulty processing phonological components 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). Research shows that systematic, direct teaching of foundational literacy skills, such as those in the G.A.P. Program (phonological skill, phonics, vocabulary, reading fluency, and comprehension,) will increase reading proficiency across the grade levels. (NICHD, 2000; Torgesen et al., 2001; Torgesen, Wagner, Rashotte, Alexander, & Conway, 1997).

Each of the proposed youth development programs and strategies meet the federal definition of "scientifically based research," including "Healthy Choices" through Iowa State Extension, "Second Step" character education program and Olweus Bullying Prevention model through DCS. The research-base on family literacy also promises effectiveness of the proposed approach. Characteristics of Effective Family Literacy Programs" (University of Michigan; DeBruin-Parecki, Paris, Seidenberg) includes in its "Characteristics of Effective Family Literacy Strategies" collaboration with surrounding agencies, including social, governmental, job skills programs; a good referral system to connect with services; and the ability to overcome barriers that otherwise hinder access and participation.

According to the John's Hopkins University Center for Summer Learning, summer programming is particularly important with the following research conclusion: 1) All students experience some form of learning loss when they do not engage in educational activities during the summer. 2) On average, students lose about 2.6 months of grade level equivalency in math computation skills over the summer months. 3) More than half of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities. Summer is particularly important for Kindergartners entering their first year of school. Stepping Stones' KinderJump pilots are already demonstrating success. Data collected from the summer of 2013 from KinderJump programs already operating at existing 21<sup>st</sup> CCLC sites reflected 100% of the students were ready to start kindergarten compared to 83% community-wide according to Kindergarten Readiness surveying of teachers.

## Management Plan

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

Staffing recruitment and retention - At the building-level staff will include a .5 Site Coordinator to assure continuity with the school day curriculum, student recruitment and to lead Family Literacy activities. A .5 Program Lead will manage daily activities, including overseeing staff and partners during the program. Four core day teachers will work before, after school and during the summer program with an additional four of the school's Kindergarten teachers staffing the KinderJump program. Five program assistants, usually para-educators from the school day, and a series of community partners provide daily "enrichment" activities. Project management will include an in-kind grants administrator and auditor. In addition, the grant will fund a .75 part time equivalent that will support the work of the school at the district-level to assist with curriculum, community partnerships, professional development and monitoring implementation. A limited clerical contribution will provide support for purchasing, payroll, attendance and administrative needs for about 4 hours per week. High quality staff from the schools will be hired and a student:staff ratio of 15:1 or lower will be maintained in the G.A.P. Program. It is important that intensive instruction for students who have academic needs be performed with low class size and by "teachers of origin," teachers employed by the school during core day. These professionals are in optimal position to help students increase their achievement after school. Recruitment will be through school district, building and agency resources. Agency partners recruit both internally and throughout the community to assure a highly qualified site leaders and program assistants, with a focus on recruiting school day staff. The building principal has agreed to assist partners in recruitment efforts among school staff. All district paraprofessionals that would serve as program assistants meet Title I requirements. Recently the staffing partnership with the City of Davenport included steps to increase respect for out of school time services as a "profession," expanding the contracts from temporary workers to permanent staff to allow the provision of holidays, sick days, position recall and other benefits for these dedicated professionals.

Professional Development - Professional development activities include extensive, ongoing staff development at the program level: 20 hours of pre-service orientation in the fall of each year, and four continuing education sessions throughout the school year for all OST staff; and an additional 20 hours of pre-service orientation prior to summer programming. The framework for professional development will integrate basic knowledge of child development with essential areas for developing effective programs. Staff training includes but is not limited to the following content areas: the consensus-driven Framework of Best Practices developed with community partners, 21st CCLC grant expectations and data requirements, and program-specific information related to academic and social-behavioral curriculum and strategies. The latter content includes alignment with school day curriculum, behavior expectations, and understanding the poverty framework that many struggling learners and their families live in. All professional development sessions will be open to non-public schools and out-of-school time providers from across the community, with direct costs of non-grant participants covered by ISU Extension. In addition to local training, funds have been allocated for staff to attend state and regional conferences to stay current on best practices and resources to support quality out of school time services.

Effective Leadership - Professional development also includes leadership providing day-to-day oversight, continuous improvement and coaching processes for Madison and Young program staff. This leadership structure includes management operations, recruiting and professional development of staff, curriculum development aligned with the schools day, partner and non-public school scheduling and communication, and so much more. Strong management will be supported through monthly staff meetings where staff will meet collaboratively with the Principal and Curriculum experts. Bi-weekly meetings will provide coordination between program management staff, including central office leadership, Site Coordinator and Program Lead to assure that program implementation is of highest

quality and aligns with the school day curriculum, language and expectations. An advisory structure connects decision-making with school and city leaders, stakeholders and consumers.

Senior Citizens and Other Volunteers - Volunteers are supported with pre-service training on tutoring strategies age-appropriate interpersonal skills. Volunteers will also be encouraged to attend training opportunities and program celebrations. Recruitment, placement and retention of high-quality volunteers, including senior citizens, is supported through community partnership. The Retired Senior Volunteer Program (RSVP) will provide direct volunteer support of senior citizens and provide training for all volunteers on literacy strategies and to program staff on effective volunteer management. Parks and Recreation and other community partners will blend agency volunteers in programs. The Promise Neighborhood survey also determined that neighborhood residents were very interested in supporting youth and the schools through volunteerism with 23% interested in volunteering in the schools and 20% interested in volunteer mentoring for youth.

**5.2 Accessibly in Transportation, Communications and Facilities**

Both Madison and Young are considered a “neighborhood schools,” with the vast majority of students walking to and from school or being provided transportation by family members. The proposed project does include busing for nine study trips during the school year as well as for three of the monthly family literacy activities and a weekly study trip for the summer program. The programs will address any barriers to access that may arise as a result of language or communication barriers. DCS employs the services of Cultural Liaisons for Spanish-speaking families as well as Vietnamese-speaking families who provide translation services and interpreter services as needed. All Stepping Stones programs are open to youth of all abilities, including those with disabilities, with low teacher:student ratio and additional supports such as interpreters, para time and other services available to students to assure they can fully participate in program activities and meet behavior expectations. Finally, the facilities themselves are accredited as fully accessible, including having entrances that are accessible to individuals with disabilities and media centers and technology labs that are immediately accessible to the community. The evaluation system includes a facilities quality checklist to assess learning environment and assure accessibility and inclusivity of the building and grounds. This audit will be aligned to support the new DHS QRS system the Stepping Stone program is adopting.

**5.3 Stakeholder Advisory**

A strong organizational management, leadership and advisory structure has been created with diverse membership to ensure diverse perspectives, including the Network of Community and Schools Partners (NCSP) composed primarily of directors of local agencies. The Out Of School Time committee of the NCSP meets monthly will and will serve as an advisory committee to the G.A.P. Program. This Advisory Committee will include the OST Program Director, Site Coordinator, Program Lead, building principal, leaders and administrators of partner agencies, and parent representatives. The group will meet monthly, and as needed, to carry out the following functions:

<b>Out of School Time Advisory Committee</b>
Evaluation of outcomes, timelines, and alignment with DCS standards and benchmarks
Provision of technical support and leadership opportunities for project initiatives
Represent constituent and neighborhood interests
Monitor student/parent participation
Strategic planning and problem solving related to program implementation and management
Monitoring and evaluation of overall program quality and project status
Development of strategies toward project sustainability

Student and Parent members will contribute ideas and feedback to guide program activities, timeline and budget to empower primary stakeholders students and families as decision-makers.

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

Program improvement and sustainability - DCS, the City of Davenport, Iowa State Extension and other community partners are dedicated to program improvement and sustainability. Program leaders participated in Finance Project, a continuous improvement process for sustaining OST programs offered by the Iowa DE and Iowa Afterschool Alliance. Through this process, DCS, Parks and Rec, Iowa State Extension and other partners crafted a thorough sustainability plan for the G.A.P. Program, including:

- 1) Project design supports building capacity in school staff and partners through professional development experiences and collaborative planning
- 2) Enrichment partners to provide in-kind services with outside sources of funding to support mission. Many partners have made commitments for contributions to support the program, including in-kind for staff, professional development, facilities, and other operating expenses beyond the grant.
- 3) School staff has begun to dedicate United Way pledges and Employee Giving to support the G.A.P. programs at Madison and Young, with nearly \$8,000 already raised.
- 4) Custodial fund has been established with Davenport Schools Foundation to receive corporate gifts to support scholarships
- 5) Family support to apply for DHS Childcare Assistance will access a new resource for families beyond the grant funds. New DHS QRS site approval will bring \$1,600 per site annually for program support.
- 5) Resource development is ongoing, led by DCS with community partners and NCSP.

As the model has evolved we have learned a great deal about program implementation, adapting strategies to address shifting resource availability, and developing efficiencies of scale - without sacrificing program integrity or quality standards. Sustainability is based upon establishing a series of balanced and diversified funding streams, including: in-kind partnership contributions; local and national grants and charitable contributions; inter-governmental sources; school district and municipal contributions; and, as the grant matures and ultimately ends, the phasing in of affordable program fees on a sliding scale and supplemented by DHS Childcare Assistance, scholarships and sibling discounts. Fees, however, will never be a barrier to participation for any child.

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

Davenport Community Schools – expertise and resources of the Out of School Time Office, the Office of Community Relations and Partnerships and the Curriculum Office will provide administrative support, grants management, partnership development, marketing and curriculum development.
USDA Food and Nutrition Service - breakfast for the intermediate morning program; snack for the K-8 afterschool program; and breakfast and lunch service for the summer program.
Federal Title I funding – support for Family Involvement Liaison, School Administrative Manager and reading and math instruction after school and during the summer program.
City of Davenport – Parks and Rec, Police, Public Works and Library partnership in staffing and programming, including Family Literacy activities, enrichments and “school out days” programming.
Iowa State Extension –partnership in evaluation, professional development, enrichment and more
Program partners such as Community Health Care, Eastern Iowa Community Colleges Adult Literacy Program and RSVP – providing program expertise, staff support and more, including future collaborative fund development efforts

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



## Communication Plan

### 6. Outreach Strategies and Activities

A strategic communications plan is in place to disseminate information on the G.A.P. 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 of programs.

Recruitment Communications: Recruitment communication for the G.A.P. Program will include students identified through counselor “watch lists” and those identified as Tier II/Tier III in the school’s Response to Intervention (RTI) framework. A program brochure will be distributed to targeted families via direct student distribution as well as home mailings and availability at each school site and other community sites through partners. Though the program is open to all, these students will receive a personal invitation by the Site Coordinator in partnership with the Principal or Counselor, or a specific caring adult as identified in the student’s RTI plan. Outreach will be ongoing, at the beginning of the school and with weekly updates and communication. The Principal and Site Coordinator will follow up with the parents to communicate ongoing opportunities for student and family participation, such as special events and field trips, and answer any questions or concerns to recruit year-round. Recruitment outreach will address key message points of quality programming for students; adult supervision in a safe environment; social interaction and peer relationship opportunities; academic support aligned with school curriculum; and the involvement of certified staff. The district’s auto-dialer phone system will be used during key recruiting periods to increase awareness of the program as will articles in the school newsletter which is frequently read by parents and students. Because of the diversity of and language barriers among targeted students and parents, communication tools will read at an 4<sup>th</sup> grade level and will be made available in Spanish-language translation.

With the frequency and personalized approach of this communication plan, we anticipate a high level of knowledge about and interest in the program. Ongoing celebration of program activities and accomplishments will be shared school-wide to present the programs as fun and popular among students. This will be particularly important among the intermediate level students and parents at J.B.K-8... here the student themselves becomes much more engaged in decision-making. Having experienced low participation in past intermediate level after school programs, the G.A.P. Program will focus intermediate messaging at the student on the YMCA partnership and the variety of enrichment and recreation activities and experiences that the student will have, while continuing the messaging of academic intervention at their parents. In this way we present the programs as relevant to both audiences, having a greater impact on interest, decision-making and commitment.

Sharing Results: The comprehensive communications plan is also designed to share program outcomes and evaluation results for continuous improvement dialogue and to increase program awareness and support. Thorough program evaluation will assist in continuous program improvement among staff and partners, and will be used in affirming support for the program among partners and the general community. Critical project findings and evaluations will be posted on the DCS website, shared with community partners through monthly meetings of the NCSP, DCS Board of Directors, Davenport City Council, various other local and regional meetings and to interested partners. Several tactics will also reach the community-at-large to celebrate project milestones, including building and stadium marquee signs on well-traveled thoroughfares, local cable access and through presentations to the local school board, city councils, and service organizations. Communications will include opportunities to support the program, including a reminder that United Way and Davenport Schools Foundation pledges can be designated to the program and that the annual Employee Giving Campaign in the school district, which new this year, can designate a gift directly to “Stepping Stones” through payroll deduction. See page 18 for details of the Evaluation Communications Plan.

## Partnerships

### 7.1 Existing Relationships and Roles

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

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

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

Task Group for Community Summer/After school Programming (CSAP) - In 2002, the NCSP formed Task Group for Community Summer/Afterschool Programming. (CSAP) to review research and local needs to create a “Framework of Best Practices” and evaluation tenets still in use by ISU Extension. CSAP, and subsequent Finance Project sustainability planning by Iowa DE, built a foundation for collaboration beyond federal 21st CCLC grants, with many previous 21<sup>st</sup> Century sites in Davenport now self-sustaining free of grant funds. CSAP resulted in NCSP creating an Out Of School Time (OST) committee that serves an advisory role and communications network to assure seamless programming.

The Davenport Model – NCSP partners continue to map and develop a community-wide approach to quality before and after school and summer programs through the OST Committee, recently 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. Madison and Young were identified as next sites in this approach to reach our community’s most at-risk students in the urban core of Davenport, the Promise Neighborhood.

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

In this new 21<sup>st</sup> CCLC application, the development, implementation and evaluation of the proposed program is based on vital and strategic community partnerships that assure high-quality programming and long-term sustainability. The program builds on existing relationships and adds some new partners who will increase program impact even further with the following roles:

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

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

***Saint Paul’s Lutheran Church*** – NEW – will provide volunteer mentors, G.A.P. tutors and enrichment volunteers, student and family supports, assist in events and programs, providing facilities, etc.

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

*Eastern Iowa Community Colleges Adult Literacy Program* – NEW – provides a school-based adult literacy program with certified instruction and potential for High School Equivalency diplomas (GED)

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

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

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

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

## **7.2 Meaningful engagement over the lifetime of the grant, recruiting new and maintaining current**

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

Collaboration - The G.A.P. Program was built on a collaborative process that leverages existing relationships, connects existing program strategies, and provides a unified system of service by the partners of the Network of Community Schools Partners (NCSP). Through a series of design sessions, community partners agreed on the intended outcomes; “mapped” a variety of individual agencies’ offerings; delineated the management structure and partner expectations, budget projection and in-kind contribution; and established a shared vision for the sustainability plan and expectations. Stepping Stones has a shared governance structure and shared staffing among partner organizations.

Coordination - . In addition, many of our community partner leaders serve on DCS leadership groups such as the Local School Improvement Advisory Council (LSIAC), the NCSP and its Out of School Time Committee. Representatives of NCSP and DCS serve on various community boards and committees. One of these is the United Way of the Quad Cities’ Education Panel who promotes the Community Schools model as best practice. The advisory and administrative structures support coordination with partners for program implementation, including new partners for community health services and adult literacy in the proposed program. A Site Coordinator is the operational project liaison between DCS and project’s partners. A Program Lead is responsible for daily implementation of scheduled partner activities and staff management. Partners have embraced this management structure.

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

The G.A.P. Program engages current partners and will recruit new partners to the project through school, community and district outreach and promotion, including in newsletters, email, school marquis, media and partner networks.

## Evaluation

### 8.1 Experienced Evaluator

The Stepping Stones G.A.P. Program at Madison and Young will conduct comprehensive, rigorous evaluation of the program at the local level by our external evaluator, Iowa State Extension. Over the past ten years the district has partnered with Extension staff to create a proven and unparalleled evaluation system for all Stepping Stones programs founded in research and best practice. Evaluation informs programmatic decision-making and provides all necessary data to the Iowa DE. Iowa State Extension and DCS have vast experience in the proposed evaluation model and the ongoing relationship with the IDOE. The evaluation will be accomplished through three critical functions: 1) a comprehensive, broadly endorsed evaluation plan; 2) effective, efficient tools for data collection and management; and 3) strong management and human resource structure to accomplish evaluation.

1) Evaluation Plan - The evaluation plan for the G.A.P. program was created in collaboration with the NCSP OST Committee, based on consensus-built "Framework of Best Practices." Project goals and the evaluation framework provide the basis for program activities and outcomes for the G.A.P. program. All partners have committed to the proposed project outcomes and adopted the evaluation plan.

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

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

### 8.2 Using Evaluation Results

Use of evaluation for program improvement and promotion: A comprehensive system of program evaluation and safety audits determine fidelity and impact of critical programmatic and operational outcomes. Tools include a facilities quality checklist; ongoing auditing of program scheduling; participant surveying and observation and, most importantly, measurable student outcomes. All of these evaluation results are shared with staff to assist in coaching and professional development, as well as to provide context and goals for project planning. The evaluation results are also shared with parents, partners and the general community through presentations at Family Nights and partner meetings; the Stepping Stones website and Facebook page; and at an annual media event in partnership with the City and ISU County Extension. Communications will include opportunities to support the program financially, including a reminder that United Way and Davenport Schools Foundation pledges can be designated to the program and that the annual Employee Giving Campaign in the school district, which new this year, can designate a gift directly to "Stepping Stones" through payroll deduction.

Alignment of Evaluation Procedures: The evaluation plan was developed by Iowa State Extension based upon the collaborative project design and aligned with the Madison and Young's CSIP and Title I SINA Plans. The Student and Family Literacy goals and objectives of the program serve as a foundation for all of the adopted strategies and activities. The resulting outcomes for participants drive the evaluation process and inform the continuous improvement process for the program.



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

Madison and Young Student and Family Literacy Outcomes and Performance Indicators	
<b>Student Academic and Behavioral Outcomes</b>	<ul style="list-style-type: none"> <li>• Stepping Stones participants will show accelerated growth in reading/language arts and math skills when compared with like-demographic students from the same school who do not participate in Stepping Stones. (CSIP/SINA Plan)</li> <li>• Youth will increase attendance and decrease behavior disruptions (CSIP/SINA Plan)</li> <li>• Youth demonstrate interpersonal competence through caring, peaceful conflict resolution skills and friendship skills</li> <li>• Youth demonstrate positive view of future, increasing self-esteem &amp; sense of purpose</li> <li>• Youth report a sense of personal power and control by accepting personal responsibility, planning ahead, making positive choices, and recognizing consequences</li> </ul>
<b>Family Literacy Outcomes</b>	<ul style="list-style-type: none"> <li>• Parents are involved every day and are invested in their child’s academic, behavioral and attendance progress</li> <li>• Families are involved with their children in academic learning at home and in their children’s school life.</li> <li>• Parent participation in Family Literacy events increases by 30% (CSIP/SINA Plan)</li> </ul>

Iowa Assessments in reading and math are monitored for all participants. Assessment tools for Reading/Language Arts include DIBELS (Dynamic Indicators of Basic Early Literacy Skills) measured in the fall, winter and spring. Math assessment are based on basic math facts for Kindergarten through Second Grade, while Third through Fifth Grade Stepping Stones participants are measured through fall, winter and spring SMI (Scholastic Math Inventory) assessments. For Reading and Math the Measures of Academic Progress (MAP) tools will be used for intermediate students. Summer evaluation will use end-of-year assessments as “baseline” and administer post-testing at the end of the summer program. Behavioral and family literacy outcomes will be assessed through pre and post surveying of students, teachers and parents. For the final outcome, parent attendance will be tracked at events to assess the relevance and reach of Family Literacy activities. The DCS Infinite Campus student information system will align data points, including academic data, attendance and behavior referrals.

Communications Plan: Program outcomes and evaluation results will be shared with the staff in the school and administration, community partners and the general community in a timeline and form appropriate to various audiences. Outcomes and evaluation will be shared “real-time” in daily coaching session and at weekly staff meetings with program and partner staff in operational language that reinforces program standards and professional development. Results will be shared monthly with community partners through meetings of the Network of Community Schools Partners and the Davenport Out-of-School Time committee, and through various other local and regional meetings and to interested partners and service organizations. These discussions adopt the language of best practices and industry standards for out-of-school time services. Several tactics will also reach the community-at-large to celebrate project milestones in easily understood language, including: regular postings on building and stadium marquee signs on well-traveled thoroughfares; weekly and sometimes daily postings on the DCS website and new Stepping Stones website and Facebook pages; local cable access and through televised presentations to the local school board and city council. New this year, Stepping Stones began an annual media event in partnership with the City of Davenport and ISU Extension that celebrated the partnership and announced program evaluation results.

### **Budget Narrative**

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

*The extent to which the description provides assurance that this funding will supplement, rather than supplant, existing funding...* Any 21<sup>st</sup> CCLC funds awarded to Davenport Community Schools will not be used to supplant funding for existing programs and services. Rather, 21<sup>st</sup> CCLC funds will be used to create new afterschool, summer and weekend program opportunities for children and families of Madison Elementary and JB Young K-8 Schools. The funds will be used to reach new populations and introduce expanded programming. As a component of our sustainability plan, principals and administrators will review the possibility of Madison & JB Young Schools using discretionary federal, state, and local funds to strengthen the 21<sup>st</sup> CCLC initiative in their respective schools. It is understood that some changes may be requested as the continuous improvement process reveals expenditures that do not produce intended outcomes or that identify the need for a different focus.

**Personnel (69%):** This proposal will be evaluated on the basis of meeting expressed academic and social/behavioral goals. It is important that as many resources as possible be committed to student-centered services geared toward academic improvement. It is critical that intensive academic instruction for students in academic need be performed by teachers of origin, that is, teachers employed within the school during the core day. These professionals are in optimal position to help further achievement levels afterschool, on the weekends and in the summer. A Program Leader, is dedicated to managing staff and students at the program level, 13% of the total personnel budget is dedicated to the category of Family Literacy staffing, as shown in the narrative focusing on the whole family as well as the students is what creates a true Community Learning Center Model. Funding will be dedicated to coordinating adult literacy classes, health services opportunities for families as well as family centered education classes delivered on evenings and weekends. The budget includes teacher time, paras as program assistants as well as contracted services for Family Literacy Activities and Enrichment Services.

**Staff Travel (2%):** The purpose of staff travel is for key staff to attend professional development sessions that relate to continuous improvement, local programming, annually, three 2 day trips to Des Moines, including hotel, lodging and meals. Staff travel is an essential component of professional development in regard to maintaining high quality programming, stay current on developing research in the field of Out of School Time, learning about sustainability and receiving ingoing exposure to the various models of out of school time. Costs of staff travel are minimal and strategic, totaling 2% of the grant budget. Funds have been allocated to cover the expense of travel for professional development opportunities, specifically associated with professional development sessions offered by the Iowa

Department of Education as well as any local professional development sessions for out of school time programming. In the event of additional funds needed for staff travel, the Davenport Community Schools Out of School Time Department will match professional development funds needed for travel.

**Materials (8%):** Cost for materials is approximately 8% of the grant budget. Grant funds will be used to leverage additional in-kind contributions by DCSD, as well as additional agencies. Materials cost include academic enrichment supplies, academic intervention materials for Tier II and Tier III students, recreational supplies aligned with program activities and core day curriculum; tools and resources for family engagement and refreshments for the family literacy activities that occur in the evening hours. The basis for these estimates is determined by projected attendance and reasonable usage.

**Professional Development (5%):** High quality programming is the centerpiece of sustainability and the hallmark of a successful initiative, with a focus on best practices. This budget proposes a professional development allocation that meets the minimum amount required by the RFA. This amount will fund extensive and ongoing staff development at the program level, including 20 hours of pre-service orientation before the start of the school year, 4 continuing education sessions throughout the school year. Staff training includes but is not limited to Best Practices for Quality Afterschool Program, licensing and certifications in CPR/First Aid, Mandatory Child Abuse Training and Positive Behavior Management, linking afterschool programs to the Iowa Core Curriculum and 21<sup>st</sup> CCLC Grant expectations. The cost to the grant for these activities is estimated at \$4000. An additional \$2000 per site will be dedicated to Family Literacy professional development, it is critical that the partners working in our programs have the skills and background to make an impact on the families that benefit from the 21<sup>st</sup> CCLC programs. Additionally Professional Development resources will be used to fund 10 % of a full-time Out of School Time Program Liaison, approximately \$4000. The position will develop and deliver staff training modules and implement continuous improvement at the 21<sup>st</sup> CCLC Sites.

**Student Transportation (3%):** The cost of student transportation is estimated at 3% of the total budget request. Madison and JB Young schools are considered neighborhood school and most students live within close proximity of the school, thus alleviating the need for daily transportation. Transportation costs include monthly study trips for the students in the afterschool program as well as weekly study trips in the summer. Transportation costs also include busing for at least 12 off site Family Literacy activities and a once a month shuttle to Community Health Care for families. The trips to CHC will focus on preventative healthcare and health screenings for families. If additional funds are needed for transportation the DCS OST programs will provide an in-kind match for needed transportation funds.

**Evaluation (5%):** A portion of the funds, \$4500, \$3000 for the school year and \$1500 for summer program per site is dedicated to evaluation and will be designated toward contractual services to conduct required state and local evaluation for Madison Elementary and JB Young K-8. A rigorous and thorough evaluation is required for the sustainability of the Madison & JB Young Project. The design for the evaluation category is a reflection of the commitment and priority of the project. An additional \$2000 will be committed to Family Literacy Evaluation. The project is committed to implementing a true community learning center model and this will require a stringent evaluation of both student programs and family literacy programs. The remainder of the funds will be used to fund 1/10 of a full-time clerical to assist with evaluation and data collection for the formal evaluation of the program sites.

**Administrative/Indirect Cost (8%):** Administrative and indirect costs (current state-approved district rate is 2.03%) have been reserved in the budget in the amount of 8% of the total budget. The balance of \$9564, will support approximately 15% of a full-time Out of School Time program Liaison and 20% of a Site Coordinator. A significant amount of administrative work is created with the effective supervision of a 21<sup>st</sup> CCLC proposal. The OST Program Liaison will be required to communicate and navigate daily with several organizational departments within the Davenport Community schools organization as well as other grant partners, specifically the City of Davenport and Scott County Extension. The Community Site Coordinator will work closely with community partners and providers to handle implementation and services at the school level.

# Madison Elementary School

"Home of the Mustangs"

116 East Locust Street

Davenport, Iowa 52803

28 January, 2014

Shaney Ford

Out of School Time Programs Manager

Davenport Community School District

318 E. 7<sup>th</sup> Street

Davenport, Iowa 52803

Dear Ms. Ford,

We at Madison Elementary School are very excited about the possibility of making our school a true Community Learning Center. Our staff supports the 21<sup>st</sup> Century Grant that would fund the Community Learning Center model at Madison Elementary School.

This comprehensive grant will have a great and positive impact on our school. It will provide much needed after-school and summer programming for students who have not had the opportunity in the past, help our incoming Kindergarteners get a much needed jump start prior to the start of their academic year, provide breakfast and lunch during the summer for children in our community who might normally go without, and provide much needed social, health, and academic support for members of our central Davenport Community. Our goal is that this targeted support will help our parents develop self-efficacy and provide skills and services that will help our adult community to become more self-sufficient.

Through these efforts we hope to see an increase in overall academic achievement, increased attendance, and greater parental involvement and commitment to Madison Elementary School.

We pledge to collaborate with the Davenport Community School District and the various partners to make this a successful program that will impact central Davenport for many years to come.

Respectfully submitted,



Steve Mielenhausen

Principal- Madison Elementary



January 30, 2014

To Whom It May Concern:

JB Young K8 School is pleased to provide this letter of support of the Davenport Community Schools 21<sup>st</sup> Century Community Learning Program grant application.

JB Young K8 School is located in central Davenport and for the 2013-14 academic school year has an enrollment of approximately 310 students from 6<sup>th</sup> through 8<sup>th</sup> grade. 272 students (87.74%) are from low-income families, based on free or reduced lunch information. Many of our students come from homes headed by single parents as well as an increasing amount of students being raised by grandparents; furthermore, many families live in combined households with extended family or friends. Ethnic groups include a majority of African Americans (116 or 37%) and Caucasians (109 or 35%), and Hispanic or Latino (49 or 16%); multi-racial students make-up the remaining 11% of our population. 55 of our students (17.7%) receive special education services. We enroll one ELL students. 144 (46%) of our students are females and 166 (54%) are males.

With the high number of students that are significantly behind we need to continue to create a smaller student-teacher ratio for intervention groups, as well as create 1:1 interventions for our most struggling learners. Before school, after school, and summer programming will provide additional opportunities for interventions in reading and math.

JB Young is committed to supporting each part of a quality program: planning, implementation, and evaluation.

Sincerely,



Marianne Corbin



Juli Staszewski  
Director of Curriculum and Instruction  
Davenport Community School District  
1606 Brady Street  
Davenport, Iowa 52803

To Whom It May Concern:

This letter serves to provide support for the following programming opportunities that will be available to Davenport Community Schools pending funding of the 21<sup>st</sup> Century Community Learning Center Grant proposal. Davenport Community School District will develop a program that will meet the needs and philosophy of the district. Madison and JB Young are high poverty, high needs schools. Out of school time programs are essential to ensure students do not fall behind through the lack of quality learning and enrichment opportunities. Our District has a long-standing tradition of quality out of school time programming and this funding would help expand our outreach to many more students and families.

We look forward to working with you.

Sincerely,

A handwritten signature in cursive script that reads "Juli Staszewski".

Juli Staszewski  
Director of Curriculum and Instruction  
Davenport Community School District



# CITY OF DAVENPORT

DAVENPORT PARKS AND RECREATION • 700 W. River Dr., Davenport, IA 52802  
www.cityofdavenportiowa.com/parks • 563-326-7812

To Whom It May Concern:

The City of Davenport Parks and Recreation Department would like to offer collaborative support for the 21<sup>st</sup> Century Community Centers Grant focusing on sites at Madison Elementary and JB Young K-8. 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. Madison and JB Young 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 for students and 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, sports activities and diversity awareness.

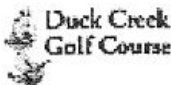
The City of Davenport Parks and Recreation Department will continue to partner with Davenport Community Schools as a member of the administrative team for the Out of School Time Programs. The City of Davenport Parks and Recreation Department is committed to assisting Davenport Community Schools in all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

Best Regards,

Theresa Hauman, MPA, CPO, CPRP  
Interim Director Davenport Parks and Recreation



Roosevelt  
Community Center



Vander Veer  
Botanical Park

.....first class facilities and amenities.....

# IOWA STATE UNIVERSITY

## University Extension

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

January 28, 2014

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

Dear Ms. Ford:

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

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

We are especially pleased at the additional partners on this grant application and look forward to creating processes and programs that address "whole family" needs in order to support children in their academic and social achievement, including parenting, social service referrals and health services. We will continue to build partnership, consensus, and collective impact as our community seeks new and innovative ways to address learning.

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

Sincerely,



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



FOR YOUTH DEVELOPMENT  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY

January 29, 2014

Iowa Department of Education

To Whom It May Concern:

As the Executive Director of Child Care & Family Services for the Scott County Family Y I am delighted to provide the Davenport Community School District with a letter of support for their grant to offer programming to the intermediate students at JB Young.

Middle school is widely recognized as a turning point in the lives of young people, students in grades 6-8 face unfamiliar experiences as they test their independence and make choices that can lead them toward a life filled with either achievement or difficulty. The DCSD has a rich history in providing unique and interesting programs as a strategy for putting young people on the path to success; we have worked with the Davenport Schools in the past to provide programming for this age group and have found it to be very popular with the students. We know that these students often need additional educational support as well as exciting opportunities outside of the regular school hours so that they can be successfully engaged in activities that will challenge them, as well as keep them occupied in meaningful activities rather than "finding something to do". Research tells us that monies invested in youth pay great dividends in the future as we can expect to experience students that achieve more and need less in community supports as adults.

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

Deb Gustafson

Executive Director of  
Child Care and Family Services  
Scott County Family Y

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

# EASTERN IOWA COMMUNITY COLLEGES

## SCOTT ♦ West Davenport Center

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2950 North Fairmount Street ♦ Davenport, Iowa 52804 ♦ 563-326-5319 ♦ FAX 563-326-6039

1/29/14

Vic Jaras  
Iowa Department of Education  
Grimes State Office Building  
400 East 14<sup>th</sup> Street  
Des Moines, Iowa 50319-0146

RE: Letter of Support for Davenport Community Schools, 21<sup>st</sup> Century Community Learning Centers

We are excited about the opportunity to collaborate with our colleagues at the Davenport Community Schools in their grant application to establish 21<sup>st</sup> Century Community Learning Centers at Madison Elementary and JB Young K-8. These schools are at the heart of our community's most struggling neighborhoods and are ideal locations for this innovative approach to meeting the needs of youth and families.

The "Stepping Stones" program is an important asset in our community, offering academic support, enrichment activities, service learning and community engagement, as well as, a variety of family literacy activities. This proposal will allow an expansion of those services in these schools, including expanding adult education and community health services.

The Eastern Iowa Community College/West Davenport Center Adult Education Program is committed to preparing individuals to reach their full potential as students, parents, workers and citizens. We have a long and successful history of providing education services in Adult Basic Education for the residence of Scott County. In support of the Stepping Stones program we will assist the Davenport Community Schools in promoting High School Equivalency classes in English and Spanish as well as adult ELL programming for parents in partnership with the "Stepping Stones" program.

We hope you will consider this important program and the impact that it could have among the youth and families of Davenport's urban core. We look forward to the collaboration between our organizations in meeting the need for stronger adult literacy in our community.

Sincerely,



Peggy Garrison, Dean ABE, HSC, ELL



**Community  
Health Care, Inc.**  
Opening Doors to Health Care

500 W. River Drive • Davenport, IA 52801-1014 • 563-336-3000 • (f) 563-336-3044

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January 28, 2014

Vic Jaras  
Iowa Department of Education  
Grimes State Office Building  
400 East 14<sup>th</sup> Street  
Des Moines, Iowa 50319-0146

Mr. Jaras,

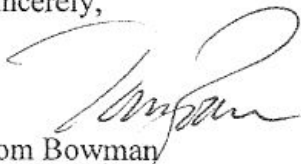
I am writing to express the support of Community Health Care, Inc. for the Davenport Community Schools' application to establish 21<sup>st</sup> Century Community Learning Centers at Madison Elementary and JB Young K-8. These schools are at the heart of our community's most struggling neighborhoods and are ideal locations to reach high need youth and families with important academic, social and health services.

Through the "Stepping Stones" collaboration between Davenport Community Schools, Davenport Parks and Recreation and ISU County Extension, the proposed program will offer academic support, enrichment activities, service learning and community engagement, as well as, a variety of family literacy activities.

This proposal will also allow an expansion of community health services at Madison and JB through a partnership with our organization, including health education workshops at the school; on-site dental screenings and immunizations; and transportation to CHC's health clinic to open these resources up to Madison and J.B. families. Our discussions have also included future collaboration on special health fair events at the school and the potential to expand mobile resources to serve students and families.

Community Health Care, Inc. is looking forward to the collaboration between our organizations and the impact that it could have among the youth and families of Davenport's urban core. We hope you will consider this important program.

Sincerely,



Tom Bowman  
Chief Executive Officer  
Community Health Care, Inc.

Accredited By



**Joint Commission**

— Accreditation of Healthcare Organizations —



ST. PAUL  
LUTHERAN CHURCH

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January 26, 2014

Dear "21st Century Grant" Distribution Team:

St. Paul Lutheran Church, a neighbor of Madison Elementary School, supports the Madison staff and faculty as they apply for the "21st Century Grant". It is our hope that they would be chosen for this award not only because they are a school of excellence, but more importantly, they seek to change lives. The students and families that call Madison home need this school; Madison is the "home base" that has the potential to teach, clothe, nourish, and create healthy and sustainable relationships for all members of the family if the doors remain open past the typical school hours and calendar. Once funding is in place, families will find Madison to be their community; learning, connection, and caring will be the bridge to basic and fundamental needs that now challenge many families.

Currently members of St. Paul partner with the students of Madison in many ways. We mentor, read, work in the classroom, maintain a butterfly garden, landscape, and provide volunteers for a variety of student activities. We look forward to continuing and strengthening our relationships with the students, families, staff, and faculty of Madison Elementary. We know that Madison Elementary, if selected for this grant, will revitalize our neighborhood; empower students and families; and change how we see and understand the role of "school" in today's world.

Sincerely,

Jim Keller  
Mission Board

Dana L. Welser  
School Partnership Coordinator





# Retired & Senior Volunteer Program

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



Phone: (309) 793-4425 Fax: (309) 793-6807  
Website: [www.wiaaa.org](http://www.wiaaa.org) Email: [rsvp@wiaaa.org](mailto:rsvp@wiaaa.org)

*Sponsored by Western Illinois Area Agency on Aging  
Aging and Disabilities Resource Center*

January 29, 2014

Vic Jaras  
Iowa Department of Education  
Grimes State Office Building  
400 East 14<sup>th</sup> Street  
Des Moines, Iowa 50319-0146

Mr. Jaras,

Please allow this letter to express the strong support of RSVP (the Retired Senior and Volunteer Program) for the Davenport Community Schools' application to establish 21<sup>st</sup> Century Community Learning Centers at Madison Elementary and JB Young K-8. RSVP works with men and women, 55 years of age or older, and community groups to promote and increase volunteerism and the potential for making a difference in the lives of people and communities. The proposed schools, Madison and Young, are at the heart of our community's most struggling neighborhoods and are ideal locations for senior volunteers to serve high need youth and families.

Through the "Stepping Stones" collaboration between Davenport Community Schools, Davenport Parks and Recreation and ISU County Extension, the proposed program will offer academic support, enrichment activities, service learning and community engagement, as well as, a variety of family literacy activities. Senior volunteers will be an important resource for all of these activities, including providing volunteer tutors for adult learners as we understand the importance of literate parents to children's success. We also provide initial tutor training in partnership with schools and enrichment via our monthly Tutor Presentations. Well trained and prepared volunteers are also an important element of the G.A.P. program. RSVP looks forward to expanding those services to Madison and Young and to the collaboration between our organizations to serve the youth and families of Davenport's urban core. We hope you will consider this important program.

Sincerely,

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

Dave Layton, RSVP Program Director

3247 East 35 Street Court  
Davenport, Iowa 52807  
563.355.4310

United Way of the Quad Cities Area  
unitedwayqc.org



January 20<sup>th</sup>, 2014

To whom it may concern:

I am writing to offer United Way of the Quad Cities Area's full support for Davenport Community School District to establish community centers at Madison Elementary School and J.B. Young as part of their proposed 21<sup>st</sup> Century Community Learning Center project.

For the past four years, our United Way has been working to strengthen partnerships and align services in the neighborhood around these two schools, as part of our ongoing Promise Neighborhood work.

Our Promise Neighborhood work has been focused in this neighborhood because of the high incidence of poverty, particularly for minors, and the high number of heads of households without high school diplomas.

In our surveys of the residents of this neighborhood, we have found that the biggest issue was not that services were not available, but rather that the residents did not know how to connect with these services. Many weren't even aware of the wide variety of services that were available to them. Turning Madison Elementary into a Community School would create a single location where residents could connect with a wide variety of services available.

The Madison/Young project would also serve as a venue through which United Way can funnel our own agency's educational supports, including afterschool and summer programs. If we are successful with the Community School model at this site, we would then replicate it in other key neighborhoods in our community.

Sincerely,

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

Scott Crane, President

**FORM A: SITE INFORMATION**

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

<b>21CCLC Site Name: Madison Elementary</b>		
<b>Site Address: 116 E Locust Street</b>		
<b>City, State, Zip: Davenport, IA 52803</b>		
<b>Phone: 563-326-5391</b>		
<b>Site Contact Person: Shaney Ford</b>		
Feeder School Name(s)	Building Number(s)	#of pupils from this school in 21CCLC program
<b>21CCLC Site Name: JB Young K - 8</b>		
<b>Site Address: 1702 Main Street</b>		
<b>City, State, Zip: Davenport, IA 52803</b>		
<b>Phone:563-326-4432</b>		
<b>Site Contact Person: Shaney Ford</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
Madison Elementary	392	
Jefferson Elementary	427	100
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program

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

## FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

### **Part A: Nondiscrimination**

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

### **Part C: Supplement, not Supplant**

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

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

### **Part D: Fiscal Control and Accounting Procedures**

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

### **Part E: Control of Funds**

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

### **Part F: Program Accountability**

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

### **Part G: Evaluation and Data Collection**

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program agrees to collect additional data that will be necessary for the evaluation of the 21st Century Community Learning Centers Program, as may be required by the Iowa Department of Education and the U.S. Department of Education, if requested.

### **Part H: Program Site**

As the designated applicant agency representative, I certify that the 21<sup>st</sup> 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 21<sup>st</sup> 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.

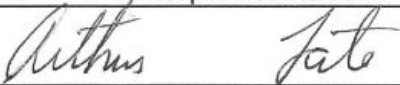
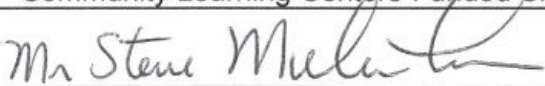

**Part N: Grant Termination (Additional conditions in appendix D)**

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 & Recreation

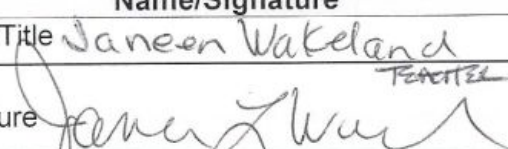
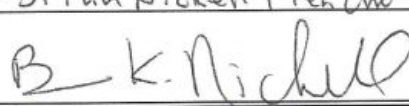

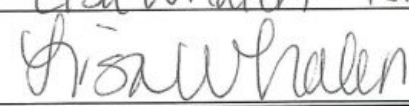
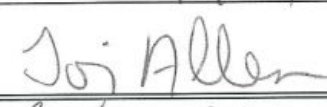
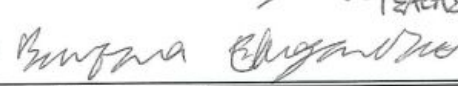
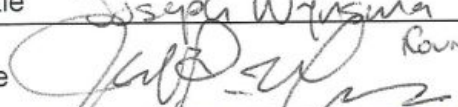


**Certification:** As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement 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 <sup>st</sup> Century Community Learning Centers-Funded Site	Site Name
	MADISON ELEMENTARY
	JB Young K-8 School

### FORM C: COLLABORATIVE SIGNATURES

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









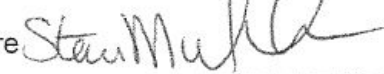
**Applications only allowed up to five (5) additional pages for signatures.**

Name/Signature		Agency Affiliation	
Name/Title	Janeen Wakeland <small>TEACHER</small>	Agency	Madison
Signature		Address	116 E Locust
		City/Zip	Dav IA 52803 Phone 326-5391
Name/Title	Brian Nickell / Teacher	Agency	
Signature		Address	
		City/Zip	
Phone			
Name/Title	Heather Anthony <small>TEACHER</small>	Agency	Madison School
Signature		Address	116 E. Locust
		City/Zip	Dav/52803 Phone 326-5391
Name/Title	Lisa Whalen <small>TEACHER</small>	Agency	Madison Elementary
Signature		Address	116 E Locust ST
		City/Zip	Davenport 52801 Phone 326-5391
Name/Title	Toi Allen <small>TEACHER</small>	Agency	Madison School
Signature		Address	116 E Locust St
		City/Zip	DAVIA 52803 Phone 326-5391
Name/Title	Barb Engstrom <small>TEACHER</small>	Agency	Madison School
Signature		Address	130 S Thornwood
		City/Zip	Davenport IA Phone 343-6422
Name/Title	Joseph Wynsma <small>COACH</small>	Agency	Madison Elementary
Signature		Address	2342 E. 28th St.
		City/Zip	Davenport 52805 Phone 326-5391
Name/Title	Susan Berger - <small>Teacher-Librarian</small>	Agency	Madison Elementary
Signature		Address	116 E Locust Street
		City/Zip	Davenport 52803 Phone 563-326-5391
Name/Title	Randy Ford / Parent	Agency	Madison
Signature		Address	116 E Locust
		City/Zip	Dav IA Phone 563-326-5391

### FORM C: COLLABORATIVE SIGNATURES

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

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







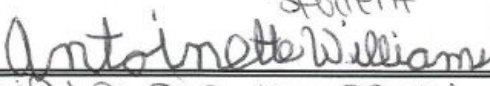

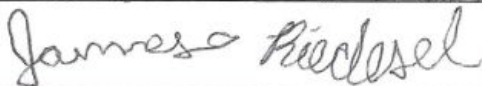
Name/Signature		Agency Affiliation	
Name/Title	Bob Schneden / SAM	Agency	Madison Elementary
Signature		Address	116 E. Locust
		City/Zip	Dav, 52803 Phone 326-5391
Name/Title	Katie Meyer <small>TEACHER</small>	Agency	Madison Elementary
Signature		Address	116 E Locust
		City/Zip	Dav, IA 52803 Phone 563-326-5391
Name/Title	Amy Bracken <small>TEACHER</small>	Agency	Madison Elementary
Signature		Address	116 E Locust St
		City/Zip	Dav. IA 52803 Phone 326-5391
Name/Title	Marybeth Dicks <small>TEACHER</small>	Agency	Madison Elementary
Signature		Address	116 E Locust
		City/Zip	Davenport 52806 Phone 563-326-5391
Name/Title	Beth Bearbaver-Brizzola <small>TEACHER</small>	Agency	Madison Elementary
Signature		Address	116 E Locust 52804
		City/Zip	Dav IA. Phone 563-326-5391
Name/Title	Maureen Neubauer	Agency	Madison
Signature		Address	116 E. Locust
		City/Zip	Davenport, IA Phone 386-5391
Name/Title	Kelly Dugan <small>TEACHER</small>	Agency	Madison
Signature		Address	116 E. Locust
		City/Zip	Davenport 52806 Phone 563-386-5391
Name/Title	Kevin Moses <small>TEACHER</small>	Agency	Madison
Signature		Address	116 E. Locust
		City/Zip	Davenport 52804 Phone 563-386-5391
Name/Title	STEVE MIELENHAUSEN - PRINCIPAL	Agency	DCSD MADISON ELEMENTARY
Signature		Address	116 E Locust
		City/Zip	Davenport IA Phone



### FORM C: COLLABORATIVE SIGNATURES

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


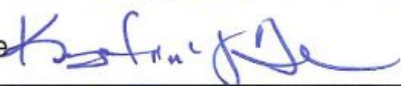


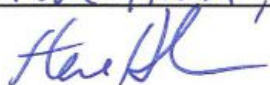

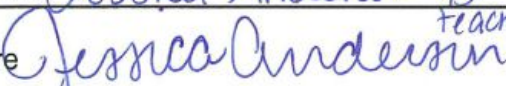

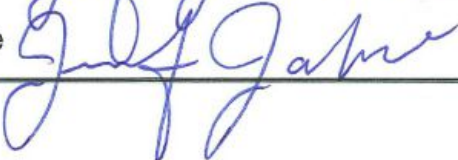
**Applications only allowed up to five (5) additional pages for signatures.**

Name/Signature		Agency Affiliation	
Name/Title	Kristin Huggins ISAM	Agency	JB Young K8 School
Signature		Address	1702 N. Main St.
		City/Zip	Davenport, IA
		Phone	563-326-4432
Name/Title	Marianne Corbin Principa	Agency	JB Young K-8 School
Signature		Address	1702 N Main Street
		City/Zip	Davenport 52803
		Phone	563-326-4432
Name/Title	Greg Thissen BHSP	Agency	JB Young K-8 School
Signature		Address	1702 N. Main St.
		City/Zip	Davenport 52803
		Phone	563-326-4432
Name/Title	Cari Klemme - office manager	Agency	JB K-8 School
Signature		Address	1702 N. Main St.
		City/Zip	Davenport 52803
		Phone	563-326-4432
Name/Title	DAVE MARTIN ASSOCIATE PRIN	Agency	JB Young K-8 School
Signature		Address	1702 N. Main Street
		City/Zip	Davenport 52803
		Phone	563-326-4432
Name/Title	CATRINA ROCKWOOD student	Agency	JB K8
Signature		Address	1702 Main St.
		City/Zip	Davenport, 52803
		Phone	326-4432
Name/Title	Antoinette Williams Student	Agency	JB K8 School
Signature		Address	1702 Main St.
		City/Zip	Davenport
		Phone	326-4432
Name/Title	ALBERT ANGE student	Agency	JB School
Signature		Address	1702 Main St.
		City/Zip	Davenport
		Phone	326-4432
Name/Title	James Riedesel student	Agency	JB School
Signature		Address	1702 Main St.
		City/Zip	Davenport
		Phone	326-4432

### FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Colleen Fleming K Teacher	Agency	JB Young K-8 School
Signature		Address	1702 N. Main Street
		City/Zip	Davenport 52803 Phone 563-326-4432
Name/Title	Kristine Thill 2nd teacher	Agency	JB Young K-8 School
Signature		Address	1702 N. Main Street
		City/Zip	Davenport 52803 Phone 563-326-4432
Name/Title	Debra Dunteman Health Para	Agency	JB Young K-8 School
Signature		Address	1702 N. Main Street
		City/Zip	Davenport 52803 Phone 563 326-4432
Name/Title	Rachel Anderson LitCoach	Agency	JB Young K-8 School
Signature		Address	1702 N. Main
		City/Zip	Davenport, 52803 Phone 563-326-4432
Name/Title	Steve Hahn, Counselor	Agency	JB K8
Signature		Address	1702 N Main St.
		City/Zip	Davenport IA Phone 721-4432
Name/Title	Mary Sindt Reading Interventionist	Agency	JB Young K-8
Signature		Address	1702 N. Main St
		City/Zip	Davenport IA Phone 326-4432
Name/Title	Jessica Anderson 4/5 teacher	Agency	JB Young K-8
Signature		Address	1702 N. Main St.
		City/Zip	Davenport IA Phone 326-4432
Name/Title	Janet L Stewart Interventionist	Agency	JB Young K-8 School
Signature		Address	1702 N. Main Street
		City/Zip	Davenport 52803 Phone 563-326-4432
Name/Title	Jeff Gahr - SPED	Agency	JB Young K8 School
Signature		Address	1702 N. Main St.
		City/Zip	Davenport Phone 563-326-4432

### FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Bryan student student	Agency	JB K8
Signature	<i>Bryan Holten</i>	Address	1702 Main St.
		City/Zip	Davenport Phone 326-4432
Name/Title	Tajon Carter student	Agency	JB K8
Signature	<i>Tajon Carter</i>	Address	1702 Main St.
		City/Zip	Davenport Phone 326-4432
Name/Title	Brandon Howell student	Agency	JB K8
Signature	<i>Brandon Howell</i>	Address	1702 Main St.
		City/Zip	Davenport Phone 326-4432
Name/Title	Beth A Parry Para	Agency	JB Voleng K8 school
Signature	<i>Beth A Parry</i>	Address	1702 Main St.
		City/Zip	Davenport IA Phone 326-4423
Name/Title	Jamie Randall teacher	Agency	<del>JB K8</del> JB K8
Signature	<i>Jamie Randall</i>	Address	1702 Main St.
		City/Zip	Davenport Phone 326-4432
Name/Title	Andrew student	Agency	JB K8
Signature	<i>Andrew Gaeth</i>	Address	1702 Main St.
		City/Zip	Davenport Phone 326-4432
Name/Title	Student	Agency	JB K8
Signature	<i>Kaidion Larson</i>	Address	1702 Main St.
		City/Zip	Davenport Phone 326-4432
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone

**FORM D1: 21CCCLC APPLICATION FUNDING REQUEST SUMMARY**

<b>21CCCLC TOTAL FUNDING REQUEST</b> (Before and/or After School and Summer Program Funds)		
<b>Number of program sites included in this application:</b>	<b>Total number of students being served (all sites for one year):</b> 574	<b>Total three-year funding request (all sites):</b>
2	\$ 300,000	\$ 900,000

<b>FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION</b>					
<b>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.</b>					
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
Madison Elementary	\$150,000	\$150,000	\$150,000	\$450,000	287
JB Young K -- 8	\$150,000	\$150,000	\$150,000	\$450,000	287
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

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

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

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

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

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$91,000	\$12,500	\$91,000	\$12,500	\$91,000	\$12,500	\$310,500
Staff Travel	\$1,500	\$1,000	\$1,500	\$1,000	\$1,500	\$1,000	\$7,500
Materials	\$8,000	\$3,000	\$8,000	\$3,000	\$8,000	\$3,000	\$33,500
Professional Development (minimum 4% per year)	\$6,000	\$2,000	\$6,000	\$2,000	\$6,000	\$2,000	\$24,000
Student Access, Transportation etc. (maximum 8% per year)	\$2,000	\$3,000	\$2,000	\$3,000	\$2,000	\$3,000	\$15,000
Evaluation (about 4% per year)	\$6,000	\$2,000	\$6,000	\$2,000	\$6,000	\$2,000	\$24,000
Administrative/ Indirect Costs (maximum 8% per year)	\$12,000		\$12,000		\$12,000		\$36,000
<b>Totals</b>	\$127,000	\$23,500	\$123,000	\$27,000	\$123,000	\$27,000	

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

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

**Applicant Agency:** Davenport Community Schools Site: JB Young Elementary

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

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

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$91,000	\$12,500	\$91,000	\$12,500	\$91,000	\$12,500	\$310,500
Staff Travel	\$1,500	\$1,000	\$1,500	\$1,000	\$1,500	\$1,000	\$7,500
Materials	\$8,000	\$3,000	\$8,000	\$3,000	\$8,000	\$3,000	\$33,500
Professional Development (minimum 4% per year)	\$6,000	\$2,000	\$6,000	\$2,000	\$6,000	\$2,000	\$24,000
Student Access, Transportation etc. (maximum 8% per year)	\$2,000	\$3,000	\$2,000	\$3,000	\$2,000	\$3,000	\$15,000
Evaluation (about 4% per year)	\$6,000	\$2,000	\$6,000	\$2,000	\$6,000	\$2,000	\$24,000
Administrative/ Indirect Costs (maximum 8% per year)	\$12,000		\$12,000		\$12,000		\$36,000
<b>Totals</b>	\$127,000	\$23,500	\$123,000	\$27,000	\$123,000	\$27,000	

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

### FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

It is recommended that each applicant, including school districts, public entities, or government agencies, possess sufficient fiscal resources in order to start up and operate the program being requested for a period of up to three months.

Check this box if you are a public entity, (e.g., a local education agency, state college or university, community college, or a governmental entity), and identify your agency's funding source within your organization (e.g., budget line item number, account number, or any other applicable reference,) that will be used to start up and operate the program for up to three months.

Check this box if you are a private nonprofit organization, private for profit organization, community-based organization, or Tribal Council. In this section, list and describe fiscal resources (cash, line of credit, emergency loans, etc) the agency has or can access to cover initial start up and operating costs, or as may be necessary for program operation. Fiscal resource information should be specific (e.g., bank or lender names; name of the holder of the account.)\*

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

Agencies that do not have adequate fiscal resources on hand are eligible to participate in the application process. However, the applicant must describe in this section the agency's plan to secure the necessary fiscal resources for this program application.

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

## FORM E: MINORITY IMPACT STATEMENT

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

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

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

Indicate which group is impacted:

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

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

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

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

Indicate which group is impacted:

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

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

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

Name: Arthur Jato  
Title: Superintendent Davenport Schools

### Definitions

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

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



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

*"Disability"* does not include any of the following:

(a) Homosexuality or bisexuality.

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

(c) Compulsive gambling, kleptomania, or pyromania.

(d) Psychoactive substance abuse disorders resulting from current illegal use of drugs.

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

## **Minority Impact Statement**

The Madison & JB Young Schools 21<sup>st</sup> 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. JB Young has a student body comprised of: 41.6% African American (Black;) 14% Hispanic (Latina;) and 12.4% Multi-racial. In addition, 95% of their students for free or reduced price meals. JB Young has a mobility rate of 50%, the highest in DCSD and the lowest membership rate in the district spending an average of only 62% of their year enrolled at the school. The Madison student body is comprised of: 33.4% African American (Black;) 13.5% Hispanic (Latina;) and 13.8% Multi-racial. In addition, 83% of the school's families are in poverty, qualifying for federal Free and Reduced lunch program. Madison has a mobility rate of 26% which ranks as one of the five highest rates in the Davenport Community School District.

The 21<sup>st</sup> CCLC funding received by Madison Elementary and JB Young K - 8 school allows us to meet the needs of our diverse student population. The funds allow us to provide additional classroom support, family/community/volunteer support services, crisis intervention services and a variety of culturally enrichment activities that support our grade level standards in the classroom. We are also able to use funding to build family and community partnerships through designated activities.

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**FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG**

	<p><b>Private School Consultation Meeting Log</b></p> <p><b>Date:</b> 11/21/13  <b>Time:</b> 3 p.m.  <b>Location:</b> Achievement Service Center, Davenport Community Schools</p>
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**Meeting called by:** Rachael Mullins Steiner    **Type of meeting:** See attached meeting agenda  
**Attendees:** See attached sign-in sheet

----- Agenda Topics -----		
<p><b>Welcome</b>                      Rachael Mullins Steiner    10 min</p> <p><u>Discussion:</u> Steiner asked attendees to sign in and introduce themselves, noting that both schools and agency partners were represented. Though an invitation was extended to all public and non-public school representatives, only public schools showed up. Members introduced themselves. Steiner welcomed participants and asked them to indicate their knowledge of and interest in 21<sup>st</sup> Century Community Learning Centers. Alex Kolker of the United Way indicated and interest in the "Community Schools" model and support from his agency for any interested applicant.</p> <p><u>Conclusions:</u> Members indicated interest and concern about staff time, reporting requirements, etc.</p>		
<b><u>Action Items:</u></b>	<b><u>Person responsible:</u></b>	<b><u>Deadline:</u></b>
Steiner offered to follow up with eligible non-public schools and public schools via email	Steiner	11/22/13
Issues of concern are added to the agenda for discussion	Steiner	Today's meeting
<p><b>Resources for Non-Public Schools</b>                      Rachael Mullins Steiner    10 min</p> <p><u>Discussion:</u> Steiner described the resources that are available to non-public schools through the 21<sup>st</sup> Century competition. Non-public students can participate at any funded grant sites within their neighborhood. Non-publics are also eligible to apply separately for funding or could apply collaboratively with the public school district. Steiner reviewed the state website as a resource, pointing out the webinars and workshops that are available for interested schools and agencies.</p> <p><u>Conclusions:</u> Members indicated they would review materials</p>		
<b><u>Action Items:</u></b>	<b><u>Person responsible:</u></b>	<b><u>Deadline:</u></b>
Steiner will include link to website in email out to attendees and those not in attendance	Steiner	11/22/13

**Consultation Procedures**      Shaney Ford      20 min

Discussion: Ford gave an overview of the 21<sup>st</sup> Century Community Learning Center grant program, including defining a "Community Learning Center." Members discussed opportunities for partnerships, needs of families, coordinating hours of service with other school supports and the growing need for health services in schools. Ford shared with attendees the eligibility requirements and funding potential that was available. Members discussed the grant requirements, including fiscal responsibility of the different models for participation and reporting and evaluation expectations. Ford reviewed the "What's new" document provided by the Iowa Department of Education, discussing new elements for this year's competition.

Conclusions: Participants brainstormed various Student Programs and Family Literacy Activities.

<u>Action Items:</u>	<u>Person responsible:</u>	<u>Deadline:</u>
Attendees will consider which allowable activities would serve the needs of youth and families at their schools	Attendees	Grant due date

**Next Steps and Questions**      Rachael Mullins Steiner      20 min

Discussion: Steiner presented the timeline provided in the RFA document from the Iowa Department of Education. Members discussed the format and content of the offered workshops and discussed upcoming opportunities to attend. Each school in attendance discussed their general interest and services they would want to provide, including the need for intermediate programs. Attendees did express some concern about expected numbers served tied to budget, worried about guaranteeing attendance; operational concerns like custodial services and teacher expectations.

Conclusions: Interested participants will attend workshops and/or review webinars. Steiner set a deadline for December 6<sup>th</sup> to reply to her with interest to form a working group for the application(s)

<u>Action Items:</u>	<u>Person responsible:</u>	<u>Deadline:</u>
Attendees will attend workshop/webinar	Attendees	December 6
Attendees will reply to email with interest	Attendees	December 6

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.

Private/Public School Consultation Meeting  
21<sup>st</sup> Century Community Learning Centers  
November 21, 2013 3 p.m.  
Achievement Service Center  
Davenport Community Schools

- I. Welcome and Introductions
- II. Resources for Non-Public Schools
  - a. Student participation at grant sites
  - b. Eligibility for private school grant
  - c. Collaborative grant with public schools
  - d. State website, webinars and workshops
- III. Consultation on Grant Opportunity
  - a. Overview 21<sup>st</sup> Century Community Learning Center grants
  - b. Definition of Community Learning Center
  - c. Eligibility for grant
  - d. Funding
  - e. Grant Requirements
    - i. Fiscal Responsibility and Reporting/Evaluation
    - ii. Personnel and Professional Development
  - f. "What's New" this year
- IV. Timeline and Next Steps
- V. Questions and Discussion of Interests

Private/Public School Consultation Meeting

21<sup>st</sup> Century Community Learning Centers

November 21, 2013 3 p.m.

Achievement Service Center, Room B

Davenport Community Schools

Name	Title	School	Contact Information
Arienne Picchiotti	Teacher	Madison	picchiottia@dav...
Bob Schneden	SAM	Madison	Schnedenr@dav---
Rachael Steiner	ASC Comm. Rel.	ASC	nulliusr@davschools.or Harris@davschools.org
Sarah Klein	ASC ↔ CSPM		
Wendy Essary	FIL	Madison	essaryw@dav.schools.org
Alex Kolker		United Way	akolker@unitedwaygc.org
Shaney Ford	OST Manager	ASC	Bonds@davenportschools.org
Steve Mielenhansen	Principal	MADISON	mielenhansen@davenportschools.org
Kerrie Swanson	Principal	Smart	Swansonka@davenportschools.org