

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

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

**Mail Applications to:**

**Jodi Bruce**

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Grimes State Office Building  
400 E 14<sup>th</sup> Street  
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**APPLICATION INFORMATION**

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

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



## **BEFORE YOU APPLY**

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

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

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

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

Funding Request for Year One: 205

Funding Request total for Three Years: \_\_\_\_\_

Number of Children Served in Year One: \_\_\_\_\_

Number of Children Served in Three Years: \_\_\_\_\_



## LEGAL STATUS OF APPLICANT

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

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

Enter Federal Employer ID Number: 42-6001350 <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.

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

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

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

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

Documentation: \_\_\_The application is being jointly submitted in partnership with the City of Davenport Parks & Recreation Department. See signature page and MOU.

\_\_\_\_\_

\_\_\_\_\_

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



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







# Jefferson Elementary School

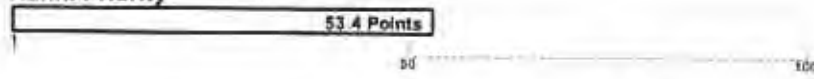
# 2016

Mississippi Bend | Davenport Community | Elementary School

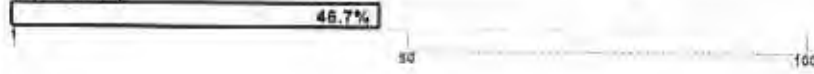
Grades: KG, 01, 02, 03, 04, 05 | Total Students: 453

Expand all

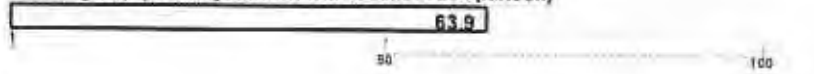
### Rank: Priority



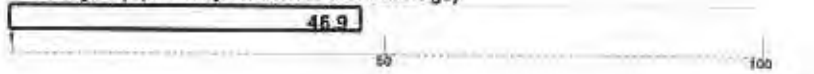
### Proficiency



### Closing Gap (Minority student within school comparison)



### Closing Gap (Minority student to state average)



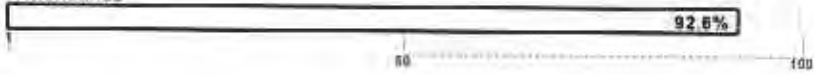
### College and Career Ready Growth



### Annual Expected Growth



### Attendance

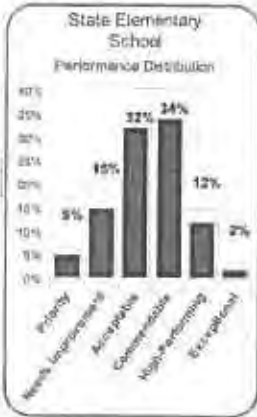


### Staff Retention



### Parent Involvement Teacher Survey Results

No survey results are found for this school.



Previous Year: Priority 54.7 pts





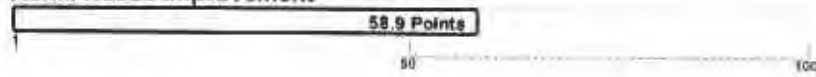
# Washington Elementary School

# 2016

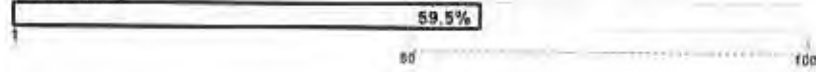
Mississippi Bend | Davenport Community | Elementary School  
Grades: KG, 01, 02, 03, 04, 05 | Total Students: 268

Expand all

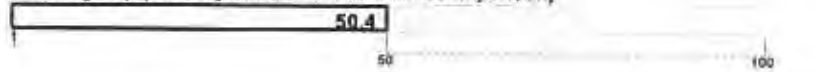
### Rank: Needs Improvement



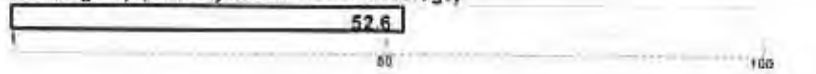
### Proficiency



### Closing Gap (Minority student within school comparison)



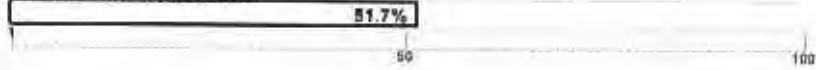
### Closing Gap (Minority student to state average)



### College and Career Ready Growth



### Annual Expected Growth



### Attendance

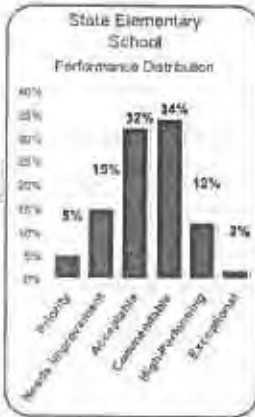


### Staff Retention



### Parent Involvement Teacher Survey Results

No survey results are found for this school.



Previous Year:  
Acceptable 51.7 pts



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

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Budget Narrative

Memorandums of Understanding & Letters of Support

Required Forms:

Site Information (Form A)

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Budget Forms, D1, D2, D3

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Form F: Non-Public Consultation Document

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

### *Project Abstract*

The proposed project serves the students and families of Jefferson and Washington Elementary in the urban core of Davenport, Iowa. One of the region’s most impoverished neighborhoods, the targeted service area is identified by various stakeholders as Davenport’s Promise Neighborhood. Through a steering committee, interviews, focus groups and surveys, the program was designed by stakeholders based on needs assessment and research-base to include: 1) academic assistance, 2) enrichment and youth development, and 3) family support and literacy activities. The broad goal of the program is to increase achievement and enhance social outcomes for the children and youth of Jefferson and Washington Elementary. The program provides high-quality academic enrichment, student supports and family literacy activities through a variety of community partners. The proposed program adopts a series of student and family literacy outcomes which will be carefully assessed and the information used to improve program implementation and build community support. Program partners have broad experience in the field, including partnering on the “Stepping Stones” out of school time program that is the foundation of the project. The proposal is informed by the research-base on youth development, extended learning and the impact of partnership between schools and other community resources in improving student learning and strengthening families and communities.

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

Both will offer monthly evening and weekend Family Literacy activities in collaboration with other community partners. A dynamic student referral system uses a “counselor watch list” to assure the impact of programming on academically and behaviorally at-risk youth, including aligning the work of the after school and summer programs with the school Collaborative Teacher Teams and Multi-Tiered System of Support (MTSS) to assure that the proposed academic offerings are aligned with individual student needs. To serve struggling learners each program will set aside 25 slots for GAP students, those in the low income or ethnicity achievement gap. After school will have three student groups by age range rotating through 45-minute blocks of academic, enrichment and recreation all with a youth development focus. First block is based on an academic assistance “pyramid” with homework help for all and, as needed, intensive math and reading intervention by a teacher of origin from the school. Academics support students’ individual needs and align with the core-day curriculum and interventions, including materials for Tier II /Tier III GAP students. Enrichment and recreation programs include a wide variety of creative arts; hands-on projects; leadership and service opportunities; STEM; healthy lifestyle; team-building through athletics; culinary arts; storytelling and more.

Staff includes a .5 Program Lead who will manage daily activities, including overseeing staff and partners during the program and a .5 part time equivalent that will support the work of the school at the district-level to assist with curriculum, community partnerships, professional development and monitoring implementation. These part-time positions allow a full-time equivalent at the site level, with all available during afterschool hours for distinct purposes. An AmeriCorps member and four core day teachers will serve in the program afterschool and during the summer program with an additional two of the school’s Kindergarten teachers staffing the KinderJump program. Four program assistants, usually para-educators from the school day,

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

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

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

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

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

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

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

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

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

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



# Student Needs Assessment

## 2.1 Objective Data Used to Determine Need:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Project Description**

### **3.1 Link to Student Need:**

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

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

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

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

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

Academic Assistance - The proposed program includes a comprehensive approach to academic assistance that reinforces district standards and aligns with the academics of the school day, including the use of Teacher Collaborative Teams within the school's Multi-Tiered System of Supports (MTSS) framework. Academic time will provide a continuation of school-day literacy and math curriculum, provided in-kind by the school district, including Lexia Core 5 and MyOn Reading. New to the Stepping Stones model is the introduction of the Launch STEM curriculum through "Project Lead the Way." Launch incorporates 24 interdisciplinary modules with Maker Boxes and manipulatives to bring learning to life through problem-based, real world projects aligned with Common Core STEM standards. The programs will also offer First Lego League robotics teams in partnership with John Deere coaches. Daily assistance for all participants will be aligned with school day curriculum to provide "extra help/extra time" tailored to the individual needs of students, including a 40-minute academic block five days a week where students receive homework help and, for those specifically identified as within the achievement gap, intensive intervention driven by individual assessment. The grant prioritizes slots for the lowest achieving 25% of students who will receive small group tutoring in reading and math with a ratio of no more than 8 students to 1 teacher of origin. The program will also address the needs of the many incoming kindergarteners who have not had preschool through a KinderJUMP program, provided for 20 days the month prior to the start of the kindergarten year, acclimating students to the building procedures, growing social skills and introducing academic curriculum. Programming will help students feel comfortable within their new building, accessing services and resources and introducing basic academics as a refresher to start the school year off right.

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