2. **General Information**

   a. **Basic Information Table**

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<tr>
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<td>11/1/2016</td>
</tr>
<tr>
<td>Grantee Name</td>
<td>Davenport Community School District</td>
</tr>
<tr>
<td>Program Director</td>
<td>Shaney Ford</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:fordsh@davenportschools.org">fordsh@davenportschools.org</a></td>
</tr>
<tr>
<td>Phone</td>
<td>563-528-6062</td>
</tr>
<tr>
<td>Evaluator Name</td>
<td>Jennifer Best</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:jbest@iastate.edu">jbest@iastate.edu</a></td>
</tr>
<tr>
<td>Phone</td>
<td>563-359-7577</td>
</tr>
<tr>
<td>Additional Information from Grantee (optional)</td>
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</tr>
</tbody>
</table>

   b. **Center Information Table**

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort 7</td>
<td>Hayes Elementary School, Washington Elementary School</td>
</tr>
<tr>
<td>Cohort 8</td>
<td>Jefferson Elementary School</td>
</tr>
<tr>
<td>Cohort 9</td>
<td>Madison Elementary School</td>
</tr>
<tr>
<td>Cohort 10</td>
<td>Smart Intermediate School, Monroe Elementary School</td>
</tr>
</tbody>
</table>

3. **Introduction/Executive Summary**

   Stepping Stones is a collaborative project of the City of Davenport Parks and Recreation, Davenport Community School District, and Iowa State University Extension and Outreach, Scott County. The partners share resources, responsibilities and risks of the Stepping Stones program, each contributing to its operations, programming and quality according to individual areas of expertise and mission-alignment.

   During the 2015-2016 program year, Stepping Stones operated 6, 21st Century Community Learning Center grants at five elementary schools and one intermediate school. In addition, 13 fee-based Stepping Stones sites were also offered. Before school programs were offered at schools with daily school start times of 9:00 AM or later. Afterschool programs were offered at all sites until 5:30 PM. Summer programs were operated at all grant sites and select fee-based sites.

   The vision of the Davenport Stepping Stones Program is:
   
   *All children in Davenport will have access to high quality and affordable expanded learning opportunities*
through school-based community collaborations within Stepping Stones before, afterschool and summer programs.

The mission of the Davenport Stepping Stones Program is: The mission of Stepping Stones Out of School Time Programs is to enhance each student’s developmental assets and abilities by providing expanded learning opportunities that are enriched by collaborations with our diverse community.

The guiding values of the Davenport Stepping Stones Program are:

- All children deserve physical and emotional environments that satisfy their basic needs.
- All children need supportive adult relationships and role models.
- All children benefit from expanded learning opportunities.
- All children can contribute to and serve their community.
- All children benefit from community collaboration.

In addition to out of school time programs, Jefferson Elementary (cohort 8) Madison Elementary (cohort 9), Smart Intermediate and Monroe Elementary (cohort 10) are Full Service Community Schools. Full Service Community Schools are both physical places and a set of partnerships between the school and other community resources to support the whole child. Using public schools as a hub, community schools bring together many partners to offer a range of supports and opportunities to children, youth, families and communities -- before, during and after school, seven days a week.

During the first year of designation as a Full Service Community School, schools engage in the following activities (minimally):

- Comprehensive out of school time programs (before – if applicable, after and summer);
- School based food pantry;
- Licensed school-based mental health therapist on site (at least three days per week); and
- Family Education and Support worker on site (at least 30 hours per week).

During the second year of designation as a Full Service Community School, schools become more proactive in embedding the Full Service Community Schools philosophy into the life of the school, ensuring students and families have opportunities to receive support, education and services that meet holistic needs. Examples include universal mental health screening, process for home visits by school staff, variety of adult education opportunities for families, enhanced professional development for school-day and afterschool staff members, preventative/proactive early warning systems for student and family needs, etc.

During the third year of designation as a Full Service Community School, schools being to customize the programs and services they offer according to the specific demographics and needs that families have shown. Examples might be adult mental health services offered at the school, medical physicals for students offered at school, transportation initiatives designed to reduce barriers for families without reliable access to transportation, establishing family-staff team meeting protocols, etc.

The overall goal of these services are to enhance each school’s and each family’s ability to increase protective and promotive factors within and surrounding students, as well as reduce risk factors within and surrounding students in ways that increase the likelihood of school and social-emotional success, using evidence based practices and programs.
4. **Demographic Data**

   a. **Attendance Summary Table including disaggregated data**

Enter data in the appropriate fields as required in the table below.

| Davenport Community School District 21st CCLC Program Attendance Summary Table |
|-------------------------------|---------------------|----------------------|----------------|------------------|------------------|------------------|-----------------|-----------------|-----------------|
| Attendees | Sex | Ethnicity | Special Services |
| **Cohort** | **Attendance** | Male | Female | White | Hispanic/Latino | American/Indian/Alaska Native | Black/African American | Asian/Pacific Islander | Unknown Race | LEP | FRPL | Special Needs |
| 7 | 111 | 54 | 57 | 63 | 12 | 1 | 20 | 1 | 18 | 0 | 65 | 16 |
| Regular* | 106 | 52 | 57 | 6 | 12 | 0 | 19 | 1 | 15 | 0 | 60 | 16 |
| 8 | 60 | 22 | 38 | 19 | 17 | 0 | 18 | 0 | 6 | 16 | 51 | 5 |
| Regular* | 56 | 19 | 37 | 19 | 17 | 0 | 14 | 0 | 6 | 16 | 47 | 5 |
| All | 63 | 44 | 19 | 29 | 10 | 0 | 15 | 0 | 0 | 0 | 39 | 9 |
| Regular* | 55 | 37 | 18 | 27 | 9 | 0 | 10 | 0 | 0 | 0 | 32 | 9 |
| 10 | 104 | 46 | 58 | 54 | 12 | 3 | 22 | 0 | 13 | 0 | 69 | 12 |
| Regular* | 55 | 30 | 26 | 27 | 9 | 0 | 9 | 0 | 8 | 0 | 45 | 10 |

*Regular Attendees have attended the program for 30 or more days.

   b. **Attendance Discussion**

80% of Stepping Stones participants were regular attenders (all co-horts aggregated). The grade levels that showed the most attendance were kindergarten through third grades. It is hypothesized that this is because parents are most wary of younger children participating in self-care during the afterschool hours. At the intermediate level, only a small number of students were regular attenders. It is assumed that this is because most intermediate students “self select” participation in non-school activities, including Stepping Stones. In addition, there are many more afterschool activities (e.g. sports) offered at the intermediate level during the afterschool hours.

   c. **Partnerships Summary Table**

Enter data in the appropriate fields as required in the table below.

| Davenport Community School District 21st CCLC Program Partners for 2015-2016 |
|-------------------------------|---------------------|-----------------------|
| **Contribution Type** | **Total Number of Partners = #** |
| | **# of Paid Partners** | **# of Unpaid Partners** |
| Provide Evaluation Services | 1 | 0 |
| Raise Funds | 1 | 0 |
| Provide Programming / Activity-Related Services | 10 | 10 |
| Provide Goods | 0 | 0 |
d. **Partnerships Discussion**

Stepping Stones is a collaborative project of the City of Davenport Parks and Recreation, Davenport Community School District, and Iowa State University Extension and Outreach, Scott County. The partners share resources, responsibilities and risks of the Stepping Stones program, each contributing to its operations, programming and quality according to individual areas of expertise and mission-alignment.

In addition to this primary partnership, many other community organizations contribute to the success of Stepping Stones 21st Century Community Learning Centers. A wide range of contributions are offered, including programs and services, as well as venues for family engagement nights and study trips, and services for families. They include:

- Putnam Museum of Natural History
- Figge Art Museum
- Scott County Family YMCA
- Palmer College of Chiropractic
- City of Davenport AmeriCorps/Youth Corps
- Junior Theatre
- City of Davenport Public Works
- Nahant Marsh
- St. Ambrose University
- Roosevelt Community Center
- Great River Bend Food Bank
- Lutheran Services of Iowa
- Bethany for Children and Families
- Vera French Community Mental Health Center
- Compassion Therapy, Inc.
- Genesis Health System
- SafePath Survivor Resources
- Ricks House of Hope
- Various faith-based organizations
- Expanded Food and Nutrition Education Program

**Parent Involvement**

Among the various Co-Horts, Stepping Stones 21st Century Community Learning Centers had 8 family events with a total 841 family members attending. These events allowed families to spend quality time
together, engaged in activities that they wouldn’t ordinarily experience, while also building relationships and informal support systems with other families.

In addition, there 244 families engaged in education, coaching, services and programs designed to increase their capacity to raise healthy, competent, caring, contributing children. Some families participated in large group education on topics such as Reading to Your Child, Child-Centered Play and Understanding ADHD. Some families participated in small group education such as the Expanded Food and Nutrition Education program, designed to help families make health food choices and stretch their food budget. Many families participated in one-on-one education and coaching designed to increase family functioning in one of the 9 key areas of family life (shelter, nutrition, health care, alcohol/drug use, employment, income/budget, adult education, children’s education, parenting, family relations), including learning how to access, navigate and engage with community resources, as well as advocate for their family’s needs with schools, businesses, community organizations and agencies. Using *A Measure of How Families Are Doing* (Shirer, 2000) as an assessment instrument, 149 families (aggregate among all co-horts) fell into the “at risk” category for their primary need at the beginning of their engagement with 21st Century Community Learning Centers programs and services. At the end of the school year, only 36 of these families remained at the “at risk” level for their primary need. 58% of families were able to resolve their immediate needs prior to the end of the school, while 42% of families continued to be served after the end of the school year.

5. **Objectives**

   a. **Objective Summary Tables (all Cohorts)**

For each cohort table, Grantee will enter the appropriate data. If a Grantee did not participate in a cohort, that cohort table will be left blank. To add a row to the table, press tab while in the last cell of the table and a new row will be added. Objective will be rated as one of four ways:

- Met the stated objective.
- Did not meet but made progress toward the stated objective.
- Did not meet and no progress was made toward the stated objective.
- Unable to measure the stated objective.
<table>
<thead>
<tr>
<th>Objective</th>
<th>Objective Rating</th>
<th>Methodology/Justification for Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stepping Stones participants will show increased growth in reading over the course of the school year in comparison to like-demographic students from the same school who do not participate in 21st CLC programs.</td>
<td>Did not meet but made progress toward the stated objective.</td>
<td>Using a comparison of FAST (Formative Assessment System for Teachers) reading scores, the average growth at some grade levels for Stepping Stones participants showed increased growth than like-demographic students from the same school who did not participate in Stepping Stones.</td>
</tr>
<tr>
<td>Stepping Stones participants will show increased growth in math over the course of the school year in comparison to like-demographic students from the same school who do not participate in 21st CLC programs.</td>
<td>Did not meet but made progress toward the stated objective.</td>
<td>Using a comparison of FAST (Formative Assessment System for Teachers) math scores, the average growth at some grade levels for Stepping Stones participants showed increased growth than like-demographic students from the same school who did not participate in Stepping Stones.</td>
</tr>
<tr>
<td>At least 80% of Stepping Stones participants will be proficient for their grade level in teacher-preferred social behaviors, peer-preferred social behaviors, and classroom adjustment behaviors.</td>
<td>Met stated objective.</td>
<td>This rating was selected because more than 80% of regular Stepping Stones attenders received a score of “proficient.”</td>
</tr>
<tr>
<td>Objective</td>
<td>Objective Rating</td>
<td>Methodology/Justification for Rating</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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### Cohort 9 Table (Madison Elementary School)

<table>
<thead>
<tr>
<th>Objective</th>
<th>Objective Rating</th>
<th>Methodology/Justification for Rating</th>
</tr>
</thead>
<tbody>
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<td>Using a comparison of FAST (Formative Assessment System for Teachers) reading scores, the average growth at some grade levels for Stepping Stones participants showed increased growth than like-demographic students from the same school who did not participate in Stepping Stones.</td>
</tr>
<tr>
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<td>Met stated objective.</td>
<td>This rating was selected because more than 80% of regular Stepping Stones attenders received a score of “proficient.”</td>
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### Cohort 10 Table (Monroe Elementary School and Smart Intermediate School)

<table>
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<tr>
<th>Objective</th>
<th>Objective Rating</th>
<th>Methodology/Justification for Rating</th>
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<tr>
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<td>Using a comparison of FAST (Formative Assessment System for Teachers) reading scores, the average growth at some grade levels for Stepping Stones participants showed increased growth than like-demographic students from the same school who did not participate in Stepping Stones.</td>
</tr>
<tr>
<td>Stepping Stones participants will show increased growth in math over the course of the school year in comparison to like-demographic students from the same school who do not participate in 21st CLC programs.</td>
<td>Did not meet but made progress toward the stated objective.</td>
<td>Using a comparison of FAST (Formative Assessment System for Teachers) math scores, the average growth at some grade levels for Stepping Stones participants showed increased growth than like-demographic students from the same school who did not participate in Stepping Stones.</td>
</tr>
<tr>
<td>At least 80% of Stepping Stones participants will be proficient for their grade level in teacher-preferred social behaviors, peer-preferred social behaviors, and classroom adjustment behaviors.</td>
<td>Did not meet stated objective.</td>
<td>This rating was selected because fewer than 80% of regular Stepping Stones attenders received a score of “proficient.”</td>
</tr>
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</table>

### b. Objectives Discussion (including Statistical Analysis)

Each Stepping Stones 21st Century Community Learning Center site may have individual nuances that are differentiated for the needs and culture of diverse populations. However, there are three main objectives that are embedded in each Stepping Stones program. They are as follows:

- Stepping Stones participants will show increased growth in reading over the course of the school
year in comparison to like-demographic students from the same school who do not participate in 21st CLC programs.

Students are assessed using FAST (Formative Assessment System for Teachers) during the school day in August and in May, and information is shared with Stepping Stones administrative staff. Students who have attended at least 80% of possible program days have their school fees waiver status matched with non-Stepping Stones attenders from the same school. Growth of reading scores over the course of the school year is compared between the two groups (Stepping Stones and non-Stepping Stones). Stepping Stones students at some grade levels improved scores more than their non-Stepping Stones peers, but this was not consistent at all grade levels.

- Stepping Stones participants will show increased growth in math over the course of the school year in comparison to like-demographic students from the same school who do not participate in 21st CCLC programs.

Students are assessed using FAST (Formative Assessment System for Teachers) during the school day in August and in May, and information is shared with Stepping Stones administrative staff. Students who have attended at least 80% of possible program days have their school fees waiver status matched with non-Stepping Stones attenders from the same school. Growth of math scores over the course of the school year is compared between the two groups (Stepping Stones and non-Stepping Stones). Stepping Stones students at some grade levels improved scores more than their non-Stepping Stones peers, but this was not consistent at all grade levels.

- 80% of Stepping Stones participants who attended at least 80% of possible program days will be proficient for their grade level in teacher-preferred social behaviors, peer-preferred social behaviors, and classroom adjustment behaviors.

The Walker-McConnell scale was designed to sample the two primary adjustment domains that usually are subsumed under the broad term of social competence – that is, adaptive behavior and interpersonal social competence. Adaptive behavior refers to the skills necessary to function independently in classroom instructional settings, and interpersonal social competence refers the skills necessary to maintain adequate social interactions and relationships with others. The Walker-McConnell scale consists of three subscales:

1) Teacher-preferred Social Behavior, measuring peer-related social behavior that is highly valued or preferred by teachers.
2) Peer-preferred Social Behavior, measuring peer-related behavior that is highly valued by peers.
3) School Adjustment Behavior, measuring adaptive social-behavioral competencies highly valued by teachers in classroom instruction contexts.

School Adjustment Behavior, measuring adaptive social-behavioral competencies highly valued by teachers in classroom instruction contexts. Students are assessed twice each year by Stepping Stones staff members, according to the instrumental instructions. Scores are tabulated and percentile
equivalent scores are used to determine if students are deemed proficient for adaptive behavior and social competence, according to the scale psychometrics.

All co-horts except co-hort 10 met the stated objective, with 80% or more of Stepping Stones participants deemed proficient for adaptive behavior and social competence.

6. **Anecdotal Data**

   a. **Success Stories**

   A student was enrolled into the Stepping Stones program due to homework not being complete and she was also in need of additional academic supports. The student was chronically absent and also withdrawn. The student was very hesitant to start going to the afterschool program and cried when she was brought down to snack. Slowly she acclimated, started to make friends, completed her homework and participating in the activities being offered in the program. Since enrolling in the program she has not missed a day of school and her parent stated she can’t wait to go to school each day.

   b. **Best Practices**

   **Professional Development**

   Research is clear that professional development is critical to outcomes in Out of School Time Programs. This is especially important when programs employ a significant number of staff who have little to no formal education in youth work. Stepping Stones staff members have extensive opportunities for training which includes internet/technology based modules, one-on-one orientation, live group workshops, employee best practice manual, and site-based coaching from administrative staff. Staff meet as a large group at least quarterly for three hours. In addition, two-three days is spent on pre-service orientation at the beginning of each school year and summer. The Out of School Time Coach visits sites each afternoon to ensure model fidelity and best practices are followed.

   **Alignment with School Day**

   The more Out of School Time staff members can use the language, procedures and rules of the school day, the more students understand, retain and grow from their experiences. Through day-to-day involvement between Out of School Time administrative staff in Davenport Schools’ operations, Stepping Stones is able to use PBIS (Positive Behavior Intervention and Supports) school wide expectations to ensure safety and program management. Through knowledge of school day curriculum and creating opportunities for certified staff and para educators to engage with Stepping Stones, students receive extra help in academics, including homework completion and extension of school day content.

   **Use of Community Resources**
Many of our students from low socioeconomic families do not have opportunities to engage in community celebrations, cultural experiences, or destinations. Participation in Stepping Stones 21st Century Community Learning Centers gives students an opportunity to experience these activities. Through partnerships with local organizations such as museums, YMCA, Junior Theater, golf courses, etc., students engage in new experiences that allow them a greater understanding of their community, as well as increases their “prior knowledge” during school day reading, discussions and curriculum.

c. **Pictures**
d. **Student Comments**

- I like Stepping Stones because we get to finish our homework and don't have to do it at home.
- Because we can play any games we want
- It's fun because we get to do games and activities
- We get to do homework and it makes me a good reader
- We learn how to make pumpkins
- Cause I play Legos
- I like playing games outside with Mr. Pass
- Go on fieldtrips and it's fun
- I like going to Jr. Theater and dancing like a ballerina
- It's better than being at home
- You help me with my h.w.
- Everyone is nice to me
- I get a snack everyday.

**Teacher Comments**

I feel like the grant has helped our families with accessing resources. When our families are able to access resources to meet their basic needs, the students can focus more on school and the parents can focus more on supporting their student. Families Matters has be an excellent "middle man" to understanding and helping families through the paperwork procedures. Stepping Stones offers a safe, friendly and fun after school environment. Students receive homework help, hands on opportunities in science and art and time for outdoor play. Parents can feel secure in knowing that their student is taken care of while they are at work. This also allows families to spend more quality time together in the evening since the homework component takes place during Stepping Stones. When families have these basic needs accessible to them, they are more successful. The students share in their family's success and can concentrate at school. I see a huge difference in our families that use these services. This grant is helping our community one family at a time. – Kelly Dugan, 5th grade teacher at Madison Elementary

7. **Sustainability Plans**

Co-Hort 7 Sustainability Plan (Hayes/Washington)
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, transportation, facilities, and other operating expenses.
3) School staff has begun to dedicate United Way pledges to support Hayes and Washington Stepping Stones program.
4) Custodial fund established with Davenport Schools Foundation to receive corporate gifts to support scholarships.
5) Resource development is ongoing, lead by DCS with community partners and NCSP.

As the Davenport Model has evolved we have learned a great deal about program implementation, adaptive strategies to address shifting resource availability, and developing efficiencies of scale - without sacrificing program integrity or quality standards. The Davenport Model is based upon establishing a series of balanced and diversified funding streams. Among the revenue sources are 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 scholarships, sibling/family discounts and flexible scheduling.

Co-Hort 8 Sustainability Plan (Jefferson)

DCS program leaders have participated in the Finance Project, a continuous improvement process for sustaining after school programs sponsored by the Iowa Department of Education and Iowa Afterschool Alliance. Through this process, DCS, Parks and Recreation, Iowa State Extension and community partners have crafted a thorough sustainability plan for the Jeff-Ed 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, transportation, facilities, and other operating expenses.
3) School staff has begun to dedicate United Way pledges to support the Jefferson-Edison Stepping Stones program.
4) Custodial fund has been established with Davenport Schools Foundation to receive corporate gifts to support scholarships.
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, adaptive 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 scholarships and sibling/family discounts.

Co-Hort 9 Sustainability Plan (Madison)
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.

Co-Hort 10 Sustainability Plan (Smart/Monroe)
5.4 Program improvement, sustainability and resource coordination

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

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

Sustainability is based upon establishing a series of balanced and diversified funding streams, including in-kind partner contributions; local and national grants and charitable contributions; inter-governmental sources; school district and municipal contributions; and, as the grant matures and ultimately ends, the phasing in of affordable program fees on a sliding scale and supplemented by DHS Childcare Assistance, scholarships and sibling discounts. Fees, however, will never be a barrier to participation.

a. Partner Contributions. For each partner, enter the requested information into the text boxes in the table below. To add a row to the table, press tab while in the last cell of the table and a new row will be added.

Partner Contribution Table for Sustainability Plan

<table>
<thead>
<tr>
<th>Community Partner</th>
<th>Contribution</th>
<th>Staff Provided</th>
<th>In Kind Value</th>
<th>Sites Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Davenport Food &amp; Nutrition Services</td>
<td>Daily Snack</td>
<td>Prep staff</td>
<td>$59,580</td>
<td>Smart, Madison, Monroe, Hayes, Washington &amp; Jefferson</td>
</tr>
<tr>
<td>Davenport Food &amp; Nutrition Services</td>
<td>Summer meals</td>
<td>Staff to prepare &amp; serve meals</td>
<td>$55,800</td>
<td>Smart, Madison, Monroe, Hayes, Washington &amp; Jefferson</td>
</tr>
<tr>
<td>Food Corps</td>
<td>Enrichment</td>
<td>Staff to teach students</td>
<td>$2500</td>
<td>Hayes, Jefferson</td>
</tr>
<tr>
<td>AmeriCorps Program</td>
<td>Additional support staff</td>
<td>Additional staff to lower ratios</td>
<td>$7,000 per site</td>
<td>Madison(2), Hayes(2)</td>
</tr>
<tr>
<td>Girls Scouts</td>
<td>Enrichment</td>
<td>Staff to provide</td>
<td>$3,000 per site</td>
<td>Madison, Hayes,</td>
</tr>
<tr>
<td>Programming</td>
<td>Programming</td>
<td>Subsidized tickets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>--------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior Theatre</td>
<td>Theatre Performances</td>
<td>Monroe, Jefferson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Davenport Police Department</td>
<td>Drop in programming for students</td>
<td>Madison, Monroe, Hayes, Jefferson, Washington</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Palmer College of Chiropractic</td>
<td>Work Study Program</td>
<td>Madison, Monroe, Hayes, Jefferson, Washington</td>
<td></td>
<td></td>
</tr>
<tr>
<td>City of Davenport</td>
<td>Youth Fest – free field trip for summer program youth</td>
<td>Madison, Monroe, Hayes, Jefferson, Washington</td>
<td></td>
<td></td>
</tr>
<tr>
<td>YMCA</td>
<td>Swim Lessons</td>
<td>Smart Intermediate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iowa State University Extension and Outreach</td>
<td>Enrichment programming, Project development, Evaluation, Professional development</td>
<td>Madison, Monroe, Hayes, Jefferson, Washington, Smart</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. **Prepare for Comprehensive Site Visit.** This visit requires a meeting with Community Partners and an updated Sustainability Plan to guide you through 2 years of additional funding at 75%.

Input your preliminary plan to sustain the level of programming for children despite a 25% reduction in years 4 and 5. Questions to answer include: How will you reorganize? What changes will you make? What new community partners have been added? What community partners have dropped off? What additional funding sources will you have?
How will we reorganize?

There is not a need to reorganize the programs for year 4 & 5. When the grant begins we introduce a sliding fee scale for families. This scale will stay in place but a consideration of increased fees for students who do not qualify for a fee waiver. Also, partners acknowledge the reduction in funds.

What changes will we make?

We will consider changing the monthly fee to a daily fee for our Non free/reduced students. We will increase volunteers within the program as well as look for partners to provide in-kind services for programming.

What new community partners have been added?

We have added Nahant Marsh to our list of partners as well as the Girl Scouts and the Family Museum. In addition to the new partners, some of our partners have expanded their offerings to include on-site experiences at their location. These partners are: Scott County Family Y, Junior Theatre and The Putnam Museum.

What community partners have dropped off?

None of our partners have dropped off of providing services.

What additional funding sources will you have?

The United Way has come on board to support a fall mico campaign between all the major business partners of the Quad Cities Community. We also have designated funding from the Davenport Schools Foundation.

8. **Summary and Recommendations**

   a. **Short summary of the program.**

   Stepping Stones is a collaborative project of the City of Davenport Parks and Recreation, Davenport Community School District, and Iowa State University Extension and Outreach, Scott County. The partners share resources, responsibilities and risks of the Stepping Stones program, each contributing to its operations, programming and quality according to individual areas of expertise and mission-alignment. During the 2015-2016 program year, Stepping Stones operated 6, 21st Century Community Learning Center grants at five elementary schools and one intermediate school. Before school programs were offered at schools with daily school start times of 8:30 or later. Afterschool programs were offered at all sites until 5:30 PM. Summer programs were operated at all grant sites.

   b. **Dissemination of local evaluation.**
In addition to inclusion on the Stepping Stones website, the local evaluation, include site-specific information is provided to each building’s administrators. Some administrators ask for presentations to be offered to their staff regarding the outputs and outcomes of the program. Community agencies who participate in the program, school board members and school administrators are invited to hear a presentation about the outputs and outcomes of the program. Stepping Stones outcomes are often part of a presentation to Davenport City Council that includes other community efforts.

The local evaluation will be included on the following website:

http://www.davenportschools.org/steppingstones/program-information/evaluation-reports/

c. **Recommendations for objectives.**

This project’s objectives provide a quantitative way to determine the impact of consistent, significant involvement in high quality out of school time programs such as Stepping Stones. However, the use of a demographically matched comparison/control group is not without its challenges. For some schools, it is difficult to find a matched comparison group, as there may be a limited number of families in a particular school who can be matched for various socioeconomic situations. Using three-times-per-year assessments often does not provide a holistic picture of the academic benefit that students receive from program participation. In addition, it is likely that changes in assessment tools, as well as in school day curricula are confounding variables that impact program data, but have little to do with program efficacy.

d. **Recommendations on future plans for change.**

Stepping Stones will continue to experiment with ways to engage school-day staff members into program operations, so that maximum academic benefit can be realized. In addition, some Stepping Stones staff members are more well-suited and experienced in providing academic supports than others. Additional training will be provided to staff members to provide coaching on how to arrange staff-student ratios in ways that each staff member is utilized in their “place of most potential.”