Overview

To assist grantees with meeting the local evaluation requirements, the Iowa DOE provides a standardized form for local evaluations of the 21st CCLC Programs. Each grantee is required to complete the local evaluation form with data from the previous school year. Cohorts 7-11 are to be included for reporting data for the 2016-2017 school year (Cohort 12 will report data next year). Reported data will be from the Fall of 2016 and the Spring of 2017. Data will also be reported for the Summer of 2016. The checklist, below, serves as a list of required elements and provides a tracking tool for completion. See the Iowa 21st CCLC Local Evaluation Form Instructions 2017 for assistance in completing this form. The completed form should be saved with the filename `<Grantee Name 21st CCLC Local Evaluation Form 2016-2017>`. The form must be completed and submitted in Word format.

<table>
<thead>
<tr>
<th>Local Evaluation Element</th>
<th>Complete?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Title (Grantee Name) and File Saved with Correct Nomenclature</td>
<td>X</td>
</tr>
<tr>
<td>2. General Information</td>
<td>X</td>
</tr>
<tr>
<td>a. Basic Information Table</td>
<td>X</td>
</tr>
<tr>
<td>b. Center Information Table</td>
<td>X</td>
</tr>
<tr>
<td>3. Introduction/Executive Summary</td>
<td>X</td>
</tr>
<tr>
<td>4. Demographic Data</td>
<td>X</td>
</tr>
<tr>
<td>a. Attendance Summary Table (2016-2017 School Year and Summer 2016)</td>
<td>X</td>
</tr>
<tr>
<td>b. Attendance Discussion</td>
<td>X</td>
</tr>
<tr>
<td>c. Partnerships Summary Table</td>
<td>X</td>
</tr>
<tr>
<td>d. Partnerships Discussion</td>
<td>X</td>
</tr>
<tr>
<td>e. Parent Involvement</td>
<td>X</td>
</tr>
<tr>
<td>5. Objectives</td>
<td>X</td>
</tr>
<tr>
<td>a. GPRA Measures Data Table</td>
<td>X</td>
</tr>
<tr>
<td>b. GPRA Measures Discussion</td>
<td>X</td>
</tr>
<tr>
<td>c. Objective Summary Tables (all Cohorts)</td>
<td>X</td>
</tr>
<tr>
<td>d. Objectives Discussion (including Statistical Analysis)</td>
<td>X</td>
</tr>
<tr>
<td>6. Anecdotal Data</td>
<td>X</td>
</tr>
<tr>
<td>a. Success stories</td>
<td>X</td>
</tr>
<tr>
<td>b. Best Practices</td>
<td>X</td>
</tr>
<tr>
<td>c. Pictures</td>
<td>X</td>
</tr>
<tr>
<td>d. Student, teacher, parent, and community input</td>
<td>X</td>
</tr>
<tr>
<td>7. Sustainability plans</td>
<td>X</td>
</tr>
<tr>
<td>a. Formal sustainability plan, if available</td>
<td>X</td>
</tr>
<tr>
<td>b. Discussion on steps to be taken for the future of the program</td>
<td>X</td>
</tr>
<tr>
<td>8. Summary and recommendations</td>
<td>X</td>
</tr>
<tr>
<td>a. Short summary of the program.</td>
<td>X</td>
</tr>
<tr>
<td>b. Dissemination of local evaluation.</td>
<td>X</td>
</tr>
<tr>
<td>c. Recommendations for objectives.</td>
<td>X</td>
</tr>
<tr>
<td>d. Recommendations on future plans for change.</td>
<td>X</td>
</tr>
</tbody>
</table>
2. **General Information**

   a. **Basic Information Table**

<table>
<thead>
<tr>
<th>Required Information</th>
<th>Entered Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Form Submitted</td>
<td>Click here to enter a date.</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:fordh@davenportschools.org">fordh@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</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>from Grantee (optional)</td>
<td></td>
</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>
<tr>
<td>Cohort 11</td>
<td>Buchanan Elementary School</td>
</tr>
<tr>
<td>Additional Information from Grantee (optional)</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

   **NOTE:** Cohort 12 will report data next year.

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 2016-2017 program year, Stepping Stones operated 7, 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.*

Stepping Stones focuses on providing a well rounded out of school time program experience to the students that participate. Students enrolled in the program travel through academic/homework help, enrichment and recreation each day they attend the program in addition to going on monthly field trips and participating in weekly off-site enrichment experiences.
4. Demographic Data

a. Attendance Tables including disaggregated data

2016-2017 School Year Attendance

Enter data in the appropriate fields as required in the tables below. Data will be from the Fall of 2016 and the Spring of 2017. There are separate tables for the Summer of 2016.

**Davenport Community School District 21st CCLC Program Attendance Summary Table 2016-2017**

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Attendees</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Attendee</td>
<td>Male</td>
</tr>
<tr>
<td>7 (Hayes/Wash)</td>
<td>All</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>Regular*</td>
<td>108</td>
</tr>
<tr>
<td>8 (Jefferson)</td>
<td>All</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>Regular*</td>
<td>53</td>
</tr>
<tr>
<td>9 (Madison)</td>
<td>All</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>Regular*</td>
<td>58</td>
</tr>
<tr>
<td>10 (Smart/Monroe)</td>
<td>All</td>
<td>129</td>
</tr>
<tr>
<td></td>
<td>Regular*</td>
<td>85</td>
</tr>
<tr>
<td>11 (Buchanan)</td>
<td>All</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Regular*</td>
<td>36</td>
</tr>
</tbody>
</table>

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

**Davenport Community School District 21st CCLC Program Attendance by Ethnicity Table 2016-2017**

<table>
<thead>
<tr>
<th>Cohort</th>
<th>White</th>
<th>Hispanic/Latino</th>
<th>American Indian/Alaska Native</th>
<th>Black/African American</th>
<th>Asian/Pacific Islander</th>
<th>Unknown Race</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 (Hayes/Wash)</td>
<td>63</td>
<td>5</td>
<td>0</td>
<td>20</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Regular*</td>
<td>63</td>
<td>5</td>
<td>0</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>8 (Jefferson)</td>
<td>17</td>
<td>19</td>
<td>0</td>
<td>48</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Regular*</td>
<td>6</td>
<td>11</td>
<td>0</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>9 (Madison)</td>
<td>27</td>
<td>9</td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Regular*</td>
<td>26</td>
<td>9</td>
<td>0</td>
<td>23</td>
<td>0</td>
</tr>
<tr>
<td>10 (Smart/Monroe)</td>
<td>61</td>
<td>14</td>
<td>4</td>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Regular*</td>
<td>39</td>
<td>8</td>
<td>4</td>
<td>34</td>
<td>0</td>
</tr>
<tr>
<td>11 (Buchanan)</td>
<td>18</td>
<td>5</td>
<td>0</td>
<td>18</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Prepared by Educational Resource Management Solutions
Regular* 17 3 0 14 1 0

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

| Davenport Community School District 21st CCLC Program Attendance by Special Needs Table 2016-2017 |
|---|---|---|---|
| Cohort | Special Needs | LEP | FRPL | Special Needs |
| 7 (Hayes/Wash) | All | 0 | 65 | 14 |
| Regular* | 0 | 65 | 14 |
| 8 (Jefferson) | All | 3 | 46 | 14 |
| Regular* | 3 | 43 | 14 |
| 9 (Madison) | All | 1 | 45 | 8 |
| Regular* | 1 | 44 | 8 |
| 10 (Smart/Monroe) | All | 1 | 76 | 48 |
| Regular* | 1 | 68 | 40 |
| 11 (Buchanan) | All | 3 | 37 | 12 |
| Regular* | 3 | 31 | 12 |

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

Summer of 2016 Attendance

Enter data in the appropriate fields as required in the tables below. Data will be from the Summer of 2016 only. Data from the 2016-2017 school year should be provided in the tables above.

| Davenport Community School District 21st CCLC Program Attendance Summary Table Summer 2016 |
|---|---|---|---|
| Cohort | Attendees | Sex |
| | Attendance | Male | Female |
| 7 (Hayes/Wash) | All | 0 | 6 | 0 |
| Regular* | 0 | 6 | 0 |
| 8 (Jefferson) | All | 36 | 15 | 21 |
| Regular* | 0 | 15 | 0 |
| 9 (Madison) | All | 73 | 43 | 30 |
| Regular* | 0 | 43 | 0 |
| 10 (Smart/Monroe) | All | 32 | 13 | 19 |
| Regular* | 0 | 13 | 0 |
| 11 (Buchanan) | All | 0 | 0 | 0 |
| Regular* | 0 | 0 | 0 |
*Regular Attendees have attended the program for 30 or more days.

### Davenport Community School District 21st CCLC Program Attendance by Ethnicity Table Summer 2016

<table>
<thead>
<tr>
<th>Cohort</th>
<th>White</th>
<th>Hispanic/Latino</th>
<th>American Indian/Alaska Native</th>
<th>Black/African American</th>
<th>Asian/Pacific Islander</th>
<th>Unknown Race</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 (Hayes/Wash)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Regular*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8 (Jefferson)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Regular*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9 (Madison)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>27</td>
<td>8</td>
<td>0</td>
<td>38</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Regular*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10 (Smart/Monroe)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>8</td>
<td>9</td>
<td>0</td>
<td>14</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Regular*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11 (Buchanan)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Regular*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

### Davenport Community School District 21st CCLC Program Attendance by Special Needs Table Summer 2016

<table>
<thead>
<tr>
<th>Cohort</th>
<th>LEP</th>
<th>FRPL</th>
<th>Special Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 (Hayes/Wash)</td>
<td>0</td>
<td>Enter #</td>
<td>3</td>
</tr>
<tr>
<td>Regular*</td>
<td>0</td>
<td>Enter #</td>
<td>3</td>
</tr>
<tr>
<td>8 (Jefferson)</td>
<td>1</td>
<td>36</td>
<td>4</td>
</tr>
<tr>
<td>Regular*</td>
<td>1</td>
<td>Enter #</td>
<td>4</td>
</tr>
<tr>
<td>9 (Madison)</td>
<td>2</td>
<td>55</td>
<td>11</td>
</tr>
<tr>
<td>Regular*</td>
<td>2</td>
<td>Enter #</td>
<td>11</td>
</tr>
<tr>
<td>10 (Smart/Monroe)</td>
<td>1</td>
<td>24</td>
<td>10</td>
</tr>
<tr>
<td>Regular*</td>
<td>1</td>
<td>Enter #</td>
<td>10</td>
</tr>
<tr>
<td>11 (Buchanan)</td>
<td>3</td>
<td>Enter #</td>
<td>5</td>
</tr>
<tr>
<td>Regular*</td>
<td>3</td>
<td>Enter #</td>
<td>5</td>
</tr>
</tbody>
</table>

*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. Data will be from the Fall of 2016, the Spring of 2017 and the Summer of 2016.

<table>
<thead>
<tr>
<th>Contribution Type</th>
<th># of Paid Partners</th>
<th># of Unpaid Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide Evaluation Services</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Raise Funds</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Provide Programming / Activity-Related Services</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>Provide Food</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Provide Goods</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Provide Volunteer Staffing</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Provide Paid Staffing</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: A partner can provide more than one type of service.

d. Partnerships Discussion

Partnerships are critical to the success of the 21st CCLC Stepping Stones programs. Stepping Stones has 3 primary collaborative partners: the City of Davenport Iowa Parks & Recreation Department, Iowa State University Extension & Outreach and Davenport Community School District. Each of these partners contributes to the operations and overall program quality. In addition to the primary partners previously listed Stepping Stones benefits from a long list of community partners who make a direct contribution to the daily operations of the programs by providing volunteers, supplies, enrichment experiences, STEM activities, off site locations, field trips and family activities. Partnerships are the corner stone to the success of the 21st CCLC Stepping Stones Programs.

e. Parent Involvement
Multiple family events were held throughout the 16-17 program year. The events offered a wide array of experience to families and ranged from fun experiences with a focus on educational and engaging experiences. Some of the events include:

- Family Trip to the Pumpkin Patch
- The Law & You- a class taught by the Davenport Police Department on knowing your citizen rights
- Your Child & ADHD- a class taught by Jen Best on how students with ADHD learn and how to help them have success

5. **Objectives**

**NEW FOR 2016-2017.**

To follow 21st CCLC Guidelines, grantee organizations are required to measure 14 performance indicators that follow the Government Performance and Results Act (GPRA). **This is the same data reported online to the APR Data System.**

   a. **GPRA Measures Data Table**

Enter data in the appropriate fields as required in the tables below. The following table collects the data needed for these measures. Provide numbers and percentages as indicated. **Please note the GPRA data intends to measure student improvement based on how many regular attendees needed improvement. If you do not have this number, then enter the total number of Regular Attendees for each grade level instead.** If your program does not include attendees in either elementary or middle/high school, leave the cells pertaining to those grade levels blank. **Data will be from the Summer and Fall of 2016 and the Spring of 2017.**

### GPRA Measures Data Table for 2016-2017

<table>
<thead>
<tr>
<th>Item/GPRA Measures 1-6</th>
<th>Number of Regular Attendees Needing Improvement</th>
<th>Number of Students Who Improved</th>
<th>Percentage of Students Who Improved</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPRA Measures 1-3 - Improvement in Mathematics. Enter Assessment Tool Used Below</td>
<td>Assessment Tool: <strong>FAST (Formative Assessment System for Teachers), aMath</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The number of elementary 21st Century <strong>regular</strong> program participants who improved in mathematics from fall to spring.</td>
<td>115</td>
<td>96</td>
<td>83%</td>
</tr>
<tr>
<td>2. The number of middle/high school 21st Century <strong>regular</strong> program participants who improved in mathematics from fall to spring.</td>
<td>31</td>
<td>15</td>
<td>48%</td>
</tr>
</tbody>
</table>
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring. | 146 | 111 | N/A |

GPRA Measures 1-3 - Improvement in English. Enter Assessment Tool used in cell below

**Assessment Tool:** FAST (Formative Assessment System for Teachers), aReading

4. The number of elementary 21st Century regular program participants who improved in English from fall to spring. | 132 | 101 | 77% |

5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring. | 28 | 17 | 61% |

6. The number of all 21st Century regular program participants who improved in English from fall to spring. | 160 | 118 | N/A |

<table>
<thead>
<tr>
<th>Item/GPRA Measures 7-8</th>
<th>Number of Regular Attendees Not Proficient</th>
<th>Number of Students Who Improved to Proficient</th>
<th>Percentage of Students Who Improved to Proficient</th>
</tr>
</thead>
</table>

GPRA Measures 7-8 - Improvement in Proficiency. Enter Assessment Tool used in cell below.

**Assessment Tool:** FAST (Formative Assessment System for Teachers), aReading  FAST (Formative Assessment System for Teachers), aMath

7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading. | 127 | 21 | 17% |

8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics. | 28 | 5 | 18% |

<table>
<thead>
<tr>
<th>Item/GPRA Measures 9-14</th>
<th>Number of Regular Attendees Needing Improvement</th>
<th>Number of Students Who Improved</th>
<th>Percentage of Students Who Improved</th>
</tr>
</thead>
</table>

GPRA Measures 9-11 - Homework and Class Participation

9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation. | 155 | 115 | 75% |
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.  

<table>
<thead>
<tr>
<th>Participants</th>
<th>Improved</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>155</td>
<td>115</td>
<td>75%</td>
</tr>
</tbody>
</table>

**GPRA Measures 12-14 - Student Behavior**

12. The number of elementary 21st Century regular participants with teacher-reported improvements in student behavior.

<table>
<thead>
<tr>
<th>Participants</th>
<th>Improved</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>140</td>
<td>109</td>
<td>78%</td>
</tr>
</tbody>
</table>

13. The number of middle/high school 21st Century regular participants with teacher-reported improvements in student behavior.

14. The number of all 21st Century regular participants with teacher-reported improvements in student behavior.

<table>
<thead>
<tr>
<th>Participants</th>
<th>Improved</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>140</td>
<td>109</td>
<td>78%</td>
</tr>
</tbody>
</table>

**b. GPRA Measures Discussion**

Stepping Stones 21st Century Community Learning Centers uses data collected from the school-day assessment FAST (Formative Assessment System for Teachers). FAST assessments are used for both reading and math.

**Reading**

aReading (Adaptive Reading) is a simple, efficient computer-adaptive measure of broad reading for grades K-12 that is individualized for each student, but may be delivered in a group format in about 15-30 minutes. It is designed for Universal Screening. Aligned to the Common Core State Standards in English Language Arts, aReading is more precise than paper-and-pencil assessments and based on over ten years of rigorous research that is built upon the recommendations of the National Reading Panel (2000).

One hundred and thirty-two regular (30 days or more) Stepping Stones elementary-level participants needed to improve in English/reading scores. Using FAST assessments to track progress, 77% of these (101 students) showed improvement during the 2016-2017 school year. Of the one hundred and thirty-two regular elementary-level participants, 17% (21 students) increased their scores from below proficient to at or above proficiency during the 2016-2017 school year.

Twenty eight regular (30 days or more) Stepping Stones middle school level participants needed to improve in English scores. Using FAST assessments to track progress, 61% (17 students) showed improvement during the 2016-2017 school year.

**Math**

aMath (Adaptive Math) is a simple, efficient computer-adaptive measure of broad math that is individualized per student but may be group administered in about 20-30 minutes. aMath is highly researched and based on the recommendations of the National Math Panel (2008) and the Common Core State Standards. Students who progress at a typical pace through their math curriculum meet...
the standards for expected performance. Students with deficits in achievement are identified via aMath to receive further instruction.

One hundred fifteen regular (30 days or more) Stepping Stones elementary-level participants needed to improve in mathematics scores. Using FAST assessments to track progress, 83% (96 students) showed improvement during the 2016-2017 school year.

Thirty one regular (30 or more days) Stepping Stones middle school level participants needed to improve in mathematics scores. Using FAST assessments to track progress, 48% (15 students) showed improvement during the 2016-2017 school year. Of these thirty one regular attenders at the middle school level, 18% (5 students) increased their scores from below proficient to at or above proficiency during the 2016-2017 school year.

Homework, Class Participation and Behavior

Teachers of regular (30 or more days) Stepping Stones participants indicated that 155 students needed improvement in classroom participation and/or homework completion. Seventy-five percent (115 students) improved in one or both of these areas. In addition, 140 regular (30 or more days) Stepping Stones participants needed to improve in student behavior. Seventy-eight percent (109 students) improved in their behavior according to teacher reports.

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

STARTING JULY 1, 2017, GPRA MEASURES WILL BE THE OFFICIAL OBJECTIVES. Additional local objectives may be added to help your local organizations better serve your community. However, these local objectives will be considered anecdotal. **Data will be from the Summer and Fall of 2016 and the Spring and of 2017.**

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. If desired, all cohorts may be combined into one table (especially helpful if all objectives are the same). If this is done, in the objectives discussion section, note that the table combines more than one cohort. Objectives will be rated as one of four ways:

- Met the stated objective. **Must provide methodology on how the objective was measured and justification for meeting the objective.**
- Did not meet but made progress toward the stated objective. **Must provide methodology on how the objective was measured and what criteria was used to determine that progress was made.**
- Did not meet and no progress was made toward the stated objective. **Must provide methodology on how the objective was measured what criteria was used to determine that no progress was made.**
• Unable to measure the stated objective. **All objectives should be measured unless extraordinary circumstances prevent doing so. If an objective is not measured, complete details on these circumstances should be provided in the Methodology/Justification column.**

### Cohort 7 Table: Hayes/Washington

<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 CCLC programs.</td>
<td>Did not meet but made progress toward the stated objective.</td>
<td>Students are assessed during the school day, using FAST (Formative Assessment System for Teachers) aReading test, and information is shared with Stepping Stones administrative staff. Students who are regular Stepping Stones attenders (more than 30 days) have their free-reduced lunch status and grade level matched with non-Stepping Stones attenders from the same school. Growth over the course of the school year is compared between the two groups (Stepping Stones and non-Stepping Stones). Stepping Stones participants in grades two and five showed increased growth in comparison to their non-Stepping Stones peers. Stepping Stones participants in grades one, three and four showed increased growth at one elementary school and not at the other. Kindergarten does not use aReading in the Fall, so there is no annual growth data for aReading for kindergarten.</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 CCLC programs.</td>
<td>Met the stated objectives.</td>
<td>Students are assessed during the school day, using FAST (Formative Assessment System for Teachers) aMath test, and information is shared with Stepping Stones administrative staff. Students who are regular Stepping Stones attenders (more than 30 days) have their free-reduced lunch status and grade level matched with non-Stepping Stones attenders from the same school. Growth over the course of the school year is compared between the two groups (Stepping Stones and non-Stepping Stones). Stepping Stones participants in grades two and five showed increased growth in comparison to their non-Stepping Stones peers. Stepping Stones participants showed increased growth at all grades at both elementary schools participating in cohort 7.</td>
</tr>
<tr>
<td>80% of Stepping Stones participants will be proficient for their grade level in teacher-preferred social</td>
<td>Met the stated objective.</td>
<td>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</td>
</tr>
</tbody>
</table>
behaviors, peer-preferred social behaviors, and classroom adjustment behaviors.

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: Teacher-Preferred Social Behavior, measuring peer-related social behavior that is highly valued or preferred by teachers. Peer-Preferred Social Behavior, measuring peer-related behavior that is highly valued by peers. 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 (observational assessment), according to the instrument 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. 75 out of 85 (82%) students are proficient for their grade level at the end of the school year.

Cohort 8 Table: Jefferson

<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 CCLC programs.</td>
<td>Did not meet but made progress toward the stated objective.</td>
<td>Students are assessed during the school day, using FAST (Formative Assessment System for Teachers) aReading test, and information is shared with Stepping Stones administrative staff. Students who are regular Stepping Stones attenders (more than 30 days) have their free-reduced lunch status and grade level matched with non-Stepping Stones attenders from the same school. Growth over the course of the school year is compared between the two groups (Stepping Stones and non-Stepping Stones). Stepping Stones participants in grades one, three, four and five showed increased growth in comparison to their non-Stepping Stones peers. Kindergarten does not use aReading in the Fall, so there is no annual growth data for aReading for kindergarten.</td>
</tr>
<tr>
<td>Stepping Stones participants will show increased growth in math over the course of the school year in comparison</td>
<td>Met the stated objective.</td>
<td>Students are assessed during the school day, using FAST (Formative Assessment System for Teachers) aMath test, and information is shared with Stepping Stones administrative staff. Students who are regular Stepping Stones attenders (more than 30 days) have their free-reduced lunch status and grade level matched with non-Stepping Stones attenders from the same school. Growth over the course of the school year is compared between the two groups (Stepping Stones and non-Stepping Stones). Stepping Stones participants in grades one, three, four and five showed increased growth in comparison to their non-Stepping Stones peers. Kindergarten does not use aMath in the Fall, so there is no annual growth data for aMath for kindergarten.</td>
</tr>
</tbody>
</table>
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. Did not meet stated objective.

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: Teacher-Preferred Social Behavior, measuring peer-related social behavior that is highly valued or preferred by teachers. Peer-Preferred Social Behavior, measuring peer-related behavior that is highly valued by peers. 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 (observational assessment), according to the instrument 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. 37 out of 48 (77%) students are proficient for their grade level at the end of the school year.

Cohort 9 Table: Madison

<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</td>
<td>Did not meet but made progress toward the stated objective.</td>
<td>Students are assessed during the school day, using FAST (Formative Assessment System for Teachers) aReading test, and information is shared with Stepping Stones administrative staff. Students who are regular Stepping Stones attenders (more than 30 days) have their free-reduced lunch status and grade level matched with non-Stepping Stones attenders.</td>
</tr>
</tbody>
</table>
who do not participate in 21st CCLC programs.

| Stepping Stones participants will show increased growth in math over the course of the school year in comparison to like-demographic students from the same school who do not participate in 21st CCLC programs. | Did not meet but made progress toward the stated objective. | Students are assessed during the school day, using FAST (Formative Assessment System for Teachers) aMath test, and information is shared with Stepping Stones administrative staff. Students who are regular Stepping Stones attenders (more than 30 days) have their free-reduced lunch status and grade level matched with non-Stepping Stones attenders from the same school. Growth over the course of the school year is compared between the two groups (Stepping Stones and non-Stepping Stones). Stepping Stones participants in grades one, two and five showed increased growth in comparison to their non-Stepping Stones peers.|

| 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. | Did not meet stated objective. | 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: Teacher-Preferred Social Behavior, measuring peer-related social behavior that is highly valued or preferred by teachers. Peer-Preferred Social Behavior, measuring peer-related behavior that is highly valued by peers. 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 (observational assessment), according to the instrument 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. 31 out of 46 (67%) students are proficient for their grade level at the end of the school year.

Cohort 10 Table: Smart/Monroe

<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 CCLC programs.</td>
<td>Did not meet but made progress toward the stated objective.</td>
<td>Students are assessed during the school day, using FAST (Formative Assessment System for Teachers) aReading test, and information is shared with Stepping Stones administrative staff. Students who are regular Stepping Stones attenders (more than 30 days) have their free-reduced lunch status and grade level matched with non-Stepping Stones attenders from the same school. Growth over the course of the school year is compared between the two groups (Stepping Stones and non-Stepping Stones). Stepping Stones participants in grades one, three, five, and seven showed increased growth in comparison to their non-Stepping Stones peers, but the remaining grade levels did not.</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 CCLC programs.</td>
<td>Did not meet but made progress toward the stated objective.</td>
<td>Students are assessed during the school day, using FAST (Formative Assessment System for Teachers) aMath test, and information is shared with Stepping Stones administrative staff. Students who are regular Stepping Stones attenders (more than 30 days) have their free-reduced lunch status and grade level matched with non-Stepping Stones attenders from the same school. Growth over the course of the school year is compared between the two groups (Stepping Stones and non-Stepping Stones). Stepping Stones participants in the elementary school in cohort ten showed increased growth in comparison to their non-Stepping Stones peers at all grade levels. At the intermediate school in cohort ten, seventh graders showed</td>
</tr>
</tbody>
</table>
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.

Did not meet stated objective.

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: Teacher-Preferred Social Behavior, measuring peer-related social behavior that is highly valued or preferred by teachers. Peer-Preferred Social Behavior, measuring peer-related behavior that is highly valued by peers. 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 (observational assessment), according to the instrument 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. 22 out of 38 (58%) students are proficient for their grade level at the end of the school year.

Cohort 11 Table: Buchanan Elementary

<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</td>
<td>Met stated objective.</td>
<td>Students are assessed during the school day, using FAST (Formative Assessment System for Teachers) aReading test, and information is shared with Stepping</td>
</tr>
<tr>
<td>Objective</td>
<td>Status</td>
<td>Notes</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>the school year in comparison to like-demographic students from the same school who do not participate in 21st CCLC programs.</td>
<td></td>
<td>Stepping Stones administrative staff. Students who are regular Stepping Stones attenders (more than 30 days) have their free-reduced lunch status and grade level matched with non-Stepping Stones attenders from the same school. Growth over the course of the school year is compared between the two groups (Stepping Stones and non-Stepping Stones). Stepping Stones participants in all grades showed increased growth in comparison to their non-Stepping Stones peers.</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 CCLC programs.</td>
<td>Met stated objective.</td>
<td>Students are assessed during the school day, using FAST (Formative Assessment System for Teachers) aMath test, and information is shared with Stepping Stones administrative staff. Students who are regular Stepping Stones attenders (more than 30 days) have their free-reduced lunch status and grade level matched with non-Stepping Stones attenders from the same school. Growth over the course of the school year is compared between the two groups (Stepping Stones and non-Stepping Stones). Stepping Stones participants at all grade levels showed increased growth in math in comparison to non-Stepping Stones peers.</td>
</tr>
<tr>
<td>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>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: Teacher-Preferred Social Behavior, measuring peer-related social behavior that is highly valued or preferred by students.</td>
</tr>
</tbody>
</table>
Peer-Preferred Social Behavior, measuring peer-related behavior that is highly valued by peers. 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 (observational assessment), according to the instrument 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. 15 out of 28 (54%) students are proficient for their grade level at the end of the school year.

NOTE: Cohort 12 will begin reporting data next year.

d. 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. Students are included in the local evaluation data set if they have attended at least 80% of possible program days. Research shows that “dosage” of youth programs is critical to outcomes. According to Welsh, Russell, Williams, Reisner, White, Winter & Pearson (2002), students who attend 80% of the time are considered “highly active” and show the best outcomes due to their intensity of their participation.

Local Objective One:

- 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 who have attended at least 80% of possible program days have their school fees waiver status and grade level 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.
Local Objective Two:

- 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 and grade level 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.

Local Objective Three:

- 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.

Cohort seven met the stated objective, with 80% or more of Stepping Stones participants deemed proficient for adaptive behavior and social competence, while the others did not. The range of proficiency is 82% in cohort seven to 54% in cohort eleven.
6. **Anecdotal Data**

a. **New Partnership:** During the 16-17 school year a new partnership was formed between Madison Elementary Stepping Stones & St. Johns United Methodist Church. The church approached program administration about offering up space at the church and volunteers each Wednesday to provide enrichment, homework help and a full meal at the end of program all of these services were provided free of charge. The students absolutely loved going to the church each Wednesday and really grew from working with the volunteers and of course loved dinner at the end of the program day. This experience created a true bond between the students and volunteers which carried over into the summer programming. St Johns offered up the church space free of charge Monday – Thursday until 5pm each day, which allowed us to offer full day programming to our families and St. Johns continued with providing enrichment program and a meal every Wednesday afternoon.

b. **Parental Feedback:** During the 16-17 school year our 21st CCLC sites expanded to offering enrichment off site through a partnership of Davenport Junior Theatre, INC. One day a week students went on a bus during the afterschool program to participate in an 8 week dance or drama class at Junior Theatre, INC culminating in theatre performances and a dance recital. Everything was provided to the students free of charge, including classes, costumes and dance attire. Parents were invited to attend the culminating performances and packed the theatre. Many parents stopped the administrative staff and stated they would never of been able to provide this experience to their students due to not being able to pay. All parents want to see their child shine and succeed. In many instances this was the first time the parents were able to see their children shine in a non-school setting.

c. **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, and The First Tee Program. These experiences students engage in provided by the community partners allows the students to have the same access to experiences as their peers in a higher socio-economic income level thus helping level the playing field for all students regardless of background and income level.

Working with Behavior Challenged Students

Through dedicated work by the administrative team we have developed personalized behavior for our students that need more structure in order to meaningfully participate in the program. These plans have allowed our suspension rates to drop by 80%. We have also provided additional training to our staff around working with students in poverty as well as additional behavior management and redirection strategies to give staff additional tools to assist in difficult situations.
d. Student, teacher, parent, and community input

Student comments:

- I love Stepping Stones
- Stepping Stones helps me
- I love Junior Theatre
- The teachers in Stepping Stones help me with my homework
- I like snack

Parent comments:

- If I did not have the Stepping Stones program I would not be able to work.
- Stepping Stones staff help my kids with their homework so we can enjoy our evenings
- The Stepping Stones staff is caring and goes over and above for my kid.

Teacher comments:
- Stepping Stones provides a safe, secure and enriching environment for some of the most at risk students in our school. If we did not have this program at our school many of our students would be going home to unsafe environments or empty homes.
- The students who participate in Stepping Stones get to participate in experiences they normally would not have access to on a normal basis. These experiences help the students understand the world is bigger than their school and home.
- The students in my class that participate in Stepping Stones have additional access to technology, STEM experiences and recreation.

7. **Sustainability Plans**

    a. **Sustainability Plan.** Provide a summary of plans for sustaining the afterschool program after the end of the 21st CCLC grant.

**Sustainability Plan**

The sustainability plan for Buchanan (Cohort XI), Jefferson (Cohort VIII), Madison (Cohort IX), Monroe/Smart (Cohort X) grants takes a multi-layer approach which will allow us to continue to offer high quality out of school time programs at the sites. Sustainability planning while writing the proposal and has continued throughout the last three years. There are three critical pieces to the sustainability plan; approaching DCSD providing additional funding through Title I, SINA & designated funds within K – 3 grants, designated gifts through the Employee Giving Campaign, and in-kind contributions from partners & DCSD. Limited support through a nominal fee system for families that attend the program who do not qualify for a DCSD fee waiver.

Ultimately at the end of the 5 year grant we will apply for another grant a decision will be made to reapply for a new grant or transition the program to a fee based model. To continue programming into year 6 without 21st CCLC funding we will transition to a fee system, become DHS licensed which will allow us to receive childcare assistance. We have many families at the sites within the listed cohorts that qualify for this service and once the grants are complete we will reinstitute this service. If we are not funded with 21st CCLC fund each of the above listed items will be discussed in depth below:

<table>
<thead>
<tr>
<th>Sustainability Item</th>
<th>Type of Funding Source</th>
<th>Partner</th>
<th>Duration of Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to free afterschool snacks &amp; meals</td>
<td>USDE</td>
<td>Davenport community Schools Food &amp; Nutrition Department</td>
<td>Renewed each year based on free &amp; reduced lunch % of students within the school</td>
</tr>
<tr>
<td>District Level support</td>
<td>Title I funding for at risk students, SINA, &amp; specific allocations within K – 3 funds</td>
<td>DCSD Federal Programs Department/ Building Principal</td>
<td>Amounts vary from year to year</td>
</tr>
<tr>
<td>DCSD Employee Giving Campaign</td>
<td>Gifts designated to the Stepping Stones Program from DCSD employees</td>
<td>Davenport Community Schools Foundation</td>
<td>Funding is awarded on a yearly bases which aligns with the employee giving</td>
</tr>
<tr>
<td>Program Fees ***</td>
<td>Fees collected from parents on a monthly basis. These fees are collected from families that do not qualify for Free/reduced lunch benefits or a fee waiver</td>
<td>Parents</td>
<td>Funding lasts for the students duration in the program</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Partner Contributions</td>
<td>In-kind &amp; Monetary Supports</td>
<td>Community Partners</td>
<td>Work with various community partners to the grant to provide in-kind and funding, in many instances partners may have access to funding</td>
</tr>
<tr>
<td>AmeriCorps Support</td>
<td>Members staff program sites</td>
<td>Corporation for National Service</td>
<td>AmeriCorps members serve terms of 12 months, once their term is complete new members can be identified</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Partner</th>
<th>Contact Name</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Of Davenport Parks &amp; Recreation</td>
<td>Theresa Hauman</td>
<td><a href="mailto:tshauman@ci.davenport.ia.us">tshauman@ci.davenport.ia.us</a> 563-529-5777</td>
</tr>
<tr>
<td>IA State Extension &amp; Outreach</td>
<td>Jennifer Best</td>
<td><a href="mailto:jbest@iastate.edu">jbest@iastate.edu</a> 563-336-5000</td>
</tr>
<tr>
<td>DCSD Federal Programs Office</td>
<td>TJ Schneckloth</td>
<td>563-336-5000</td>
</tr>
<tr>
<td>Davenport Community Schools Food &amp; Nutrition</td>
<td>Kent Heinen</td>
<td><a href="mailto:Heinenk@davenportschools.org">Heinenk@davenportschools.org</a></td>
</tr>
<tr>
<td>AmeriCorps</td>
<td>Theresa Hauman</td>
<td><a href="mailto:Thauman@ci.davenport.ia.us">Thauman@ci.davenport.ia.us</a> 563-529-5777</td>
</tr>
<tr>
<td></td>
<td>Courtney Jones</td>
<td><a href="mailto:cjones@bbbs-mv.org">cjones@bbbs-mv.org</a> 563.323.8006 ext: 217</td>
</tr>
<tr>
<td>DCS Foundation</td>
<td>Amy Wells</td>
<td>563-336-5000</td>
</tr>
</tbody>
</table>

b. 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. Contributions should be one of the following.

- Provide Evaluation Services
- Raise Funds
- Provide Programming / Activity-Related Services
- Provide Food
- Provide Goods
- Provide Volunteer Staffing
- Provide Paid Staffing
- Other

<table>
<thead>
<tr>
<th>Community Partner</th>
<th>Contribution (detail)</th>
<th>Staff Provided</th>
<th>In-kind value</th>
<th>Sites Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>River Bend Food Bank</td>
<td>Provide Food</td>
<td>Food provided for evening meals and school based food pantries</td>
<td>$5000</td>
<td>Madison, Monroe, Buchanan, Hayes, Jefferson</td>
</tr>
<tr>
<td>St Johns Church</td>
<td>Space &amp; Volunteers</td>
<td>Provide volunteers every Wednesday to offer enrichment activities and cook meal for students</td>
<td>$3,000</td>
<td>Madison</td>
</tr>
<tr>
<td>ProStart Program</td>
<td>Provide family meals</td>
<td>Provide families meals once a month for students and families at Madison and Jefferson</td>
<td>$1000</td>
<td>Madison &amp; Jefferson</td>
</tr>
<tr>
<td>Junior Theatre, INC</td>
<td>Theatre Enrichment activities</td>
<td>Provide staff to teach students theatre</td>
<td>$2500</td>
<td>Madison, Jefferson, Washington, Hayes, Buchanan</td>
</tr>
<tr>
<td>Junior Theatre, INC</td>
<td>Theatre Performances</td>
<td>Provide theatre performance for SS students at a discounted price</td>
<td>$2000</td>
<td>Madison, Monroe, Jefferson, Washington, Hayes, Buchanan</td>
</tr>
<tr>
<td>Davenport Schools Food &amp; Nutrition Department</td>
<td>Snack</td>
<td>Provide snack at no charge to students in the afterschool program</td>
<td>$70,956</td>
<td>Madison, Monroe, Jefferson, Washington, Hayes, Buchanan</td>
</tr>
<tr>
<td>Davenport Schools Food &amp; Nutrition Department</td>
<td>Summer meals-Breakfast &amp; Lunch</td>
<td>Provide free breakfast &amp; lunch to summer program students</td>
<td>$13,130</td>
<td>Madison, Monroe, Jefferson, Washington, Hayes, Buchanan</td>
</tr>
<tr>
<td>Dr Brantner, DDS</td>
<td>Dental Education</td>
<td>Provide dental education to students in the afterschool program</td>
<td>$700</td>
<td>Buchanan, Madison, Monroe, Jefferson, Washington, Hayes</td>
</tr>
<tr>
<td>Scott County Family Y</td>
<td>Learn to Swim Classes- 6 weeks</td>
<td>Provide swimming lessons free of charge to all 21st CCLC students</td>
<td>$7000</td>
<td>Madison, Monroe, Jefferson, Washington, Hayes, Buchanan</td>
</tr>
<tr>
<td>Scott County Family Y</td>
<td>Gym access, structured recreation, swim lessons</td>
<td>Provide services to the students of Smart at no cost</td>
<td>$2000</td>
<td>Smart Intermediate</td>
</tr>
<tr>
<td>Davenport Police Department</td>
<td>Police Visits</td>
<td>Focus on building relationships and good choices</td>
<td>$2000</td>
<td>Madison, Monroe, Hayes, Washington, Jefferson</td>
</tr>
<tr>
<td>I-80 Truck</td>
<td>Field Trip</td>
<td>Free admission to the I-80</td>
<td>$1000</td>
<td>Madison, Monroe,</td>
</tr>
<tr>
<td>Museum</td>
<td>admissions</td>
<td>Truck Museum</td>
<td>Jefferson, Buchanan</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>----------------------------------------------</td>
<td>---------------------------------------------</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>QC Botanical Center</td>
<td>Field trip admissions and experience</td>
<td>Free admission and enrichment activities</td>
<td>$1000 Madison, Monroe, Jefferson, Buchanan</td>
<td></td>
</tr>
<tr>
<td>John Deere Commons</td>
<td>Field Trip admission</td>
<td>Free admission to John Deere Museum</td>
<td>$500 Madison, Monroe, Jefferson, Buchanan</td>
<td></td>
</tr>
<tr>
<td>John Deere Foundation</td>
<td>Computers</td>
<td>25 free laptops</td>
<td>$17,500 Madison, Jefferson</td>
<td></td>
</tr>
<tr>
<td>Food Corps</td>
<td>Staff member for enrichment</td>
<td>Provide kid friendly, healthy food enrichment</td>
<td>$2500 Monroe</td>
<td></td>
</tr>
<tr>
<td>AmeriCorps Program</td>
<td>Staff</td>
<td>Additional staff to lower student to staff ratios</td>
<td>$21,000 Madison, Jefferson</td>
<td></td>
</tr>
<tr>
<td>First Tee Program</td>
<td>Staff &amp; Instruction</td>
<td>Instruct students on how to play golf as well the etiquette involved in golf</td>
<td>$1,000 Buchanan</td>
<td></td>
</tr>
<tr>
<td>Red hawk Gold Course</td>
<td>Golf course</td>
<td>Golf course time provided to teach the First Tee program</td>
<td>$500 Buchanan</td>
<td></td>
</tr>
<tr>
<td>Palmer College of Chiropractic</td>
<td>Work Study</td>
<td>Provide additional volunteer staff to lower student to staff ratios</td>
<td>$10,000 Jefferson, Madison</td>
<td></td>
</tr>
</tbody>
</table>

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 2016-2017 program year, Stepping Stones operated 7, 21st Century Community Learning Center grants at six 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:

www.davenportcommunityschools.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.”

Other recommendations include expanding access to an evening meal for the students participating in the program. Many students have limited access to an evening meal after the program, providing an evening meal will help with meeting nutrition deficits that many students living in poverty experience on a consistent basis.

Expanding enrichment experiences within the community to include more consistent off site, weekly experiences for students. We have found that students increase their school day attendance and decrease poor behavior when participating in the off-site enrichment activities. Currently students participate in 8 week sessions of theatre (all grant site) STEM (SMART), swimming lessons (all grant sites) and golf lessons (Buchanan). We are working on providing off-site, weekly enrichment programming one day a week at all of our 21st CCLC sites all year long.