

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

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

Mail Applications to:

Jodi Bruce

Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319-0146
jodi.bruce@iowa.gov

Address all questions to: vic.jaras@iowa.gov

APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)
St. Mark Youth Enrichment

County: Dubuque		Amount Requested: \$299,687 (Total for Year 1 from Form D1)	
Director of Agency: Dawn Cogan, Executive Director		Grant Contact/Project Director: Kaitlin Schmidt, Evaluation and Data Management Coordinator	
Agency Name: St. Mark Youth Enrichment		Agency Name: St. Mark Youth Enrichment	
Address: 1201 Locust St.		Address: 1201 Locust St.	
City: Dubuque	Zip: 52001	City: Dubuque	Zip: 52001
Phone: 563-582-6211; 100	FAX: 563-582-0220	Phone: 563-582-6211 ; 308	FAX: 563-582-0220
Email: dcogan@stmarkyouthenrichment.org		Email: kschmidt@stmarkyouthenrichment.org	
DUNS Number: 61-236-5155			
Data Collection and Evaluation Contact: Kaitlin Schmidt/Rachel Daack		Fiscal Contact: Dawn Cogan/Sara Reicks	
Address: 1201 Locust St.		Address: 1201 Locust St.	
City: Dubuque	Zip: 52001	City: Dubuque	Zip: 52001
Phone: 563-582-6211; 308	FAX: 563-582-0220	Phone: 563-582-6211 ; 100	FAX: 563-582-0220

Email:
kschmidt@stmarkyouthenrichment.org

Email: dcoган@stmarkyouthenrichment.org

BEFORE YOU APPLY

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

- If you are in non-compliance, **STOP**. You are not eligible to apply until your non-compliance issues have been resolved. 2 CFR Ch. II 200.338 -*If a non-Federal entity fails to comply with Federal statutes, regulations or the terms and conditions of a Federal award, the Federal awarding agency or pass-through entity may impose additional conditions. (e) Withhold further Federal awards for the project or program.*
- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
- The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page: : <https://educateiowa.gov/documents/school-fnl/2018/08/2017-18-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated January 24, 2017, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

- **What is the Free and Reduced Lunch Rate for each site?** List below (use as many lines as necessary):
 - Site/Building Name: Audubon Elementary
 - Free and Reduced Lunch Rate Percentage: 73.31%
 - Site/Building Name: Lincoln Elementary
 - Free and Reduced Lunch Rate Percentage: 68.44%
 - Site/Building Name: Marshall Elementary
 - Free and Reduced Lunch Rate Percentage: 51.19%
- **Partnerships:** Application proposes to partner with a minimum of 5 community organizations as evidenced by signed Memoranda of Understanding (MOUs).
Yes X No _____ (If no: the application is not complete.)
- **When will the program run?** (Check or highlight applicable option(s) below):
 - Summer School Only
 - **Afterschool Only**
 - **Before and After School**
 - Before and After School and Summer
 - Afterschool and Summer
- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY19 Request for Applications):
 - 35 number of children x 175 days x \$7.50 (just afterschool),
145 number of children x 175 days x \$10.00 (Before and afterschool) per day = \$299,687 (total funding request for before and afterschool programs)
- **Summer School Formula**
 - _____ children x _____ of days = (minimum 30 days) x \$10.00 = (total funding amount for summer)
 - Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.

- The funding formula helps to estimate a starting budget that is modified by partner and district contributions reflected in the budget narrative.

Funding Request for Year One: \$299,687.50 _____
 Number of Children Served in Year One: 180 _____

LEGAL STATUS OF APPLICANT

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

- City or City Agency
- County or County Agency
- State or Federal Agency
- State College or University
- Community College
- County Office of Education
- School District
- Tribal Council
- Military Installation
- Private Nonprofit Organization-
 Number of years in operation 30
- Private For-Profit Organization
 Number of years in operation _____

Enter Federal Employer ID Number: <u>42-1338364</u> OR Enter School District Code _____

(If applicable) Enter Child Care License #: _____
--

COMMUNITY TYPE

Please use the U.S. Census definitions below to identify the population size of your community.
<https://www.census.gov/quickfacts/fact/table/US/PST045217>

- Urban: 50,000 or more people
- Urban cluster (suburban): between 2,500 and 49,999 people
- Rural: 2,499 or fewer people

REQUEST FOR COMPETITIVE PRIORITY

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

- Application proposes to serve children and youth in ***schools designated "Priority" or "Needs Improvement" on the Iowa School Report Card*** AND is jointly submitted as a collaboration between local educational agencies receiving funds under Title I and a community-based organization or other public or private entity that contributes to the program. NOTE: This collaboration cannot include vendors. *Up to 5 additional points awarded.*

Documentation (2 pieces required): Form B 'Assurances' (Original signatures found on page 50 and an MOU with Dubuque Community Schools is provided to document the joint submission (Original signatures found on page 30). Documentation of school "Priority" and

"Needs Improvement" is documented by the summary page of Audubon, Lincoln, and Marshall's online Iowa School Report Cards.

Examples of documentation: 1. Original signatures of joint applicants **AND** MOUs recognizing joint submission. 2. Look up your school on the Iowa School Report Card online at <http://reports.educateiowa.gov/schoolreportcard>.

- Application proposes to serve **a county with more than 18% child poverty**. *Up to 5 additional points awarded.*

Documentation: _____

Examples of documentation: Look up your county at https://www.cfpciowa.org/documents/filelibrary/kids_count/2016_data/2016_KCCP_0B0ECD1FC15F2.pdf

- Application proposes to serve rural communities (**community with population 2,499 or below**). *Up to 5 additional points awarded.*

Documentation: _____

Example of documentation: Look up city populations at <https://www.census.gov/quickfacts/fact/table/US/PST045217>

NOTE: Up to 5 additional points awarded for each category. When an application is received for multiple districts/buildings, the points will be determined by the number of districts/buildings that qualify for the points. If you are applying for more than one county, or community, provide data for each site in your application.

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will comply with federal and state laws which prohibit discrimination on the basis of gender, race, national origin, disability, age, and religion in educational programs. Multicultural, gender fair approaches will be used in planning and implementing request for applications programs. Programs will provide accommodations to students learning English as a second language.

Part B: Use of Funds

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will primarily target students who attend schools eligible for Title I school wide eligible programs and their families. Funds will be spent under the guidelines for federal grants (EDGAR). <https://www2.ed.gov/about/offices/list/osdfs/edgar2008.pdf>

Part C: Supplement, not Supplant

As the designated applicant agency representative, I certify that funds from 21st Century Community Learning Centers Program will supplement, not supplant, existing services and funds. I further certify that funds under this program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

The request for applications program manager or fiscal agent is responsible to notify the Iowa Department of Education immediately any time a deviation occurs or necessity arises to alter any of the goals, program elements, budget or other sections as stated in the request for applications. Program agrees to provide a minimum of 60 hours contact time a month and 30 days of summer school (if applicable).

Part G: Evaluation and Data Collection

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

Part H: Program Site

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will take place in a safe and easily accessible facility. The program site selected is either an elementary or secondary school-site setting or another location that is at least as available and accessible as the school site.

Part I: Collaboration with Schools

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program was developed and will be carried out in active collaboration with the schools the students attend. Effective integration of the 21CCLC with the regular school day requires that there be a dedicated effort to achieve ongoing communication and articulation of issues between regular school and before and after school staff. Such efforts might include, but are not limited to, quarterly meetings with the principal, combining meetings or training opportunities, identifying preferred methods of communication (e.g., a note in the school mailbox, e-mail, etc.), or case conferencing regarding individual students.

Part J: Notice to the Community

As the designated applicant agency representative, I certify that the community to be served by the 21st Century Community Learning Centers Program was given prior notice of this applicant's intent to submit an application.

Part K: Public Review of the Application

As the designated applicant agency representative, I certify that this application and any waiver requested have been made available for public review.

Part L: Parent Consent

As the designated Applicant Agency, I certify that a process will be put in place to obtain parent consent from the parents of students who participate in the proposed Community Learning Center program for the purpose of transferring records between the participant students schools and the proposed program. The Applicant agrees to meet with project staff at the Iowa Department of Education upon request.

Part M: Private and Public School Consultation

As the designated Applicant Agency, I certify that I have consulted with the private and public school(s) within the boundaries of the school(s) that this application proposes to serve. I certify that the proposal meets the requirement that grantees must provide comparable opportunities for the participation of both public- and private-school students in the areas served by the grant. Include names, dates, and signatures on the separate form.

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

Grantees are subject to annual progress review by the Iowa Department of Education. The department may terminate a grant with a 10 day notice as a result of a non-compliance issue(s) or if federal funding is no longer available.

Certification: As the authorized representative of the Applicant Agency, and on behalf of the 21st Century Community Learning Centers Program, I agree to fulfill all of the above agreements and conditions.

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
<i>Dawn Coy</i>	St. Mark Youth Enrichment

Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement data, attendance and other requested data that will be necessary for the evaluation of the 21st Century Community Learning Centers Program, as may be required by the Iowa Department of Education.

Signature of Local Education Agency Superintendent	Local Education Agency Name
<i>Stanley Allen</i>	Dubuque Community School District
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
<i>Edward R. Allen</i>	Audubon
<i>John L.</i>	Lincoln
<i>Sheila Schmitt</i>	Marshall

The building principal will be provided with the D-2 form for their building, showing the number of children to be served and the budget allocated to provide services for those children. The building principal agrees to meet quarterly to discuss the effectiveness of the program in meeting the needs of the children. The building principal provides Free and Reduced Price Lunch status on individual students as needed.

Memoranda of Understanding

Applicant Name: St. Mark Youth Enrichment
Partner Name: Dubuque Community School District
Agreement in place 21st CCLC Grant purposes
July 1, 2019 through June 30, 2022



Background

“At its very core, the Dubuque Community School District is committed to its mission of preparing world-class learners and citizens of character in a safe and inclusive learning environment. This is achieved by dedicated teachers and support staff (almost 1,800 in all) who serve over 10,500 students in 18 schools and an Alternative Learning Center. Guided by a focused and ambitious strategic plan, “Unfolding Potential,” the district is committed to creating and maximizing synergy between five key areas: student achievement, student development, community engagement, effective resource management, and employee excellence.”
(www.dbqschools.org/district/)

The Dubuque Community School District and St. Mark have partnered extensively for several years by collaboratively offering out of school time services for students. Most recently St. Mark has facilitated the 21st CCLC program at the Audubon, Lincoln, and Marshall sites for the last 10 years. In partnership St. Mark has grown and served more students in need within the District.

St. Mark and the District work closely jointly with ongoing communication through an advisory group and also within larger community initiatives such as My Brother’s Keeper, Inclusive Dubuque, and Campaign for Grade Level Reading to serve students in need of out of school time support.

Purpose

Dubuque Community School District agree to:

- a. Ensure that out of school programs are included in the CSIP (Comprehensive School Improvement Plan) and aligned with school initiatives;
- b. Inform families of the St. Mark out of school time enrichment program;
- c. Post job descriptions and application links to help St. Mark recruit quality, certified staff
- d. Assign school leader(s) to serve on the 21st Century Advisory Council as defined by the grant and serve as a liaison/advisor to the program on academic and positive behavior supports.
- e. Ensure that utilities, rooms and adequate space (playground, gym, cafeteria, classrooms, computer labs, library, office, and storage) are available for program implementation at Audubon, Lincoln, and Marshall Elementary School.
- f. Provide appropriate data to meet the necessary reporting, compliance, and evaluation needs of grant.

St. Mark agrees to:

- a. Write 21st CCLC grant applications/continuation proposals;
- b. Monitor the program for grant compliance;
- c. Partner to provide training or guidance on district procedures, best practices, youth development, positive behavior management, district curriculums, cultural competency, and meeting the needs of at-risk youth and families;
- d. Hire and supervise program coordinators, staff, volunteers, and community partners and all of these persons are employees of St. Mark’s during the duration of this agreement;
- e. Implement enrichment programs that are in alignment with CSIP, district and school initiatives to include enrichment and wellness;
- f. Serve on appropriate 21st CCLC and school committees;
- g. Maintain grant records for fiscal accountability and grant reporting;
- h. Complete all required evaluation reports;
- i. Will request data annually in June with appropriate parent releases and use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of student data;

1201 Locust Street, Dubuque, IA 52001 p. 563.582.6211 www.st.markyouthenrichment.org

- j. Provide a daily nutritious snack to students attending programs;
- k. Provide all materials and supplies needed to carry out these programs;
- l. Provide family engagement activities such as family field trips, literacy/math nights, and invitations to join in enrichment activities;
- m. Will verify that all staff participating in the grant have the proper certifications;
- n. Meet the District insurance requirements listed in Exhibit A;
- o. Will indemnify, protect and defend against all claims, demands and expenses arising from or relating to this agreement, including, without limitation, claims and demands related to injuries to St. Mark's staff or volunteers;
- p. Allow Dubuque Community School District to remove any St. Mark's staff or volunteer, with or without notice, in our discretion, in the event of actual or potential injury to any District student or personnel or damage to District property;
- q. Allow Dubuque Community School District to terminate this agreement at the District's discretion and without cause.
- r. Must maintain confidentiality and assure compliance with FERPA.

Means of Support

Contribution	Qty/Amt	Value
Financial		
Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
In-Kind	Data collection and sharing	\$900
Please describe the contribution being made in detail: The District has provided their time to collect and share data for St. Mark student.		
Equipment and/or Supplies		
Please describe contribution in detail:		
Facilities Use of space and utilities	175 days x \$75 x 3 sites	\$39,375
Please provide description of facilities contributed: The use of facilities including the gym and classroom space is provided in-kind by the District at Audubon, Lincoln, and Marshall Elementary.		
Staff		
Please describe what staff will be doing: The District partner to share employment opportunities with St. Mark to their faculty and staff. The cost of staffing is incurred by St. Mark.		
Volunteers		
Please describe what volunteers will be doing:		
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: St. Mark pays all costs for background checks.		
Total Value of Partnership		\$40,275

Partner Contact Information

Printed Name: Cindy Steffens
Organization: Dubuque CSD
Address: 2300 Chaney Rd., Dubuque, IA 52001
Email: csteffens@dbqschools.org
Phone Number: 563/552-3077

Partner Signature

* *Tamara L. Ryan*

Printed Name: Tamara L. Ryan, President
Board of Education
Organization: Dubuque CSD
Address: 2300 Chaney Rd., Dubuque, IA 52001

St. Mark Contact Information

Printed Name *Kaitlin Schmidt*
Organization *St. Mark Youth Enrichment*
Address *1201 Locust St. Dubuque, IA 52001*
Email *Kschmidt@stmarkyouthenrichment.org*
Phone Number *562-582-6211*

St. Mark Signature

* *Kaitlin Schmidt*

Printed Name
Kaitlin Schmidt

Audubon Elementary School

Keystone | Dubuque Community | Elementary School

Grades: KG, 01, 02, 03, 04, 05 | Total Students: 250

2017

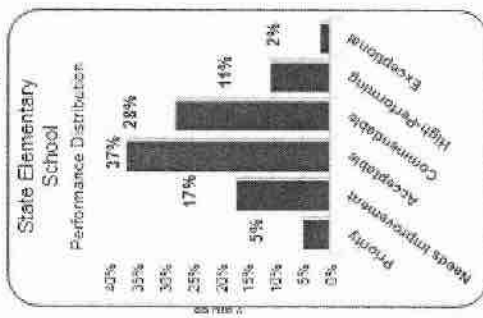
Home

School Information

Educational Measures

More Information

Expand all



Previous Year:
Needs Improvement: 58.1 pts

Lincoln Elementary School

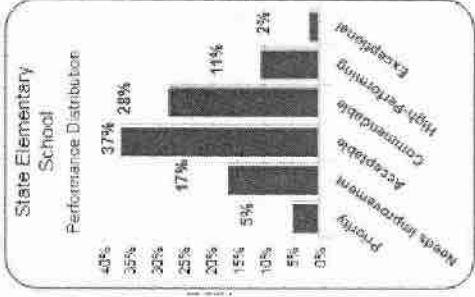
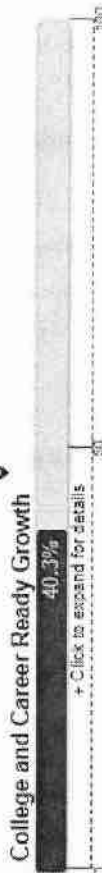
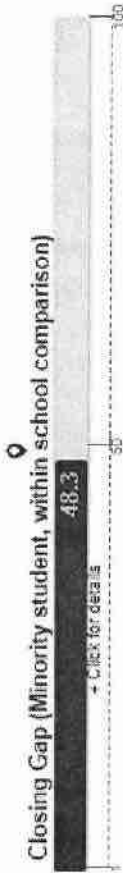
Keystone | Dubuque Community | Elementary School

Grades: KG, 01, 02, 03, 04, 05 | Total Students: 247

2017

Home School Information Educational Measures More Information

Expand all



Previous Year: 47.8 pts
Priority

Marshall Elementary School

Keystone | Dubuque Community | Elementary School

Grades: KG, 01, 02, 03, 04, 05 | Total Students: 307

2017

Home

School Information

Educational Measures

More Information

Expand all

Rank: Needs Improvement



Proficiency



Closing Gap (FRL, IEP, and ELL)



College and Career Ready Growth



Annual Expected Growth



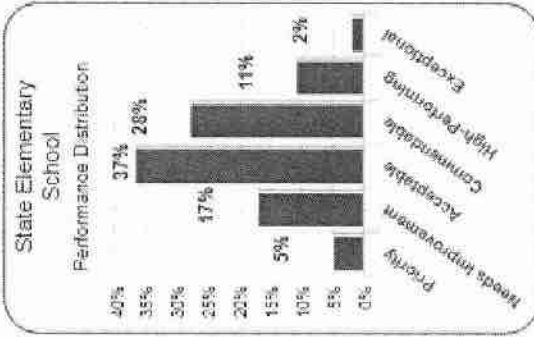
Attendance



Staff Retention



Needs Improvement



Previous Year: 54.5 pts

Priority

TABLE OF CONTENTS

COVER PAGES	i-xiv
TABLE OF CONTENTS	1
NARRATIVE TEXT	2-20
1. Proposal Abstract	2-3
2. Student Needs Assessment	4-6
2.1 Evidence of student need and available resources, and program addressing needs	
2.2 Evidence of stakeholder engagement in needs assessment and program development	
3. Project	7-9
3.1 Description of activities and curriculum and link to student needs	
3.2 Academic, enrichment, family literacy engagement, and snack offerings	
3.3 Goals and objectives	
3.4 Alignment with school day instruction, state and national standards and CSIP	
3.5 Evidence of experience in educational outcomes	
4. Research Base	10
5. Management and Sustainability Plan	11-14
5.1 Effective staffing and leadership and sustainability history	
5.2 Student transportation, safety, and inclusion	
5.3 Sustainability of leadership structure and stakeholder advisory group engagement	
5.4 Sustainability plan, continuous program improvement, and resource coordination	
6. Communication Plan	15
7. Partnerships	16-17
7.1 Partnerships and impactful role in programming and sustainability	
7.2 Partner engagement plan	
8. Evaluation	18-19
8.1 E Current outcomes and evaluation experience	
8.2 Evaluation procedures and plan	
9. Budget Narrative	20-21
9.1 Detailed budget expenses and justifications	
9.2 Evidence of supplement vs. supplant existing fund and admin expenses	
10. Reference List	22
MEMORANDUMS OF UNDERSTANDING	23-46
APPENDIX A: REQUIRED FORMS	47-73
A. Site Information	47
B. Assurances and Agreements	48-50
C. Collaborative Signatures	51-52
D1. Funding Requirements	53
D2. Budget Forms	54-56
D3. Applicant Agency Fiscal Resource Information	57
E. Minority Impact Statement	58-60
F. Non-Public Consultation Documentation	61-64
G. Previous Sustainability Form	65-73

NARRATIVE TEXT

1. Proposal Abstract

Applicant Agency: St. Mark Youth Enrichment

Total grant request per year: \$299,687.50

Before & After School Sites & Proposed Number Served:

Audubon Elementary- 60 students

Marshall Elementary- 85 Students

After School Only Site & Proposed Number Served:

Lincoln Elementary- 35 students

Total Number of students to be served: 180



Overview of St. Mark Youth Enrichment: St. Mark Youth Enrichment is a non-profit organization dedicated to serving vulnerable students with the mission to provide innovative programs and services that cultivate the educational and social-emotional growth of youth and families. St. Mark puts this mission into action with quality out of school programs that currently annually engage 500+ students (K-5) and their families in focused literacy/reading, STEM, arts, culture, and social-emotional skill development. Our programs foster resilience in students and families by building relationships that create a sense of belonging and trust, provide caring role models, and offer encouragement and hope. St. Mark is the fifth and final year of a 21st CCLC continuation grant, and are seeking a newly funded grant to continue and expand these programs at Audubon, Lincoln, and Marshall Elementary.

Competitive Priority: St. Mark is a community based program jointly submitting this request with our Dubuque Community School District to serve students at Audubon, Lincoln, and Marshall which are all schools with a priority or needs improvement status on their respective Iowa School Report Card (Iowa Department of Education, 2017).

Student Need: Objective data indicates the substantial need in areas of poverty, academic achievement, family literacy, and social emotional learning which St. Mark programs address. Poverty is rising in Dubuque and student needs have become more complex. The free and reduced priced lunch rates at the program sites are of the highest in the District: Audubon Elementary- 73.31%, Lincoln Elementary- 68.44%, Marshall Elementary- 51.19% (Iowa Department of Education, 2018). On average between the three sites 47% of students are proficient in reading and math which is 31% behind the state average, furthermore, within the schools there are achievement gaps for students of color and/or students that qualify for free and reduced priced lunch (Iowa Department of Education, 2017).

Project: St. Mark will serve 180 students on site at Audubon, Lincoln, and Marshall Elementary with before and after school programming. To meet students' needs and address achievement gaps students will benefit from a variety of academic minded curriculum, social emotional skill building activities, enrichment and experiential learning experiences. Families will also be engaged to bring learning home and expand skills taught in school and during St. Mark's programs. Students will receive breakfast during before school program and a snack in after school. St. Mark will measure objectives within four overarching goal areas: growth in reading and math proficiency, parent engagement in student's learning, reinforce value of learning through enrichment, and promote healthy lifestyles and social emotional growth.

Research Base: St. Mark utilizes research to inform and drive decisions on curriculum and activities, professional development, collaborations with community partners and initiatives, and much more. Guidance and best practices are followed from the Iowa Department of Education, Iowa Afterschool Alliance, Annie E. Casey Foundation, Attendance Works, 40 Developmental Assets, and the Adverse Childhood Experiences study. Insight on expanding or new practices and strategies related to literacy, math, STEM, social emotional skills, enrichment, physical literacy, and other related areas are discussed openly amongst the administrative and program staff and St. Mark's Education and Program Coordinators train site teams and implement curriculum.

Management and Sustainability: St. Mark implements effective staffing through a site leads and para-educators that operate daily program activities while guided by program coordinators that provide ongoing monitoring and guidance on lessons. St. Mark retains approximately 2/3 of its teaching staff annually in the current programs offered. St. Mark is acutely aware of the connection between professional development and program quality, as well as staff recruitment/retention. Our professional development plan is implemented to sustain knowledge and provide adequate training and tools to those who directly serve our families.

St. Mark works towards program sustainability with effective strategies that include a diverse funding base, strong and dependable community partnerships, strategic networking, results based accountability, dynamic leadership at all levels, and a culture of innovation and inclusion.

Communication Plan: St. Mark currently uses many outreach strategies to recruit families/students, create open communication with staff for modeling and problem solving, promote partnerships and share program information and outcomes. St. Mark aims to continue and expand these communication methods into the Dubuque community and to develop new relationships through these methods.

Partnerships: St. Mark has strong partnerships throughout the Dubuque community. Existing partners are vital to St. Mark's sustainability and most offer program activities free of charge and providing valuable in-kind services including the District, enrichment partners, and volunteers from local colleges.

Evaluation: St. Mark's objectives for students will be measured utilizing state assessment data requested from the Iowa Department of Education, District assessment data, pre and post tests conducted by St. Mark, as well as end of year surveys. St. Mark will train staff to conduct pre and post tests for all students. St. Mark utilizes the Devereux Student Strengths Assessment (DESSA) to measure social emotional skill growth throughout the year. Surveys will be distributed to parents, partners (including school admin and teaching staff) students, staff, volunteers, and school day teachers. Collectively this feedback is utilized to develop a plan to make data driven decisions regarding program.

Budget Narrative: As calculated in the funding formula, St. Mark programs will be held for 175 days, serving 140 students with before and after school (\$10) and 35 students with after school program (\$7.50) annually, resulting in our request for \$299,687.50/year, totaling 540 students and a total request of \$899,062.50 over the course of three years. 76% of the budget will support personnel costs. St. Mark stays within minimums and maximums for all budget line items.

2. Student Needs Assessment

2.1 Evidence of student need and available resources, and program addressing needs

Objective data to identify student needs related to poverty, social emotional growth, academic achievement, and family literacy was gathered from public data sources like the US Census and Iowa School Report Cards as well local level needs assessments conducted by established community entities. Student and family needs were also ascertained from current program participants and partners through advisory groups and surveys.

Indicators of Student and Family Poverty: Audubon, Lincoln, and Marshall Elementary are Title 1 schools located in downtown Dubuque where poverty has drastically increased in the last several years. U.S. Census data shows, “Some 10.1% of Dubuque's poor population resides in the city's extreme poverty tract, the highest concentrated poverty rate of any Iowa metro area. Dubuque's overall poverty rate rose from 9.1% in 2010 to 12.5% in 2016.” (Comen & Stebbins, 2018). Furthermore, the child poverty rate in Dubuque County was 13.1% as of 2016 and witnessed a 48.9% increase since 2000. When drilling down further to the city level

	Total	In married-couple, family household	In male, no wife present, family household	In female, no husband present, family household
Total children in Dubuque	11,850	7,208	1,010	3,403
Percent of children living in households with income in the past 12 months below poverty level	20.0%	6.2%	12.1%	50.7%
Percent of children living in households with income in the past 12 months above the poverty level	80.0%	93.8%	87.9%	49.3%

2009-2013 American Community Survey Estimates, U.S. Census Bureau

Image 1 (Inclusive Dubuque, 2015)

as shown in Image 1, the 2009-2013 American Community Survey data from the last 12 months shows 20% of children under 18 are living in poverty, and rises even higher when looking at single female-led households.

Table 1 provides the rates of students eligible for free and/or reduced price lunch for each building to be served by this grant; targeted sites are 3 of the 5 highest FRPL lunch rates of all elementary schools in the District.

School	Eligibility as % of total student pop.
Audubon Elementary	73.31%
Lincoln Elementary	68.44%
Marshall Elementary	51.19%

Dubuque has considerable needs for low income and working families including access to affordable housing, child care, food access, and other resources critical for childhood development. The number of affordable housing units for families that earn less than 30% of the area median income only meets the 24% of the need for families in this income bracket (Inclusive Dubuque, 2015). A MIT study conducted in June 2018 indicated that 49% of Dubuque low income families turned away a job because they couldn't afford child care (Crowther, Kumar, & Xu, 2018). Dubuque also has an 11.9% food scarcity rate which is above than the state average (Feeding America, 2018)

Living in poverty results in prolonged exposure of stress and insecurity while also increasing the risk of experiencing traumatic life events. Studies like Adverse Childhood Experiences show the effect traumatic experiences have on brain development and social skills which lead to struggles in academic achievement, mental health, healthy decision making, and beyond (CDC, 2016). The National Association of Elementary School Principals (2012) reports that there is a critical connection between students' feelings of emotional security and their ability to focus on learning.

St. Mark programs will serve working families in need of quality programs and will reach students at a critical point in their growth with safe learning environments, nutritious snacks, academic and social emotional support

through highly trained staff equipped to manage behaviors and curriculum that is designed to teach skills and build resilience in students to overcome existing or future barriers.

Indicators of Student Achievement Needs: For the 2016-2017 academic year the targeted schools had an average of 47.1% combined math and reading proficiency rate, 31.3% below the Iowa state average. The gap widens for proficiency when looking at more vulnerable student populations such as students of color and students participating in FRPL, IEP, and ELL. See Table 2 for the breakdown by school.

School	School Report Card Status	Combined Math and Reading Proficiency	Achievement Gaps Within School Comparison
Audubon Elementary	Priority	41%	21.4% achievement gap for students of color (32% non-White/53.4% White students' proficiency)
Lincoln Elementary	Priority	43.4%	30.1% achievement gap for students of color (31.4% non-White/61.5% White students' proficiency)
Marshall Elementary	Needs Improvement	57%	19% achievement gap for FRPL, IEP, and ELL students* (50.7% FRPL, IEP, ELL/69.6% not FRPL, IEP, ELL proficiency)

*Marshall data on Iowa School Report only shows gap for FRPL, IEP, ELL students.

Research shows that students who haven't mastered reading by 3rd grade are more likely to get stuck in a cycle of academic failure and dropout of school (The Annie E. Casey Foundation, 2013). Furthermore The Annie E. Casey Foundation states, "The challenges are greater for children of color, those with disabilities and dual-language learners." On average at the targeted schools Audubon, Lincoln, and Marshall 64.3% are free or reduced priced lunch eligible, 46.7% of students identify as a race other than White, 5.9% of students are English language learners, and (Iowa Department of Education, 2017).

The Dubuque Community School's strategic improvement plan outlines areas of growth and prioritizes closing achievement gaps through equitable and inclusive practices, empowerment of students with safe learning environments, and individualized learning to further meet needs of students. Included in current actionable steps is to enhance relationships with outside agencies focused on restorative strategies, mentoring, and tutoring.

St. Mark will support these goals through homework help, focused literacy/reading, creative play, STEM, and arts educational enrichment activities. St. Mark will also provide a variety of character-building and wellness activities to address prevalent youth issues related to health/nutrition, drug/alcohol abuse prevention, social-emotional health, and community engagement/connection.

Family Literacy Needs: There is a clear need for parent instruction and involvement in student's growth in and out the school and to effectively close achievement gaps learning must continue in the students' homes. St. Mark will address this need by meeting individually with parents of children during the registration process and clearly laying out expectations for communication and involvement in student's progress. Families are also encouraged to participate in family engagement events offered quarterly where they gather for a meal and engage in skill building activities in the areas of literacy, STEM, and social emotional learning that can be replicated in their homes with support of books of toolkits. St. Mark also partners with Northeast Iowa Community College to share the opportunity for English literacy and/or basic education courses to families.

Lack of Resources: Children in the City of Dubuque have vast needs that surpass any all current services available. St. Mark partners with other youth serving organizations to reach students and collectively work

towards common goals of closing achievement gaps. Such organizations include the Dubuque Dream Center, Leisure Services, Multicultural Family Center, and the YMCA/YWCA. While we work together to provide services, there are still students unserved. St. Mark and these organizations convene through various community groups to assess needs and determine target populations. Additionally, St. Mark partners with many other providers who offer enrichment activities through such programs bringing new experiences to youth in need.

Transportation, Safety, & Accessibility Needs: Safety is consistently reported as a strong component of St. Mark's programs; for the last three years surveys suggest that safety is the most frequently picked reason for parents enrolling their child in programs. St. Mark programs are held on site at the elementary school building easing the need to transport students to a separate program site. Most families served by St. Mark are working families with access to personal transportation. The majority of families drop off in the morning and pick up students in the afternoon. A form of identification is required for any pick-up, some families with older students elect for student to walk home so students will form walking school buses. St. Mark utilizes Dubuque's trolleys to transport for field trip experiences. To ensure that the program is financially accessible, fees will not be charged at 21st CCLC sites. The school is ADA accessible and promotes a safe and supportive learning environment for all participants. St. Mark will work directly with parents and school day staff to meet the needs of students with IEPs, disabilities, and other academic or social barriers, as well as providing translation services in collaboration with the District via educators who families trust and are familiar with.

2.2 Evidence of stakeholder engagement in needs assessment and program development

A wide variety of stakeholders were engaged in the identification of needs and development of the program including Dubuque Community School leadership, parents, youth, community groups and partners.

Community Groups and Partners: St. Mark is an active member of several community initiatives that are dedicated to identifying needs and aligning programs to fill gaps. This includes the Dubuque Campaign for Grade Level Reading focused on getting students proficient in reading by 3rd grade; My Brother's Keeper Alliance focused on closing achievement gaps for young males of color; Inclusive Dubuque a wide collection of partners from various sectors including Education to ensure institutions have equitable services and meeting needs in the community. These networks of partners includes stakeholders from both the public & private schools, city government, healthcare, childcare, businesses, colleges, library, community based organizations, family resource agencies, community members, and funders. Partners actively contributed to assessing the needs of students as well as guidance on best practices that are incorporated into St. Mark's programs.

District and School Collaboration: St. Mark works closely with the school district to align program focuses to overall improvement plans and within each school's narrow focus on specific needs. Because St. Mark has currently operating programs at the targeted schools there is an active advisory committee made up of District, school leadership, and St. Mark staff that meet monthly. Student needs and program improvement are discussed openly and actionable steps are taken in partnership to ensure effective program development.

Parents and Youth: St. Mark annually engages parents and youth currently attending programs at Audubon, Lincoln, and Marshall Elementary through surveys to uncover additional needs and guide program development and improvement. St. Mark also prioritizes student led programs to ensure activities are relevant and exciting to students. Site leads develop weekly lessons plans with an Education Coordinator that ensure students' voices and interests are leading activities. Parents and students also make up a sub-committee of the advisory group that provides ongoing feedback to inform and drive the larger advisory priorities; this is done separately to accommodate working family's schedules.

3. Project

Enrollment: St. Mark serves K-5 students before and after school at Audubon, Lincoln, and Marshall Elementary. These programs have been partially supported by a 21st CCLC continuation grant to serve 210 students, which ends June 2019. With this application St. Mark is seeking funding to serve 180 students with a new cohort of funding. With current successful implementation of this grant and community partnership St. Mark has been able secure support to sustain programs for 40 students at Audubon, Lincoln, and Marshall of the original 210 served. In total, St. Mark’s will be serving 220 students with sustained students, an additional 10 students due to capacity increased with this funding opportunity. Table 3 provides the proposed number of students to be served by this grant.

	Audubon		Lincoln	Marshall		Total
	Before School	After School	After School	Before School	After School	
Students	25	35	35	45	40	180

3.1 Description of activities and curriculum and link to student needs

As identified in the student needs assessment there are gaps in achievement for literacy and math, growing needs for social emotional support, and a critical need for accessible, quality programs for working families living in poverty. St. Mark addresses these needs by serving families in poverty with best practice academic and social emotional programming before and after school.

Academics: In program, students have a multitude of opportunities to supplement learning, based on their needs, through unique and hands-on enrichment activities. The program site lead and paras will create formative assessments of student’s progress in program. Enrolled students will benefit from experiential daily programming with homework time and/or areas of learning directed by the school needs followed by rotating activity centers in literacy, STEM, and physical literacy/large motor. Specific curriculum includes but is not limited to Open Court Reading Foundational Skills and Word Analysis Kits, Dolch & Fry sight words, Write Brain Books, and Lexia for literacy; Trailblazers Math, Coding apps, STEM in Action, Walking Classroom, and Mindworks for STEM; Fitness Skillastics, and KidFit for motor skills.

Social Emotional: St. Mark’s approach is unique with our model of social emotional learning. We know that student need to feel safe and connected first before they are ready to learn. We use curricula like Conscious Discipline that provides hands-on tools are used to teach students skills and practices that actively move students from the lower to higher functioning parts of their brains. This is implemented throughout all aspects: professional development, program structure, routines, lessons, and enrichment. Additional curriculum like MindUp and practices like yoga, meditation, and body based skills for de-escalation are also used.

Family Literacy & Engagement: Working families will engaged through parent information sessions to set expectations of involvement in student’s growth and also be encouraged to attend quarterly family engagement events that teach skills and tools to continue students’ learning at home.

3.2 Academic, enrichment, family literacy engagement, and snack offerings

Schedule/Overview: St Mark offers before school program, Monday-Friday from 7:00 a.m. until the start of school at Audubon and Marshall Elementary. Program extends one additional hour each Friday for the district-wide late starts for school-day staff development time. The after school program is offered Monday-Friday from the end of school until 5:30 at Audubon, Lincoln, and Marshall Elementary. Both the before and after school programs are provided on-site at the respective school buildings. Enrollment opens first for students that have

participated in St. Mark’s programs in the past the registration opens to all students attending the school, most of who are referred to our programs by the school connection liaisons.

Table 4 is a general schedule of both the before and after school programs that site leads will incorporate their own lessons and activities into. During “Site Family Time” program staff and students review the day, discuss student’s jobs, and focus on building relationships. Breakfast and healthy snacks, that follow USDA guidelines, are provided daily. Both programs will work on homework, guided by program staff; which is built into the after school program for a minimum of 30 minutes daily followed by activity centers.

Before School		After School	
7:00	Program Begins/Transition	3:00	Program Begins/Transitions
7:10	Site Family Time, Review Routine	3:05	Snack (meeting USDA guidelines)
7:15	Rotate through activity centers: homework, reading, STEM, arts, and/or enrichment.	3:30	Site Family Time; Review Routine
		3:45	Physical Literacy/Large Motor
7:45	Breakfast (meeting USDA guidelines)	4:15	Homework
8:05	Students Dismissed for Start of School	4:45-5:30	Rotate through activity centers: homework, reading, STEM, arts, and/or enrichment.

Before and after school programs rotate through a variety of high-quality activities that are guided by the lesson plans that are developed weekly by the site leads. These centers are focused on homework help, literacy, math, STEM, arts, social emotional/character skill building and much more. Activities may range from self-authoring books, coding robots, learning breathing techniques, yoga, art, reading to residents at local nursing homes, and much more. Enrichment activities are offered at least once a week by community partners expand and add bring context to students’ learning.

Family Engagement: St. Mark will facilitate quarterly family engagement events that parents are strongly encouraged to attend. These evening programs model and educate parents how to best read to their children to foster a love of learning and reading at home, how to engage in STEM activities, and how to implement positive discipline with composure and promote social emotional learning at home. Every event will include a meal and each child will take home new books to build their family library. Families will also be given information on Northeast Iowa Community College (NICC) to promote the adult education opportunities.

3.3 Goals and objectives

St. Mark program goals and objectives are rooted in the student needs assessment and aim to improve academics; increase family engagement; providing enriching learning experiences; and social emotional growth.

#	Objective	Measurement
Goal 1: Increase or maintain proficiencies in reading and math.		
1.1	50% of students will demonstrate increased proficiency in annual literacy assessments.	State & District level assessments
1.2	50% of students will demonstrate increased proficiency in annual mathematics assessments.	State & District level assessments
1.3	75% of school-day teachers will report progress in student academics and homework completion.	Teacher surveys
Goal 2: Involve family/caregiver in academic and social		

2.1	Parents will participate in St. Mark family engagement activities.	Attendance and parent surveys
2.2	75% of parents will report reading to child at home and checking homework.	Parent surveys
2.3	75% of parents will report improvement of students practicing positive character skills at home.	Parent surveys
<i>Goal 3: Reinforce the value of learning and reading through enrichment activities.</i>		
3.1	Enrichment activities will be offered on a weekly basis.	Enrichment calendars
3.2	75% of St. Mark students demonstrate a motivation to learn and participate in the classroom.	Teacher surveys
<i>Goal 4: Inform and model healthy lifestyles and promote social emotional growth.</i>		
4.1	50% of students will demonstrate growth in social emotional skills.	DESSA & surveys
4.2	All enrolled students will attend program 60% of time	Attendance records
4.3	Programs are a safe, caring, and supportive environment where students feel connected.	Students surveys

3.4 Alignment with school day instruction, state and national standards, and CSIP

Program activities and curricula will be informed by best practices, the state and national core standards, the Dubuque Community School District CSIP, ongoing communication with the Dubuque Schools Leadership and school day teachers, stakeholder advisory group input, and student interest.

St. Mark has very close existing relationships with school staff including each school's school-connection liaison who engage in St. Mark's advisory council monthly and are main contacts to make plans with and work on individual or school priorities. St. Mark also has program coordinators represented at each school's site council meetings where key issues are discussed and improvement plans are made at a school specific level. Additionally, St. Mark examines the common core standards and works with school day teachers, to identify topics/concepts students learn in the classroom enabling site staff to build lessons around relevant topics.

The Dubuque School District CSIP will guide the lessons and implementation of strategies. For example the CSIP includes grade-level benchmarks or name and sound fluency, phonics, and oral reading to monitor students' academic progress. These focuses will be integrated into the daily literacy rotations. St. Mark also aligns with Dubuque Schools' social emotional strategies like Positive Behavior Interventions and Supports (PBIS) and the District's CSIP goals that promote inclusion and safety for students by prioritizing safety and welcoming environments with social emotional integration and the use of curricula like Conscious Discipline. The St. Mark objectives also adhere to the district CSIP and correspond with academic-year curriculum with a focus on increasing proficiencies in reading and math and supporting social emotional growth.

3.5 Evidence of experience in educational outcomes

St. Mark has over 30 years of experience in providing out of school time educational programming that positively impacts academic performance, achievement, and positive youth development of students. St. Mark has grown from serving 13 students in 1988 to now working with more than 500 students annually. St. Mark has demonstrated the ability to manage/administer similar programs and funding levels over two decades, including three 21st CCLC grants, dozens of other grant programs, and have completed all of the necessary evaluation, financial and administrative requirements.

4. Research Base

Extensive research exists that demonstrates the benefit of supporting learning out of school. St. Mark's proposed activities have been vetted by the using local and national best practice evidence and standards. Furthermore, St. Mark utilizes research to drive decisions on curriculum and activities, guide prioritization of professional development, collaborate with community partners and initiatives, and much more.

St. Mark is experienced in implementing best practice academic and social emotional programming out of school time. St. Mark stays abreast of research and best practices and as a current 21st CCLC grantee St. Mark stays closely connected to Iowa Afterschool Alliance and federal and state 21st CCLC guidance who regularly share strategies and research. For example, instruction of sight words to impact reading skills has been magnified at 21st CCLC grantee meetings and is evidenced to improve reading proficiency in public research conducted by Iowa Reading Research Center (Hinzman & Reed, 2018). Therefore, creative site word games and activities using Dolch and Fry sight words have been implemented and emphasized into program.

St. Mark also is a leading organization with community initiatives such as the Campaign for Grade Level reading is largely driven by research and findings from the Annie E. Casey Foundation and serves as a coalition of partners that works to investigate local gaps in services for at-risk children, determine best practices for addressing the gaps, and bring partners together to implement strategies to ultimately have all students reading proficiently by 3rd grade. An updated Community Solutions Action Plan is being developed to have actionable steps for partners to implement and to make progress toward collective goals.

Research studies around children's social emotional needs such as the Search Institute's 40 Developmental Assets (2018) and Adverse Childhood Experiences (ACEs) study (CDC, 2016) is purposefully used to integrate appropriate social emotional skill building and character building curriculum so that students gain resilience and positive connections within their community to become happy, healthy, contributing members of society. The importance of social emotional learning is also clearly identified by research bodies like the Aspen Institute who find that "Supporting students' social emotional development produces an 11-percentage-point gain in grades and test scores." St. Mark integrates a holistic approach to social emotional learning with curricula such as, Conscious Discipline, a social emotional and classroom management curriculum that is highly based in neurological and social research. Research done by Attendance Works (2014) indicates that making positive connections with students and families has a significant impact on improving school attendance for children in early grades.

Insight on expanding or new practices and strategies related to literacy, math, STEM, social emotional skills, enrichment, physical literacy, and other related areas are discussed openly amongst the administrative and program staff and St. Mark's Education and Program Coordinators train site teams and implement curriculum.

5. Management and Sustainability Plan

5.1 Effective staffing and leadership and sustainability history

Effective staffing and leadership: St. Mark before school and after school programs include fun academic activities aligned with school day instruction paired with creative, experiential enrichment learning. Recruitment for site-lead teachers and paraprofessionals begins every spring prior to the start of the school year in fall. Program site staff is recruited from the schools where programs are held and from local colleges. Most of these staff members are certified teachers and para-educators or college students working toward an education, social work, or youth development degree. St. Mark retains approximately 2/3 of its teaching staff annually in the current programs offered. Anonymous surveys reveal staff return due to a belief in our mission and the philosophy used to implement our programs in a safe, caring, environment with high expectations. Staff also report feeling appreciated, well trained, and as if they are a part of making a positive difference in the lives of those they serve.

Program site staff is organized as a team with a site lead who is the primary person for communication with school staff, parents, and program coordinators. The site lead works closely with the coordinators to develop curriculum/enrichment that meets the needs of the students and aligns with school day learning goals. Program coordinators oversee all aspects of program quality and report to the associate director. The associate director hires, trains and helps in supervising all site staff and volunteers. The associate director works closely with program coordinators to develop and facilitate/manage all professional development and parent engagement. Program coordinators and the associate director are highly qualified to implement results-oriented, quality programs. Staff members in these positions are certified educators or come from a background in youth development, social work, and mentoring.

Staff will report directly to St. Mark program coordinators and associate director who participate in school and district site councils and ensure that program curriculum and outcomes continue to align with school day learning. Additionally, admin staff will monitor student success throughout the school-year via communication with District staff and tracking test scores/academic progress, along with social-emotional skill development. Volunteer mentors that range in age from high school students to Foster Grandparents participate in supervised mentoring, literacy, and enrichment activities. All volunteers/staff/mentors undergo background checks. St. Mark is a leader in the Dubuque Mentoring Partnership and has an incredible network of support for recruiting and retaining volunteers. Currently, St. Mark welcomes more than 200 volunteers per year, including local college students, Foster Grandparents and AmeriCorps. Our mentoring program is certified by the Iowa Commission on Volunteer Service, meaning that our program has met all required Elements of Effective Practice.

Professional Development: St. Mark is acutely aware of the connection between professional development and program quality, as well as staff recruitment/retention. Our professional development plan is implemented to sustain knowledge and provide adequate training and tools to those who directly serve our families. Staff members will receive orientation from St. Mark, in collaboration with the District, including training in learning philosophies and strategies, assessment of goals, creative play, service-learning, community building, classroom management, and anti-bullying in addition to training in curriculum-writing/lesson planning, safety, logistics, and policies/procedures. Time is also spent on what a day at program actually looks and feels like so that staff is prepared day one when the students arrive.

All staff is required to have mandatory reporter certification on file and at least one staff per site must be CPR certified. St. Mark offers both of these trainings to staff in need. Orientation is followed up with on-going professional development that continues building on what was taught and also incorporates learning in areas such as ADHD and other behavioral/mental health, intercultural communication, social-emotional skills, engaging families, addressing difficult behaviors, poverty education, and creating safe & dynamic learning environments. Site teams are also allocated time to meet for preparation and problem solving.

St. Mark program admin attend 21st CCLC trainings such as Fall Professional Development Workshop, Beyond School Hours, and Impact Afterschool conferences, as well as participate in best practice webinars and 21CCLC committees. Admin staff is also trained in Conscious Discipline, Two by Two Character Development, literacy/math strategies including Barton Reading & Spelling System, Trauma Informed Care, Adverse Childhood Experiences Study, poverty simulations, positive behavior interventions, mental/ behavioral health, and compassion fatigue. Conscious Discipline is a comprehensive classroom management program and a social-emotional curriculum. It is based on current brain research, child development information, and developmentally appropriate practices. Admin staff is charged with passing this training and knowledge on to site staff, and creating action plans/evaluation tools to ensure its successful implementation in program.

History with Sustainability: St. Mark has 15 years of experience with 21st CCLC working toward sustainable programs. St. Mark formed as a non-profit in 1988, and is celebrating its 30th anniversary this year. St. Mark began work with the 21st Century Community Learning Centers grant in 2003, with \$165,475 annually to serve 192 students. A different model was in place at that time with programs that included school year and summer programs on site at St. Mark own facility and with different program sites. In 2009 St. Mark was awarded a grant to continue programs at Audubon Elementary and expand to Lincoln and Marshall Elementary proposing to serve 210 students in before/after school, and summer programs; funded at \$227,500 annually. St. Mark then requested and was awarded a 2014-2019 continuation grant at 50% of original funding, \$113,750, focusing solely on before and after school programs at Audubon, Lincoln, and Marshall Elementary while still proposing to serve 210 students. St. Mark was successfully able to grow program enrollment to 210 students in the school year alone at 50% of 21st funds, and also expand summer program by securing a separate 21st CCLC grant. St. Mark's growth with support of 21st CCLC funds has been substantial. St. Mark has sustained a before school program at Fulton Elementary which was originally funded by 21st CCLC funds serving 20-25 students annually, and will sustain 40 students at Audubon, Lincoln, and Marshall Elementary through community partner contributions.

5.2 Student transportation, safety, and inclusion

Transportation is not required to travel from St. Mark before school programming to the school day or from the school day to after-school programming as it will take place on site at Audubon, Lincoln, and Marshall Elementary. If students must travel to another building on campus of a school facility or to a neighborhood service field trip, St. Mark personnel will chaperone students. Typically for field trips Trolleys of Dubuque are utilized. Parental permission is necessary for off-site trips and for students who are able to walk home from program. Only parents or guardians who have been approved to pick up a child are allowed to escort a student from St. Mark programs and forms of identification are required upon pick up. If any parochial school students need transportation to/from a school site, St. Mark will utilize the same resources to accommodate this.

St. Mark programs take place on site at the elementary schools which are safe, inclusive, and accessible. All school sites are ADA accessible and promotes a safe and supportive learning environment for all participants. St.

Mark will work directly with parents, school day staff, and other IEP team members to understand and actively meet the needs of students with IEPs, disabilities, and other academic or social barriers, as well as ELL/ESL students. Translation services will be provided in collaboration with the District via educators and/or through the local colleges that we partner with.

5.3 Sustainability of leadership structure and stakeholder advisory group engagement

Leadership Structure Sustainability: St. Mark 21st CCLC programs are led and organized by the St. Mark administrative team in coordination with the Dubuque Community School District. Philosophies and practices in place at St. Mark create a positive culture that upholds innovation and creativity making it an attractive place for long term employment. Within the last four years St. Mark has experienced little to no turnover of leadership positions. Professional development and growth opportunities are strategically utilized to promote personal growth and organizational expansion.

Stakeholder Advisory Group: St. Mark's agency and program admin structure lays a strong foundation for providing quality programs that are sustainable and connect stakeholders in meaningful ways. St. Mark will continue current stakeholder advisory group that is in place. This group will meet **monthly** to ensure adequate resources, evaluate outcomes and alignment with District standards and benchmarks, monitor participation, problem solve, share intervention plans, obtain student input, develop strategies and practices for sustainability, along with effective implementation and management of the program.

5.4 Sustainability plan, continuous program improvement, and resource coordination

Sustainability Plan & Resource Coordination: St. Mark works towards program sustainability with effective strategies that include a diverse funding base, strong and dependable community partnerships, strategic networking, results based accountability, dynamic leadership at all levels, and a culture of innovation and inclusion. Due to a strong focus on sustainability St. Mark currently operates programs that do not rely on 21st CCLC funding and has demonstrated an ability not only to sustain but to expand the number of students served following the reduction of current 21st CCLC program funds. Three additional programs serving 90 students are self-sustaining, and through community partnerships St. Mark will sustain 40 students of previous 21st funding. Major financial support continues to grow through:

- Federal, state, and local grant dollars to improve and expand our programs. These grant funds make up 43% of our budget and provide a stable base to support specific elements of program that helps inform decisions on allocating other resources.
- Donations secured by cultivating new and engaging existing donors. Funding and in-kind support from individuals, non-profits, community partners, and enrichment providers make up 23% of our budget.
- Fundraising events hosted annually in the spring and winter account for 14% of our budget.
- Community outreach initiatives that provide school supplies to 1600 students and warm winter clothing to more than 200 children in need each year makes up 5% of our budget.
- Nominal program (non 21st locations) and center rental fees account for the remaining 15% of our budget.

Community partnerships and networks are nurtured to help build our capacity and open doors to sustainability for St. Mark. We benefit from financial and in-kind support, visibility, stronger collaborations, and sharing resources that benefit us and our families.

Over the past 30 years, St. Mark's annual budget has grown from \$16,000 to approximately \$900,000. St. Mark demonstrates its ability to sustain programming by combining and coordinating a variety of community partners and resources for the most effective use of public funds including:

- Dubuque Community School District: Provide staffing support, space/utilities for programming, transportation, data collection services, and effective communication with families and St. Mark.
- Enrichment Partners- Boy Scouts and Girl Scouts of America, Green Iowa AmeriCorps, and Mississippi River Museum: Offer enrichment programming for free which includes staffing for instruction or activities as well as consumable materials provided in kind for each session.
- Local Colleges- Loras College, University of Dubuque, and University of Wisconsin Platteville: Volunteers, student mentors, staffing, curriculum support, literacy and enrichment activities.
- NICC: Offer adult education and literacy courses to parents.
- Other Grant Funds- United Way: Awarded recent cycle of grant that will support sustaining students.
- Other efforts through fundraising through individual donors, special events, and community initiatives support additional administrative costs.

St. Mark is committed to our mission and is therefore strategic when analyzing opportunities for funding, partnerships, networking, and program expansion. We do not change our focus or programming to meet the needs of specific funding, but rather allocate resources to those that align with our efforts. We work hard to reduce expenses and restructured our team to be streamlined and efficient while still ensuring outcomes are met and lives are being changed for the better because of what we do. Current priorities to work towards sustainability following the reduction of 21st funds includes to grow number of individual donors, planned giving, and appeals to develop a strong base of community support; increase revenue from special events and fundraisers; and expand fee-based programs in communities of means to support subsidizing costs of high-need programs.

Continuous Program Improvement: Using a results based accountability model sets the stage for continuous program improvement that supports sharing our story of success in making a meaningful difference in the lives of those we serve. Being able to demonstrate our ability to implement data driven decisions and program impact enhances our capability to create sustainable programs. St. Mark reports outcomes to all stakeholders and welcomes their input on what is working well and what could be working better.

6. Communication Plan

School Day: In order to recruit parents and youth most in need, the school connection liaisons from the District reach out to families based on student performance, achievement rate, and income status. These families will be contacted by mail and in person visits and referred to St. Mark; who then follow up to enroll students. St. Mark's partnership with Audubon, Lincoln, and Marshall Elementary ensures that target audiences are reached and served through the most effective means possible. The program has a formal process for regular, effective communication with students' teachers to provide assistance in academic areas and to inform and receive information from school teachers on students' academic and behavioral progress. Program coordinators make outreach to teachers, counselors, school connection liaisons, and principals at throughout of the school year, with a minimum of monthly frequency through the advisory group and school site councils. Rosters and site staff lists will be provided to school principals and teachers so the appropriate staff can share student's individual needs, whether academic, behavior, and/or social-emotional. More specific information will be shared via one on one contact through email, phone calls, or meetings.

Program Staff and Volunteers: Staff and volunteers receive a handbook at orientation with overviews, outlines, schedules, position descriptions and responsibilities, expectations, policies/procedures including communication, confidentiality, attendance, snack, drop off and pick up, safety, behavior and classroom management, anti-harassment and discrimination, first aid, mandatory reporter, field trips, transportation, tracking time, a program/enrichment calendar, a professional development calendar, and site specific information sheets. At least weekly on-site modeling or email communication exists between the staff, volunteers, and program coordinators to support curriculum and lesson plans, help reinforce the expectations of programming, and assist goal setting for behavioral plans for students that are experiencing challenges. Staff members meet monthly for more in-depth discussion with program coordinators and also undergo a review each semester to identify and discuss strengths and areas for improvement.

Parents: Parents are required to attend an information session prior to their children beginning program. They will receive information on policies/procedures, attendance expectations, program contacts, schedules, and outlines, enrichment options, family engagement opportunities, communication tools, behavior parameters, and adult education and literacy courses. Site staff have daily contact with parents during drop off and pick up times. Incident and injury reports are utilized to communicate and document any behavioral incidents or minor injuries that may occur during program. The program coordinators work with the site lead and parents to come up with behavior plans if challenges are persistent. General information and updates about program, activities, and family events will be disseminated on our website parent resource tab and by coordinators through monthly parent newsletters, social media, email, phone, and verbal communication.

Community/Partners: In order to best share evaluation and program information to partners and community members at-large, St. Mark will employ a variety of efforts including the following: invitation to visit program for events such as Lights on Afterschool, hosting stakeholder advisory group meetings monthly with the school principal, parents, and other stakeholders; participating in Grade Level Reading network activities; updating website monthly with program news, calls to volunteers, and videos/photos of student activities; releasing an annual report that highlights program, partners, finances and results/evaluation; and annually share a comprehensive and summative evaluation document of the objectives provided in the project section. St. Mark administrative team members currently attend local service club and networking meetings to share information about exciting enrichment programming and student success; and to raise funds and cultivate friendships. All materials will include recognition of 21st CCLC funds.

7. Partnerships

7.1 Partnerships and impactful role in programming and sustainability

Existing Partnerships: St. Mark has strong partnerships throughout the Dubuque Community. Table 5 includes existing partnerships that support St. Mark’s programming and sustainability which are further detailed in the attached Memorandums of Understanding.

Table 5 Existing Partnerships

<i>Partner</i>	<i>Role & Impact of Partnership</i>
<i>Boy Scouts of Eastern Iowa:</i>	The Boy Scouts of Northeast Iowa and St. Mark partner to provide the students St. Mark’s serves with hands-on skill building activities. Regular sessions are scheduled throughout the school year at no cost to St. Mark; contributing both staffing and materials for sessions in-kind.
<i>Dubuque Community School District</i>	The Dubuque Community School District will provide space, utilities, janitorial services, essential communication/record sharing, and access to school facilities including classrooms, library, gymnasium, computer labs, and more to St. Mark at no charge. Meaningful collaboration exists through ongoing communication with families about St. Mark’s programming, recruiting staff, and data sharing to monitor student growth. The District will have representation on the stakeholder advisory committee to ensure alignment with the Strategic School Improvement Plan.
<i>Dubuque Campaign for Grade Level Reading:</i>	The Dubuque Campaign for Grade Level Reading supports community wide stakeholders to move the needle on attendance, summer learning, and overall grade level reading for low income families. St. Mark and the Campaign will communicate through the campaign network meetings, monthly advisory committee meetings. Both St. Mark and the Campaign will share data with one another to track progress on the collective impact of the community’s efforts. This data collaboration will support the continual writing and implementation of Community Solution Action Plans.
<i>Girl Scouts of Eastern Iowa & Western Illinois:</i>	Girl Scouts will provide monthly enrichment at no cost to St. Mark families; contributing both staffing and materials for sessions in-kind. Girl Scouts and St. Mark will collaborate to establish program dates and participants and if needed strategize to recruit more girls into program.
<i>Green Iowa:</i>	Green Iowa AmeriCorps has partnered with St. Mark Youth Enrichment for the past several years providing no-cost nature enrichment and education about green practices; contributing both staffing and materials for sessions in-kind.
<i>Local Colleges: Loras College, University of Dubuque, University of Wisconsin Platteville</i>	Colleges provide volunteers that offer hundreds of hours of their time in-kind. A state wide value of volunteer time was used to determine a \$22.73 value per hour (Independent Sector, 2018).
<i>Mississippi River Museum:</i>	The National Mississippi River Museum & Aquarium offers outreach programming on site at St. Mark’s program for no cost; contributing both staffing and materials for sessions in-kind.
<i>Northeast Iowa Community College:</i>	Northeast Iowa Community College (NICC) offer adult education and literacy programs to any St. Mark’s parents. Their offerings are free of charge and include Adult Basic Education, English for Speakers of Other Languages, and High School Equivalency Diploma.
<i>United Way:</i>	United Way provides financial support for social emotional implementation. Additional support from the United Way comes from convening of partners for collective impact and the Get Connected portal service that shares opportunities for volunteering.

7.2 Partner engagement plan

Meaningfully Engaging Partners: Active and collaborative involvement of project partners to provide a unified system of service is evident in the attached Memorandums of Understanding and collaborative signatures. St. Mark will meaningfully engage partners over the lifetime of this grant and beyond. A majority of our partners have a long-standing history of providing major support to St. Mark through enrichment education and fiscal sustainability and will continue this commitment. St. Mark continues to recruit new partners who work side-by-side in the community to ensure that students receive excellent education and enrichment opportunities. Cultivating strategic partnerships is built into director and coordinator roles. Recruitment of new partners is done through established relationships, active participation in network groups, collecting feedback, and ensuring partnership is a win-win.

In order to provide the best quality programming, St. Mark will facilitate **monthly** stakeholder advisory group meetings with the associate director, program coordinators, school principals, school connection liaisons, and additional stakeholders as needed. A separate subset advisory group of parents and students exists to accommodate our busy working families that provide their input will guide and inform the larger stakeholder meetings.

St. Mark was founded through collaborative community partnerships sharing a critical mission to reach vulnerable youth and families. Core partners continue to support and empower St. Mark to impact hundreds of students every day. St. Mark staff is deeply aware of this community-centered team effort and continues to meaningfully engage and foster these partnerships through frequent, open communication and monthly stakeholder advisory group meetings; through partner “spotlights” in the newsletter; and through engaging in and recognizing the important work our partners invest in the community. Our plan for engaging and maintaining existing partnerships and recruiting new partners includes:

Colleges – St. Mark will provide orientation to students and presents opportunities to engage as staff, mentors, and enrichment providers. Also, St. Mark prepares future educators, social workers, and youth development staff with meaningful experience. New partners are continually gained through volunteer opportunities as well as incorporating colleges, such as Education departments, into academic program activities

Enrichment Providers- St. Mark provides access to student populations that they might not otherwise be able to reach, awareness of their services, and consistent and structured learning environment.

Businesses – St. Mark engages local businesses in at the Dubuque Campaign Grade Level Reading meetings to share outcome data, as well as invite to partner in program activities and recruit new partnerships.

Parents – St. Mark provides family literacy engagement activities and events focused on parenting/life skills in addition to constant open communication and requests for program feedback. Parents will be engaged in the stakeholder advisory group committee.

Community members – St. Mark provides community outreach through the annual Sponsor Angels program that provides warm winter clothing for students enrolled in a St. Mark’s program and their siblings.

Nonprofits – St. Mark engages in resource-sharing for professional development, programming, space, and community awareness.

8. EVALUATION

8.1 Current outcomes and evaluation experience

Current Outcomes: St. Mark was successful in measuring and meeting all objectives for the 2017-2018 school year. The measured objectives fall within three overarching goals around achievement, social emotional growth, and family engagement. For example, 89% of St. Mark students making gains or maintaining literacy skills. For the students where needed improvement was indicated, teachers reported 93.5% demonstrated improvement or maintenance in motivation to learn and classroom participation. Since the 2016-2017 school parents their level of awareness of Conscious Discipline increased by 26%, and incorporation of social emotional tools increased by 29%, with now 67% of parents reporting they use tools at home.

Evaluation Philosophy: St. Mark's evaluation practices have become more robust in the last few years. In March of 2015 an Evaluation and Data Management Coordinator part-time position was added. This position is focused on building data collection strategies and systems and comprehensive evaluation procedures to ensure St. Mark can measure not only how much we are doing and how well we are doing it but also that lives are truly being changed for the better because of it. The role also prioritizes collaboration with partners to build community support and aims to make broader, collective impact on youth in the community. The Results Based Accountability framework that St. Mark has adopted supports the evaluation efforts and holds St. Mark accountable for results by utilizing meaningful data to make decisions on program improvement and expansion. The Results Based Accountability strategies focus on asking three types of questions; 'How much did we do?', 'How well did we do it?', and 'Is anyone better off?'. This structures the work St. Mark does by emboldening data-driven decision making and allows St. Mark to share outcomes and results in a direct and powerful way with great impact.

Process and cumulative, end-of-year evaluation is overseen by the Evaluation and Data Management Coordinator and is consulted by Rachel Daack, Ph.D. Daack is a sociology professor and statistician at Clarke University in Dubuque with extensive evaluation and consultation experience. Daack will be consulted in formulating the assessment tools including surveys distributed at the end of the school year. She will be given pertinent data and has access to survey tools, will objectively analyze the end of year surveys, and will compile the findings in an executive summary and feasible suggestions for improvement. The data and recommendations will be presented to the entire administrative staff and action items are created to address the suggestions and a plan for continuous improvement is created and implemented based on the data and feedback provided.

8.2 Evaluation procedures and plan

Evaluation Processes and Timeline: St. Mark's objectives for students are measured utilizing state assessment, district level assessment data, pre and post tests conducted by St. Mark, as well as end of year surveys. St. Mark will train staff to conduct pre and post tests for all students. St. Mark utilizes the Devereux Student Strengths Assessment (DESSA) to measure social emotional skill growth throughout the year. Surveys will be distributed to parents, partners (including school admin and teaching staff) students, staff, volunteers, and school day teachers. The parent survey quantitatively and qualitatively asks the parents if they witnessed any improvement of their children in academic or social areas in comparison to the beginning of the school year. The partner survey asks for feedback regarding St. Mark's organization, efficiency, collaboration, and impact on students' lives. St. Mark also offers the students in program an opportunity to evaluate their own progress in program as well as the program itself. The staff survey will allow the site staff to provide feedback on the level of impact the

before and after school programs had on the students, as well as assessing the site staff's experience working for St. Mark. Volunteers provide feedback on their volunteer experience and indicate whether the work with children was valuable or fulfilling for themselves. School day teachers will complete surveys for each individual student to rate the changes, progress, or lack thereof that the students experienced in terms of academic and social growth. Pre and post tests are currently used to measure social-emotional skills and coordinators are developing plans for further measuring individual academic goals as well.

Both ongoing monitoring and long-term evaluation techniques will be utilized. St. Mark program coordinators will regularly monitor the implementation of enrichment activities, literacy programs, and levels of student learning and improvement. In order to allow St. Mark to gauge interest and effectiveness of enrichment curricula, all community partners involved complete program feedback forms annually. St. Mark staff also maintains daily attendance records. The overview of the timeline for evaluation plan is provided in Table 6.

Table 6 Evaluation Plan and Timeline

Timeframe	Task	Details
Mid-August	Staff Orientation	Site staff are trained on evaluations processes.
Early September	<i>School Year Program Begins</i>	
Early September	Student Evaluations	Pre-tests for social emotional learning.
11/30	Survey Building	Consult with outside evaluator on survey needs.
11/30	Spring Data Reporting Due	21 st CCLC Spring semester APR data is due.
11/30	Local Evaluation Due	Prior year's local evaluation ins due. Post on website.
11/30	Statewide Evaluation Survey	21 st CCLC Statewide Evaluation survey is due.
December	Send Mid-Year Surveys	Brief survey to capture feedback from all stakeholders
4/15	Student Surveys and Evaluation	Begin survey distribution for students to be administered on site. Conduct post-tests social emotional learning.
5/1	End of Year Surveys Open	Stakeholder surveys distributed.
5/31	Surveys Close	All end of year surveys should be close. Share with preliminary results with outside evaluator.
Late May-Early June	<i>School Year Program Ends</i>	
6/15	Data Requests	Request state assessment data, District assessment data, attendance data, etc.
6/30	Data Analysis	Consult with outside evaluator on results, conduct further internal analysis, and send summary to admin team.
July	Disseminate Outcomes	Summary report with photos and share with stakeholders.
July-October	Write Local Evaluation	Begin writing to submit by November 30 th .
7/31	Prior Fall Data Reporting	21 st CCLC APR data is due for prior Fall semester.
7/31	Presentation of Outcomes & Plans for Improvement	Present summaries and recommendations at staff meeting and develop improvement plan.

Dissemination of Results and Outcomes: Data, results, and program suggestions based on surveys and assessments are analyzed by the outside evaluator, Rachel Daack, and given to the St. Mark admin team in the form of an executive summary. Collectively this feedback is utilized to develop a plan to make data driven decisions regarding program. The Data and Evaluation and Management Coordinator will then develop a summary report of outcomes and feedback that can be easily understood by the public. This will convey progress by describing student achievement, St. Mark activities and initiatives, and community partner involvement. A comprehensive local evaluation will also be created that aligns with the 21st CCLC requirements. St. Mark staff will deliver the evaluation reports via email or hard copies to parents, staff, schools, and the community as a whole. St. Mark will also acknowledge the importance of feedback that is provided and that it drives continuous improvement of St. Mark programs. Additional methods of dissemination of outcomes include press releases, posting on our website and social media, and sharing with networking groups and coalitions.

9. BUDGET NARRATIVE

9.1 Detailed budget expenses and justifications

As calculated in the funding formula, St. Mark programs will be held for 175 days, serving 140 students with before and after school (\$10) and 35 students with after school program (\$7.50) annually, resulting in our request for \$299,687.50/year, totaling 540 students and a total request of \$899,062.50 over the course of three years. The following is a breakdown by line item:

- **Program personnel, benefits:** \$227,762.50/yr; total for 3 years = \$683,287.50 (76%)
- **Staff travel:** \$5,993.75/yr; total for 3 years = \$17,981.25 (2%)
- **Materials:** \$7,492.19/yr; total for 3 years = \$22,476.56 (2.5%)
- **Professional Development:** \$17,981.25/yr; total for 3 years = \$53,943.75 (6%)
- **Student Access/Transportation:** \$7,492.19/yr; total for 3 years = \$22,476.56 (2.5%)
- **Evaluation:** \$11,987.50/yr; total for 3 years = \$35,962.50 (4%)
- **Administration:** \$20,978.13/yr; total for 3 years = \$62,934.38 (7%)

Program personnel, benefits: 76% of the budget is allocated for hiring certified, compassionate staff essential to student success including associate director, program coordinators, site leads, and para-educators. This ensures best practices and top student performance improvement. The associate director is responsible for adequately staffing site through recruiting, hiring, supervising, and retaining staff and volunteers. Program coordinators are responsible for registration, orientation and ongoing professional development for site staff, academic and social-emotional curriculum development, scheduling enrichment and field experiences, family engagement events, and overall program quality, as well as family literacy components. Site leads manage staff and students, ensure adequate parent communication, and incorporate their own lesson plans and activities in alignment with school day learning and evidence-based curriculum vetted by St. Mark program coordinators. Para-educators assist site leads in setting up and implementing lessons and activities, facilitate homework help, and help create a safe and engaging learning environment, 2% is allocated for family literacy staff who will work with program parents during education sessions and engagement events.

Staff travel: 2% of the budget is allocated to funds used to attend trainings offered by Iowa Dept. of Education and other local and national conferences that align with program goals, learning philosophies, and best practices for out of school time. Costs consist of mileage, airfare, hotel accommodations, enrichment guests and presenter travel expenses and are part of a strategic professional development plan.

Materials: 2.5% of the budget is allocated for materials that include: curriculum, software, books, physical literacy, healthy snacks, consumable materials, academic enrichment supplies, student/staff shirts, and family literacy activities including books for students to take home to build their personal libraries.

Professional Development: 6% of the budget is allocated for professional development, including ongoing training for all program team staff related to both academic and social-emotional needs. St. Mark admin attend 21st CCLC trainings such as Fall Institute, Beyond School Hours, and Impact After School conferences, as well as participate in best practice webinars and 21CCLC committees. Admin staff is also trained in Conscious Discipline, Two by Two Character Development, literacy/math strategies, Trauma Informed Care, Adverse Childhood Experiences Study, poverty simulations, positive behavior interventions, mental/behavioral health, and compassion fatigue. Admin is charged with passing relevant training and knowledge on to site staff, and creating action plans/evaluation tools to ensure its successful implementation in program.

Student Access/Transportation: 2.5% of the budget is allocated to student access/transportation. Students have access to weekly enrichment opportunities both on and off site that many otherwise would not be able to participate in. Providers spend time in engaging, hands-on learning, followed by field experiences in the community. The Trolleys of Dubuque are most frequently used to transport students on field experiences and for any students needing transportation to or from program. These funds also support transportation for family engagement and literacy events and field trips.

Evaluation: 4% of the budget is allocated for assessment and evaluation of St. Mark programming. Rigorous evaluation is key to program quality improvement and sustainability. Dollars are allocated to pay an outside evaluator/consultant, as well as administrative costs of tracking systems, tests and resource materials and required local/state evaluations. Funds will also contribute to the cost of a full-time Evaluation and Data Management Coordinator.

Administration: 7% of the budget is allocated for administrative expenses, including costs incurred by site directors to carry out the programs. employee time to balance the budget, annual review of finances, bank expenses, office supplies, advertising, training needs and supplies, registration software, student registrations, interview time, program phones, liability coverage, background check fees, bank fees, outreach, publicity, printing costs and postage planning time and staff support.

Sustainability and In-Kind Partner Contributions: Collaborative partners provide tremendous in-kind support, including volunteers, mentors, and work-study students, materials, enrichment opportunities, evaluation services, space, utilities, custodial services, curriculum and behavior supports. Collectively these partners contributed \$63,925 that has allowed St. Mark to sustain 40 students from our previously 21st CCLC funded program.

9.2 Evidence of supplement vs. supplant existing fund and admin expenses

Funding from 21st will supplement not supplant previous funding. Programs at Audubon, Lincoln, and Marshall have been partially supported by a 21st CCLC continuation grant to serve 210 students, which ends June 2019. St. Mark was successfully able to grow program enrollment to 210 students in the school year alone at 50% of 21st funds. With this application St. Mark is seeking funding to serve 180 students with a new cohort of funding. With current successful implementation of this grant and community partnership St. Mark has been able secure support to sustain programs for 40 students at Audubon, Lincoln, and Marshall of the original 210 served. This is evidenced in the community partnerships and collaborations that total \$63,925. In total, St. Mark's will be able to serve 220 students with this request, and sustained students, an additional 10 students due to capacity increased with this funding opportunity.

Admin costs are budgeted at 7%, which is below the maximum of 8%.

REFERENCE LIST

- The Annie E. Casey Foundation (2013). *The First Eight Years: Giving Kids a Foundation for Lifetime Success*. Retrieved from <http://www.aecf.org/resources/the-first-eight-years-giving-kids-a-foundation-for-lifetime-success/>
- Attendance Works (2014). *Attendance in the Early Grades: Why it Matters for Reading*. Retrieved from <http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/03/Attendance-in-the-Early-Grades.pdf>
- CDC (2016). *Adverse Childhood Experiences*. Retrieved from <https://www.cdc.gov/violenceprevention/acestudy/index.html>
- Crowther, C., Kumar, S., Xu, A. (2018). *Employer Factsheet*. Retrieved from https://www.dbqfoundation.org/sites/default/files/inline/files/6_factsheet_employers_0.pdf
- Feeding America (2018). *Map the Meal Gap 2018*. Retrieved from https://www.feedingamerica.org/sites/default/files/research/map-the-meal-gap/2016/overall/IA_AllCounties_CDs_MMG_2016.pdf
- Inclusive Dubuque (2015). *Community Equity Profile*. Retrieved from <http://inclusivedbq.org/community-equity-profile/>
- Independent Sector (2018). *The Value of Volunteer Time / State and Historical Data*. Retrieved from https://independentsector.org/resource/vovt_details/
- Iowa Department of Education (2017). *Iowa School Report Card*. Audubon Elementary Data Retrieved from <https://reports.educateiowa.gov/schoolreportcard/home/reportcard?yr=2017&sch=18630418&type=elementary>; Lincoln Elementary Data Retrieved from <https://reports.educateiowa.gov/schoolreportcard/home/reportcard?yr=2017&sch=18630499&type=elementary>; Marshall Elementary Data Retrieved from <https://reports.educateiowa.gov/schoolreportcard/home/reportcard?yr=2017&sch=18630508&type=elementary>
- Iowa Department of Education (2018). *2017-18 Iowa Public School K-12 Students Eligible for Free and Reduced-Price Lunch by School*. Retrieved from <https://educateiowa.gov/documents/school-frl/2018/08/2017-18-iowa-public-school-k-12-students-eligible-free-and-reduced>
- Hinzman, M., & Reed, D.K. (2018). Teaching Sight Words as a Part of Comprehensive Reading Instruction. *Iowa Reading Research Center*. Retrieved from <https://iowareadingresearch.org/blog/teaching-sight-words>
- The National Association of Elementary School Principals, Williams, K. (2012). *Creating Physical & Emotional Security in Schools*. Retrieved from <http://www.naesp.org/naespsolution-tree-webinar-creating-physical-and-emotional-security-schools>
- Comen, E. & Stebbins S. (2018). What city is hit hardest by extreme poverty in your state? *USA Today*. Retrieved from <https://www.usatoday.com/story/money/economy/2018/07/13/city-hit-hardest-extreme-poverty/36658191/>
- Search Institute (2018). *The Developmental Assets Framework*. Retrieved from <https://www.search-institute.org/our-research/development-assets/developmental-assets-framework/>

Memoranda of Understanding

Applicant Name: St. Mark Youth Enrichment
Partner Name: Boy Scouts of Northeast Iowa
Agreement in place 21st CCLC Grant purposes
July 1, 2019 through June 30, 2022

Background

“The Boy Scouts of America’s goal is to train youth in responsible citizenship, character development, and self-reliance through participation in a wide range of outdoor activities, educational programs, and, at older age levels, career-oriented programs in partnership with community organizations. For younger members, the Scout method is part of the program to instill typical Scouting values such as trustworthiness, good citizenship, and outdoors skills, through a variety of activities such as camping, aquatics, and hiking.”

(<https://www.scouting.org/about/>)

The Boy Scouts of Northeast Iowa and St. Mark partner to provide the students St. Mark’s serves with hands-on skill building activities. Regular sessions are scheduled throughout the school year.

Purpose

Boy Scouts of North East agrees to:

- a. Provide well thought out lesson plans and materials for students at least monthly at no cost;
- b. Collaborate with St. Mark to determine program dates and times;
- c. Provide a staff/volunteer for agreed upon programs who will arrive 15 minutes prior to the start of program;
- d. Act in accordance with all Boy Scout rules and guidelines;
- e. Implement programs with a minimum

St. Mark Youth Enrichment agrees to:

- a. Provide an appropriate space to accommodate the needs of the program;
- b. Collaborate with Boy Scouts to determine program dates and times;
- c. Provide site staff during each program;
- d. Encourage participation in Boy Scout offerings during program

Means of Support

Contribution	Qty/Amt	Value
Financial		
Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
In-Kind	Approximately 15 sessions throughout school year.	\$1,025
Please describe the contribution being made in detail: Boy Scouts of Northeast Iowa provides enrichment opportunities in-kind. They provide staffing and materials to implement lessons and activities.		
Equipment and/or Supplies		
Please describe contribution in detail:		
Facilities		
Please provide description of facilities contributed:		
Staff		
Please describe what staff will be doing:		
Volunteers		
Please describe what volunteers will be doing:		
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
Total Value of Partnership		\$1,025

Partner Signature

* 
 Printed Name Matt Kratzantz
 Organization NE Iowa Council
 Address Po Box 232, Dubuque, IA 52004
 Email
 Phone Number 563-556-4343

St. Mark Signature

* 
 Printed Name Kaitlin Schmidt

Memoranda of Understanding

Applicant Name: St. Mark Youth Enrichment

Partner Name: Dubuque Campaign for Grade Level Reading

Agreement in place July 1, 2019 through June 30, 2022 for 21st CCLC Grant

Background

“The Dubuque Campaign for Grade-Level Reading brings focus to a key predictor of school success and high school graduation: grade-level reading by the end of third grade. The Campaign is a collaborative effort by funders, nonprofit partners, schools and parents to help ensure that more low-income children succeed in school and are prepared for college, a career and active citizenship.” (<https://www.dbqfoundation.org/initiatives/grade-level-reading>)

St. Mark has been partnering with the Dubuque Campaign for Grade Level Reading since its inception. The Campaign convenes community partners and facilitates discussion and planning for collective solutions in overcoming in student achievement gaps with community. St. Mark actively participates in meetings and leads work in writing a community solutions action plan.

Purpose

Dubuque Campaign for Grade Level Reading agrees to:

- a. convene stakeholders focused on moving the needle on attendance, summer learning, and grade level reading proficiency for children in low-income families
- b. facilitate the writing and implementation of a Community Solutions Action Plan
- c. expand the capacity of St. Mark to create awareness and educate the Dubuque community on the importance of literacy rich environments, especially for low-income students
- d. collect and share data with network partners on the collective impact being made
- e. support St. Mark in creating effective, sustainable programs that meet the needs of Dubuque’s most vulnerable youth and families

St. Mark Youth Enrichment agrees to:

- a. actively participate in campaign network meetings and activities
- b. collaborate with campaign partners to offer family engagement events and encourage program families to participate
- c. conduct monthly 21st CCLC advisory committee meetings that actively include network partners
- d. participate in the writing and implementation of a Community Solutions Action Plan
- e. share the impact the campaign has on our program participants to help create awareness and educate the broader the community
- f. evaluate programs and share data/outcomes with campaign partners
- g. provide innovative, progressive programs that effectively contribute to academic and social emotional success for students in Dubuque
- h. focus on creating sustainable programs that transform lives

Means of Support

Contribution	Qty/Amt	Value
Financial		
Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
In-Kind		
Please describe the contribution being made in detail:		
Equipment and/or Supplies		
Please describe contribution in detail:		
Facilities		
Please provide description of facilities contributed:		
Staff		
Please describe what staff will be doing:		
Volunteers		
Please describe what volunteers will be doing:		
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
Total Value of Partnership		

Partner Signature

* *Rachel Williams*

Printed Name: Rachel Williams
 Organization: Community Foundation of Greater Dubuque
 Address: 700 Locust St. Suite 195
 Dubuque, IA 52002
 Email: rachelw@dbqfoundation.org
 Phone Number: 563-588-2700

St. Mark Signature

* *Kaitlin Schmidt*

Printed Name Kaitlin Schmidt

Memoranda of Understanding

Applicant Name: St. Mark Youth Enrichment
Partner Name: Dubuque Community School District
Agreement in place 21st CCLC Grant purposes
July 1, 2019 through June 30, 2022



Background

“At its very core, the Dubuque Community School District is committed to its mission of preparing world-class learners and citizens of character in a safe and inclusive learning environment. This is achieved by dedicated teachers and support staff (almost 1,800 in all) who serve over 10,500 students in 18 schools and an Alternative Learning Center. Guided by a focused and ambitious strategic plan, “Unfolding Potential,” the district is committed to creating and maximizing synergy between five key areas: student achievement, student development, community engagement, effective resource management, and employee excellence.”
(www.dbqschools.org/district/)

The Dubuque Community School District and St. Mark have partnered extensively for several years by collaboratively offering out of school time services for students. Most recently St. Mark has facilitated the 21st CCLC program at the Audubon, Lincoln, and Marshall sites for the last 10 years. In partnership St. Mark has grown and served more students in need within the District.

St. Mark and the District work closely jointly with ongoing communication through an advisory group and also within larger community initiatives such as My Brother’s Keeper, Inclusive Dubuque, and Campaign for Grade Level Reading to serve students in need of out of school time support.

Purpose

Dubuque Community School District agree to:

- a. Ensure that out of school programs are included in the CSIP (Comprehensive School Improvement Plan) and aligned with school initiatives;
- b. Inform families of the St. Mark out of school time enrichment program;
- c. Post job descriptions and application links to help St. Mark recruit quality, certified staff
- d. Assign school leader(s) to serve on the 21st Century Advisory Council as defined by the grant and serve as a liaison/advisor to the program on academic and positive behavior supports.
- e. Ensure that utilities, rooms and adequate space (playground, gym, cafeteria, classrooms, computer labs, library, office, and storage) are available for program implementation at Audubon, Lincoln, and Marshall Elementary School.
- f. Provide appropriate data to meet the necessary reporting, compliance, and evaluation needs of grant.

St. Mark agrees to:

- a. Write 21st CCLC grant applications/continuation proposals;
- b. Monitor the program for grant compliance;
- c. Partner to provide training or guidance on district procedures, best practices, youth development, positive behavior management, district curriculums, cultural competency, and meeting the needs of at-risk youth and families;
- d. Hire and supervise program coordinators, staff, volunteers, and community partners and all of these persons are employees of St. Mark’s during the duration of this agreement;
- e. Implement enrichment programs that are in alignment with CSIP, district and school initiatives to include enrichment and wellness;
- f. Serve on appropriate 21st CCLC and school committees;
- g. Maintain grant records for fiscal accountability and grant reporting;
- h. Complete all required evaluation reports;
- i. Will request data annually in June with appropriate parent releases and use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of student data;

1201 Locust Street, Dubuque, IA 52001 p. 563.582.6211 www.st.markyouthenrichment.org

- j. Provide a daily nutritious snack to students attending programs;
- k. Provide all materials and supplies needed to carry out these programs;
- l. Provide family engagement activities such as family field trips, literacy/math nights, and invitations to join in enrichment activities;
- m. Will verify that all staff participating in the grant have the proper certifications;
- n. Meet the District insurance requirements listed in Exhibit A;
- o. Will indemnify, protect and defend against all claims, demands and expenses arising from or relating to this agreement, including, without limitation, claims and demands related to injuries to St. Mark's staff or volunteers;
- p. Allow Dubuque Community School District to remove any St. Mark's staff or volunteer, with or without notice, in our discretion, in the event of actual or potential injury to any District student or personnel or damage to District property;
- q. Allow Dubuque Community School District to terminate this agreement at the District's discretion and without cause.
- r. Must maintain confidentiality and assure compliance with FERPA.

Means of Support

Contribution	Qty/Amt	Value
Financial		
Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
In-Kind	Data collection and sharing	\$900
Please describe the contribution being made in detail: The District has provided their time to collect and share data for St. Mark student.		
Equipment and/or Supplies		
Please describe contribution in detail:		
Facilities Use of space and utilities	175 days x \$75 x 3 sites	\$39,375
Please provide description of facilities contributed: The use of facilities including the gym and classroom space is provided in-kind by the District at Audubon, Lincoln, and Marshall Elementary.		
Staff		
Please describe what staff will be doing: The District partner to share employment opportunities with St. Mark to their faculty and staff. The cost of staffing is incurred by St. Mark.		
Volunteers		
Please describe what volunteers will be doing:		
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: St. Mark pays all costs for background checks.		
Total Value of Partnership		\$40,275

Partner Contact Information

Printed Name: Cindy Steffens
Organization: Dubuque CSD
Address: 2300 Chaney Rd., Dubuque, IA 52001
Email: csteffens@dbqschools.org
Phone Number: 563/552-3077

Partner Signature

* *Tamara L. Ryan*

Printed Name: Tamara L. Ryan, President
Board of Education
Organization: Dubuque CSD
Address: 2300 Chaney Rd., Dubuque, IA 52001

St. Mark Contact Information

Printed Name *Kaitlin Schmidt*
Organization *St. Mark Youth Enrichment*
Address *1201 Locust St. Dubuque, IA 52001*
Email *Kschmidt@stmarkyouthenrichment.org*
Phone Number *562-582-6211*

St. Mark Signature

* *Kaitlin Schmidt*

Printed Name
Kaitlin Schmidt

Memoranda of Understanding

Applicant Name: St. Mark Youth Enrichment

Partner Name: Girl Scouts of Eastern Iowa and Western Illinois

Agreement in place 21st CCLC Grant purposes

July 1, 2019 through June 30, 2022

Background

“The Girl Scout program provides girls of varying backgrounds and abilities the opportunity to discover adventure, gain new skills, and change the world. By focusing the Girl Scout program on the core initiatives of Entrepreneurship, Outdoors, Life Skills, and STEM, girls will become self-sufficient, courageous, and ready to tackle what’s ahead.” (www.girlscoutstoday.org/en/girl-scouts-2/who-we-are.html)

The Girl Scouts of Eastern Iowa and Western Illinois and St. Mark partner to provide the girls St. Mark’s serves with hands-on skill building activities. Regular sessions are scheduled throughout the school year.

Purpose

Girl Scouts of Eastern Iowa and Western Illinois agrees to:

- a. Provide well thought out lesson plans and materials for students at least monthly at no cost;
- b. Collaborate with St. Mark to determine program dates and times;
- c. Register participants into Girl Scouts Outreach program ;
- d. Provide a staff/volunteer for agreed upon programs who will arrive 15 minutes prior to the start of program;
- e. Act in accordance with all Girl Scout rules and guidelines;
- f. Implement programs with a minimum attendance requirement of 10 girls. If minimum cannot be met, Girl Scouts will work with St. Mark to strategize a plan to increase the number of girls attending the program instead of cancelling for the rest of that session. If the plan cannot be met, Girl Scouts reserves the right to cancel the program;
- g. Have participants complete an evaluation form at the end of the session.

St. Mark Youth Enrichment agrees to:

- a. Provide an appropriate space to accommodate the needs of the program;
- b. Collaborate with Girl Scouts to determine program dates and times;
- c. Work with Girl Scouts to obtain registration information for each participant. Girl Scouts Outreach Manager will email the registration forms to be filled out prior to the start of programs;
- d. Provide site staff during each program;
- e. Encourage participation in Girl Scout offerings during program and strategize to meet minimum attendance requirement of 10 participants;
- f. Provide letter of support for grant funding purposes;
- g. Allow Girl Scouts to pass out information about their offerings to participants during program time.

Means of Support

Contribution	Qty/Amt	Value
Financial		
Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
In-Kind	Approximately 15 sessions throughout school year.	\$1,025
Please describe the contribution being made in detail: Girl Scouts of Eastern Iowa and Western Illinois provides enrichment opportunities in-kind. They provide staffing and materials to implement lessons and activities.		
Equipment and/or Supplies		
Please describe contribution in detail:		
Facilities		
Please provide description of facilities contributed:		
Staff		
Please describe what staff will be doing:		
Volunteers		
Please describe what volunteers will be doing:		
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
Total Value of Partnership		\$1,025

Partner Signature

* *Robin Summers*

Printed Name Robin Summers
 Organization Girl Scouts of Eastern Iowa &
 Western Illinois
 Address 510 Mulberry Street, Waterloo, IA
 50703
 Email Robins@GirlScoutsToday.org
 Phone Number 319-232-6601 ext. 521

St. Mark Signature

* *Kaitlin Schmidt*

Printed Name
 Kaitlin Schmidt

Memoranda of Understanding

Applicant Name: St. Mark Youth Enrichment
Partner Name: Green Iowa AmeriCorps
Agreement in place 21st CCLC Grant purposes
July 1, 2019 through June 30, 2022

Background

“Operated through the University of Northern Iowa's Center for Energy and Environmental Education, Green Iowa AmeriCorps is a community service program. Our organization was founded in 2009 to address conservation and sustainable usage of energy resources in several Iowa communities as they struggled to rebuild from the devastating floods of 2008. Since the start of the flood recovery, Green Iowa AmeriCorps has been an active community partner. Members are trained as energy auditors and contribute to a comprehensive home energy program. Other involvement in the community includes deconstruction projects, creating energy educational programs for all ages, and assisting in the development of energy-related community events.” (http://www.greeniowaamericorps.org/about_us)

Green Iowa AmeriCorps has partnered with St. Mark Youth Enrichment for the past several years providing nature enrichment and education about green practices like recycling and composting.

Purpose

Green Iowa AmeriCorps agrees to:

- a. provide enrichment activities focused on teaching sustainable practices to children from all demographic backgrounds
- b. collaborate with St. Mark to determine program dates and times
- c. provide a staff/volunteer for agreed upon programs who will arrive 15 minutes prior to the start of program
- d. work with St. Mark to bring education and community outreach focused on recycling and efficient energy use
- e. engage St. Mark staff in learning and adapting their internal practices around sustainability as agreed upon by both organizations

St. Mark Youth Enrichment agrees to:

- a. provide an appropriate space to accommodate the needs of the activities
- b. collaborate with Green Iowa AmeriCorps to determine program dates and times
- c. provide site staff during each activity
- d. partner with Green Iowa AmeriCorps to engage staff in learning and adapting our internal practices around sustainability as agreed upon by both organizations

Means of Support

Contribution	Qty/Amt	Value
Financial		
Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
In-Kind	Approximately 6-8 sessions annually.	\$500
Please describe the contribution being made in detail: Green Iowa AmeriCorps provides enrichment opportunities in-kind. They provide staffing and materials to implement lessons and activities.		
Equipment and/or Supplies		
Please describe contribution in detail:		
Facilities		
Please provide description of facilities contributed:		
Staff		
Please describe what staff will be doing:		
Volunteers		
Please describe what volunteers will be doing:		
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
Total Value of Partnership		

Partner Signature

Ashley L Craft

Ashley Craft
 Green Iowa AmeriCorps
 University of Northern Iowa
 CEEE room 109
 Cedar Falls, IA 50614
 greeniowadirector@gmail.com
 3190-273-7273

St. Mark Signature

* *Kaitlin Schmidt*

Printed Name *Kaitlin Schmidt*

Memoranda of Understanding

Applicant Name: St. Mark Youth Enrichment

Partner Name: Loras College

Agreement in place for 21st CCLC Grant purposes

July 1, 2019 through June 30, 2022

Background

“Relating the rich liberal arts tradition to a changing world, Loras College strives to develop active learners, reflective thinkers, ethical decision makers and responsible contributors in their diverse professional, social, and religious roles. Housed on a safe, scenic campus nestled high atop the majestic bluffs of the Mississippi River in Dubuque, Iowa, Loras College offers a wide array of academic programs, extracurricular offerings, and opportunity for personal growth.”
(<https://www.loras.edu/about/>)

Loras College and St. Mark partner for volunteer opportunities for college students to gain meaningful service experience and for St. Mark students to benefit from trusting and passionate adults that actively engage and support the implementation of program activities.

Purpose

Loras College agrees to:

- a. Provide a pool of volunteers, approximately 125-175 hours of service annually.
- b. Post open positions and support recruitment. Recruitment from courses, work study, and Iowa College AmeriCorps program.

St. Mark Youth Enrichment agrees to:

- a. Provide Loras College students an opportunity to engage in experiential service learning with elementary-aged youth through volunteering in before and/or after school programs.
- b. Creating and implementing project-based enrichment activities for before and after school programs
- c. Share open positions with Loras College.

Means of Support

Contribution	Qty/Amt	Value
Financial		
Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
In-Kind	Approximately 160 hours on average.	\$3,600
Please describe the contribution being made in detail: In-kind support is provided through volunteer time and services.		
Equipment and/or Supplies		
Please describe contribution in detail:		
Facilities		
Please provide description of facilities contributed:		
Staff		
Please describe what staff will be doing:		
Volunteers		
Please describe what volunteers will be doing:		
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
Total Value of Partnership		\$3,600

Partner Signature

x




Printed Name: Maggie Baker, Service Learning Coordinator
Organization: Loras College

Address: 1450 Alta Vista Street, Dubuque Iowa, 52001
Email Maggie.baker@loras.edu
Phone Number: 563-588-7937

St. Mark Signature

x



Printed Name
Kaitlin Schmidt

Memoranda of Understanding

Applicant Name: St. Mark Youth Enrichment

Partner Name: National Mississippi River Museum & Aquarium

Agreement in place 21st CCLC Grant purposes

July 1, 2019 through June 30, 2022

Background

The National Mississippi River Museum: "Our mission is to inspire stewardship by creating educational experiences where history and rivers come alive." "Our vision is to become the world's leader in interpreting and protecting the life, history and culture of our region and rivers, to create a more global, knowledgeable and engaged citizen."

(<https://www.rivermuseum.com/about-the-museum-and-aquarium>)

The National Mississippi River Museum & Aquarium offers outreach programming on site at St. Mark's program for no cost.

Purpose

National Mississippi River Museum agrees to:

- a. Provide enrichment activities focused on STEM, animal science, nature, conservation, and other relevant areas
- b. collaborate with St. Mark to determine program dates and times
- c. provide a staff/volunteer for agreed upon programs who will arrive 15 minutes prior to the start of program

St. Mark Youth Enrichment agrees to:

- a. Provide an appropriate space to accommodate the needs of the activities
- b. collaborate with the National Mississippi River Museum to determine program dates and times
- c. provide site staff during each activity

Means of Support

Contribution	Qty/Amt	Value
Financial		
Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
In-Kind	Approximately 15 sessions annually.	\$1,200
Please describe the contribution being made in detail: The National Mississippi River Museum & Aquarium provides nature and animal science enrichment opportunities in-kind. They provide staffing and materials to implement lessons and activities.		
Equipment and/or Supplies		
Please describe contribution in detail:		
Facilities		
Please provide description of facilities contributed:		
Staff		
Please describe what staff will be doing:		
Volunteers		
Please describe what volunteers will be doing:		
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
Total Value of Partnership		

Partner Signature

* *Melissa Wersinger*

Printed Name MELISSA WERSINGER
 Organization NATIONAL MISSISSIPPI RIVER MUSEUM
 Address 350 E 3RD ST
 Email mwersinger@rivermuseum.com
 Phone Number 563-557-9545 x 213
~~563-557-9545~~

St. Mark Signature

* *Kaitlin Schmidt*

Printed Name Kaitlin Schmidt

MUSEUM
 + AQUARIUM

Memoranda of Understanding

Applicant Name: St. Mark Youth Enrichment
Partner Name: Northeast Iowa Community College
Agreement in place 21st CCLC Grant purposes
July 1, 2019 through June 30, 2022

Background

Northeast Iowa Community College offers adult education options which St. Mark partners to share with our families. NICC states, "We provide offerings for community members of all ages, including adults. Even if you don't consider yourself a "typical" college student, we can provide basic skill instruction, language development, personal and professional development courses and a path to a degree or diploma at the high school or secondary level." (<https://www.nicc.edu/admissions/adulteducation/>) These opportunities are shared at St. Mark's family engagement events and/or one on one with parents during informational meetings.

Purpose

Northeast Iowa Community College agree to:

- a. Provide adult education and literacy programs to any adult, age 16 or older, who is not enrolled or required to be enrolled in school. The classes provide basic skills instruction in math, reading, writing and listening on an ongoing basis. Classes are open to parents of youth enrolled in St. Mark Youth Enrichment and are free of charge. Options are as follows:
 - Adult Basic Education (ABE) teaches skills necessary for daily life, consumer needs, and workforce development.
 - English for Speakers of Other Languages (ESOL) helps people with limited English skills to improve in listening, reading, speaking and writing for their daily life and work in the United States.
 - The high school equivalency diploma (HSED) (formerly known as GED) program provides those individuals who did not finish high school the opportunity to earn a diploma from the State of Iowa. The diploma shows that individuals have achieved a level of education development comparable to that of a high-school graduate. The five HiSET tests are available in English, Spanish, large print and audio format and must be completed within five years.

St. Mark Youth Enrichment agree to:

- a. Continually inform parents of these Adult Education and Literacy programs and will provide any assistance necessary to help St. Mark parents to enroll.

Means of Support

Contribution	Qty/Amt	Value
Financial		
Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
In-Kind	\$5,000	Success Coaching
Please describe the contribution being made in detail:		
Equipment and/or Supplies	N/A	
Please describe contribution in detail:		
Facilities	N/A	
Please provide description of facilities contributed:		
Staff	\$5,000	Success Coaching
Please describe what staff will be doing:		
Volunteers		
Please describe what volunteers will be doing:		
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
Total Value of Partnership		

Partner Signature

* 

Wendy Mihm-Herold, Ph.D.
 Northeast Iowa Community College
 PO Box 400
 Calmar, IA 52132
 mihm-heroldw@nicc.edu
 563-562-3263, ext. 221

St. Mark Signature

* 

Printed Name Kaitlin Schmidt

Memoranda of Understanding

Applicant Name: St. Mark Youth Enrichment
Partner Name: United Way of Dubuque Area Tri-States
Agreement in place 21st CCLC Grant purposes
July 1, 2019 through June 30, 2022

Background

"In 1928, United Way of Dubuque Area Tri-States began its work as the Dubuque Community Chest. Citizens and civic organizations joined together under the principle that "Individualism is a traditional characteristic of the American people, but so is the spirit of teamwork pulling together for good causes."... "Today, United Way of Dubuque Area Tri-States is still committed to the ideals of diversity and inclusion. We support health and human service programs that address identified community needs and encourage collaboration. These initiatives align with our three pillars of health, education and financial stability – the building blocks of a good quality of life." (<https://dbqunitedway.org/cms-view-page.php?page=our-history-service-area>)

In 2017, St. Mark was awarded funds in the New and Targeted Initiatives grant cycle to support social emotional implementation. St. Mark was funded again in 2018 with an opportunity to continue funding for 2019. Additional support from the United Way comes from the Get Connected portal service that shares opportunities for volunteering for St. Mark and United Way convenes grantees to collaborate and create community outputs and outcomes to work towards a collective impact approach.

Purpose

United Way of Dubuque Area Tri-States agrees to:

- a. engage community volunteers in opportunities to serve at St. Mark through our Get Connected portal;
- b. invite St. Mark to apply each grant cycle for funding that could help support their school year programs at Audubon, Lincoln, and Marshall Elementary.
- c. expand the capacity of St. Mark to create awareness and educate the Dubuque community on the importance of literacy rich environments, especially for low-income students
- d. collect and share data on the collective impact being made
- e. support St. Mark in creating effective, sustainable programs that meet the needs of Dubuque's most vulnerable youth and families

St. Mark Youth Enrichment agrees to:

- a. provide meaningful volunteer opportunities
- b. collaborate with United Way to best match volunteers to students in need
- c. keep United Way informed of volunteer opportunities to be shared through their Get Connected portal
- d. stay informed of and apply for funding opportunities available through United Way
- e. help create awareness and educate the broader the community of the role United Way plays in education, health, and income pillars
- f. evaluate programs and share data/outcomes with United Way
- g. provide innovative, progressive programs that effectively contribute to academic and social emotional success for students in need at Dubuque Elementary schools
- h. focus on creating sustainable programs that truly transforms lives

Means of Support

Contribution	Qty/Amt	Value
Financial	\$3,750	\$3,750
Does the program provide funding to the partner? Please provide the percentage. Please describe here: St. Mark was awarded funds within the United Way's New and Targeted Initiatives grant cycle. Funds are used to support social emotional work. The grant makes up 1% of St. Mark's income budget.		
In-Kind	\$1,050	\$1,050
Please describe the contribution being made in detail: Radio advertising spots featuring funded partners help gain awareness of both United Way and the various programs we fund are provided in kind. United Way also provides our Get Connected volunteer portal free of charge to area nonprofits which helps match volunteers with meaningful volunteer experiences.		
Equipment and/or Supplies		
Please describe contribution in detail:		
Facilities		
Please provide description of facilities contributed:		
Staff		
Please describe what staff will be doing:		
Volunteers		
Please describe what volunteers will be doing:		
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
Total Value of Partnership		\$4,800

Partner Signature

* 

Printed Name Danielle Peterson
 Organization United Way of Dubuque
 Address 215 W. 6th, Dubuque Area Tri-States
 Email danielle.peterson@dubquetrustway.org
 Phone Number 563-588-1415

St. Mark Signature

* 

Printed Name Kaitlin Schmidt

Memoranda of Understanding

Applicant Name: St. Mark Youth Enrichment

Partner Name: University of Dubuque

Agreement in place for 21st CCLC Grant purposes

July 1, 2019 through June 30, 2022

Background

“The University of Dubuque is a private university offering undergraduate, graduate, and theological seminary degrees, and other educational opportunities with the intention of educating and forming the whole person. The University is comprised of individuals from the region, our nation, and the world. As a community, the University practices its Christian commitments by educating students, pursuing excellence in scholarship, challenging students to live lives of worth and purpose, and preparing students for service to the church and the world.”

(<http://www.dbq.edu/AboutUD/Mission/>)

University of Dubuque and St. Mark partner for volunteer opportunities for college students to gain meaningful service experience and for St. Mark students to benefit from trusting and passionate adults that actively engage and support the implementation of program activities.

Purpose

University of Dubuque agrees to:

- a. Provide a pool of volunteers, approximately 225-250 hours of service annually.
- b. Post open positions and support recruitment. Recruitment from courses and/or work study programs.

St. Mark Youth Enrichment agrees to:

- a. Provide University of Dubuque students an opportunity to engage in experiential service learning with elementary-aged youth through volunteering in before and/or after school programs.
- b. Creating and implementing project-based enrichment activities for before and after school programs for volunteers to engage in.
- c. Share open positions with University of Dubuque.

Means of Support

Contribution	Qty/Amt	Value
Financial		
Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
In-Kind	Approximately 240 hours on average.	\$5,500
Please describe the contribution being made in detail: In-kind support is provided through volunteer time and services.		
Equipment and/or Supplies		
Please describe contribution in detail:		
Facilities		
Please provide description of facilities contributed:		
Staff		
Please describe what staff will be doing:		
Volunteers		
Please describe what volunteers will be doing:		
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
Total Value of Partnership		\$5,500

Partner Signature

* *Amy Bauer, B.S.*

Printed Name *Amy Bauer*
 Organization *University of Dubuque*
 Address *2000 University Avenue Dubuque IA 52001*
 Email *abauer@dbq.edu*
 Phone Number *563.589.3132*

St. Mark Signature

* *Kaitlin Schmidt*

Printed Name *Kaitlin Schmidt*



Memoranda of Understanding

Applicant Name: St. Mark Youth Enrichment
Partner Name: University of Wisconsin Platteville
Agreement in place for 21st CCLC Grant purposes
July 1, 2019 through June 30, 2022

Background

“The University of Wisconsin-Platteville provides associate, baccalaureate, and master’s degree programs in a broad spectrum of disciplines including: science, technology, engineering, and mathematics; criminal justice; education; business; agriculture; and the liberal arts. We promote excellence by using a personal, hands-on approach to empower each student to become broader in perspective, intellectually more astute, ethically more responsible, and to contribute wisely as an accomplished professional and knowledgeable citizen in a diverse global community.”
(<https://www.uwplatt.edu/chancellor/mission>)

University of Wisconsin Platteville and St. Mark partner for volunteer opportunities for college students to gain meaningful service experience and for St. Mark students to benefit from trusting and passionate adults that actively engage and support the implementation of program activities.

Purpose

University of Wisconsin Platteville agrees to:

- a. Provide a pool of volunteers, approximately 250-300 hours of service annually.
- b. Post open positions and support recruitment. Recruitment from courses and/or work study programs.

St. Mark Youth Enrichment agrees to:

- a. Provide University of Wisconsin Platteville students an opportunity to engage in experiential service learning with elementary-aged youth through volunteering in before and/or after school programs.
- b. Creating and implementing project-based enrichment activities for before and after school programs for volunteers to engage in.
- c. Share open positions with University of Wisconsin Platteville.

Means of Support

Contribution	Qty/Amt	Value
Financial		
Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
In-Kind	Approximately 270 hours on average at \$22.73 rate	\$6,000
Please describe the contribution being made in detail: In-kind support is provided through volunteer time and services. In-kind volunteer staff time was calculated based the Iowa Value of Volunteer Time rate \$22.73 (https://independentsector.org/resource/vovt_details/)		
Equipment and/or Supplies		
Please describe contribution in detail:		
Facilities		
Please provide description of facilities contributed:		
Staff		
Please describe what staff will be doing:		
Volunteers		
Please describe what volunteers will be doing:		
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
Total Value of Partnership		\$6,000

Partner Signature

* *Edina Haslauer*

Printed Name *Edina Haslauer*
 Organization *University of WI - Platteville*
 Address
 Email
 Phone Number

St. Mark Signature

* *Kaitlin Schmidt*

Printed Name *Kaitlin Schmidt*

FORM A: SITE INFORMATION

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

21CCLC Site Name: Audubon Elementary		
Site Address: 605 Lincoln Ave.		
City, State, Zip: Dubuque, IA 52001		
Phone: 563-552-3300		
Site Contact Person: Ed Glaser, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Audubon Elementary		60
21CCLC Site Name: Lincoln Elementary		
Site Address: 555 Nevada St.		
City, State, Zip: Dubuque, IA, 52001		
Phone: 563-552-4050		
Site Contact Person: Randy Farnum, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Lincoln Elementary		35
21CCLC Site Name: Marshall Elementary		
Site Address: 1450 Rhomberg Ave.		
City, State, Zip: Dubuque, IA, 52001		
Phone: 563-552-4100		
Site Contact Person: Sheila Schmidt, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Marshall Elementary		85
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will comply with federal and state laws which prohibit discrimination on the basis of gender, race, national origin, disability, age, and religion in educational programs. Multicultural, gender fair approaches will be used in planning and implementing request for applications programs. Programs will provide accommodations to students learning English as a second language.

Part B: Use of Funds

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will primarily target students who attend schools eligible for Title I school wide eligible programs and their families. Funds will be spent under the guidelines for federal grants (EDGAR). <https://www2.ed.gov/about/offices/list/osdfs/edgar2008.pdf>

Part C: Supplement, not Supplant

As the designated applicant agency representative, I certify that funds from 21st Century Community Learning Centers Program will supplement, not supplant, existing services and funds. I further certify that funds under this program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

The request for applications program manager or fiscal agent is responsible to notify the Iowa Department of Education immediately any time a deviation occurs or necessity arises to alter any of the goals, program elements, budget or other sections as stated in the request for applications. Program agrees to provide a minimum of 60 hours contact time a month and 30 days of summer school (if applicable).

Part G: Evaluation and Data Collection

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

Part H: Program Site

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will take place in a safe and easily accessible facility. The program site selected is either an elementary or secondary school-site setting or another location that is at least as available and accessible as the school site.

Part I: Collaboration with Schools

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program was developed and will be carried out in active collaboration with the schools the students attend. Effective integration of the 21CCLC with the regular school day requires that there be a dedicated effort to achieve ongoing communication and articulation of issues between regular school and before and after school staff. Such efforts might include, but are not limited to, quarterly meetings with the principal, combining meetings or training opportunities, identifying preferred methods of communication (e.g., a note in the school mailbox, e-mail, etc.), or case conferencing regarding individual students.

Part J: Notice to the Community

As the designated applicant agency representative, I certify that the community to be served by the 21st Century Community Learning Centers Program was given prior notice of this applicant's intent to submit an application.

Part K: Public Review of the Application

As the designated applicant agency representative, I certify that this application and any waiver requested have been made available for public review.

Part L: Parent Consent

As the designated Applicant Agency, I certify that a process will be put in place to obtain parent consent from the parents of students who participate in the proposed Community Learning Center program for the purpose of transferring records between the participant students schools and the proposed program. The Applicant agrees to meet with project staff at the Iowa Department of Education upon request.

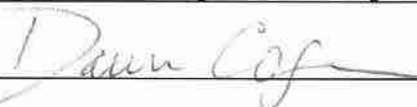
Part M: Private and Public School Consultation

As the designated Applicant Agency, I certify that I have consulted with the private and public school(s) within the boundaries of the school(s) that this application proposes to serve. I certify that the proposal meets the requirement that grantees must provide comparable opportunities for the participation of both public- and private-school students in the areas served by the grant. Include names, dates, and signatures on the separate form.

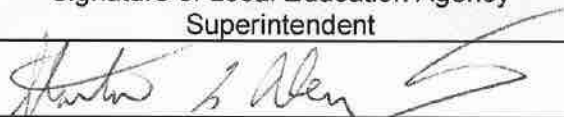


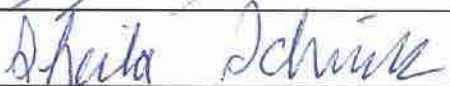
Part N: Grant Termination (Additional conditions in Appendix D)

Grantees are subject to annual progress review by the Iowa Department of Education. The department may terminate a grant with a 10 day notice as a result of a non-compliance issue(s) or if federal funding is no longer available.

Certification: As the authorized representative of the Applicant Agency, and on behalf of the 21st Century Community Learning Centers Program, I agree to fulfill all of the above agreements and conditions.

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	St. Mark Youth Enrichment

Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement data, attendance and other requested data that will be necessary for the evaluation of the 21st Century Community Learning Centers Program, as may be required by the Iowa Department of Education.

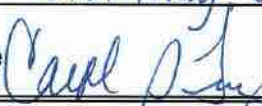

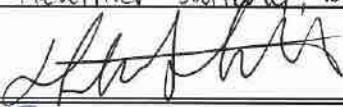



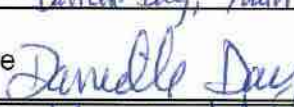

Signature of Local Education Agency Superintendent	Local Education Agency Name
	Dubuque Community School District
Signature of Site Principal for Each 21st Century Community Learning Centers-Funded Site	Site Name
	Audubon
	Lincoln
	Marshall

The building principal will be provided with the D-2 form for their building, showing the number of children to be served and the budget allocated to provide services for those children. The building principal agrees to meet quarterly to discuss the effectiveness of the program in meeting the needs of the children. The building principal provides Free and Reduced Price Lunch status on individual students as needed.

FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Carol Truog, Chief Administrator	Agency	Holy Family Catholic Schools
Signature		Address	2005 Kane St
		City/Zip	Dubuque, IA 52001
		Phone	563-582-5456
Name/Title	DAN KROGER, PSE. Div. Mgr	Agency	CITY OF DUBUQUE
Signature		Address	2200 BUNKER Hill Rd
		City/Zip	DUBUQUE IA
		Phone	563-589-4310
Name/Title	Heather Satterly, Director	Agency	City of Dubuque AmeriCorps Partners in Learning
Signature		Address	1550 Clarke Dr, Dubuque IA 52001
		City/Zip	Dubuque, IA
		Phone	563-584-8644
Name/Title	Rachel Williams, Youth Impact Coordinator	Agency	Community Foundation of Greater Dubuque
Signature		Address	700 Locust St # 195
		City/Zip	Dubuque, IA 52001
		Phone	563-588-2700
Name/Title	Danielle Peterson, President CEO	Agency	215 W 6th
Signature		Address	United Way of Dubuque Area
		City/Zip	Dubuque IA
		Phone	563-588-1415
Name/Title	Amy Kallala	Agency	Four Oaks
Signature		Address	2460 Kurper
		City/Zip	DBQ 52001
		Phone	557-3100
Name/Title	Danielle Day, Youth Service Manager	Agency	Carnegie Stant Public Library
Signature		Address	
		City/Zip	
		Phone	
Name/Title	Marie Morris ED	Agency	Dubuque County Early Childhood
Signature		Address	2310 Chaney Rd
		City/Zip	Dubuque 52002
		Phone	563 888 1040
Name/Title		Agency	
Signature		Address	
		City/Zip	
		Phone	

FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Robert Kimble <i>Executive Director</i>	Agency	Dubuque Dream Center
Signature	<i>Robert Kimble</i>	Address	1600 White Street
		City/Zip	Dubuque, Iowa Phone 563-845-7591
Name/Title	Kelly Larson <i>Human Rights Director</i>	Agency	City of Dubuque
Signature	<i>Kelly Larson</i>	Address	1300 Main St
		City/Zip	Dubuque 52001 Phone (563) 589-4190
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone

NEW FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites for one year):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
3	180	\$299,687.50	\$899,062.50

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION

NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.

Name of Program Site(s) (School Year)	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Audubon Elementary	\$99,895.83	\$99,895.83	\$99,895.83	\$299,687.49	60
Lincoln Elementary	\$58,272.57	\$58,272.57	\$58,272.57	\$174,817.71	35
Marshall Elementary	\$141,519.10	\$141,519.10	\$141,519.10	\$424,557.30	85
Name of Program Site(s) (Summer School)					
	\$	\$	\$	\$	
	\$	\$	\$	\$	

FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET
Applicant Agency: St. Mark Youth Enrichment

Afterschool Site: Audubon Elementary

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Students Served: 60 (D1) Students Enrolled 60

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$73,922.91	\$1,997.92	\$73,922.91	\$1,997.92	\$73,922.91	\$1,997.92	\$227,762.49
Staff Travel	\$1,997.92		\$1,997.92		\$1,997.92		\$5,993.75
Materials	\$1,997.92	\$499.48	\$1,997.92	\$499.48	\$1,997.92	\$499.48	\$7,492.19
Professional Development (minimum 5% per year)	\$5,993.75		\$5,993.75		\$5,993.75		\$17,981.25
Student Access, Transportation etc. (maximum 8% per year)	\$2,297.60	\$199.79	\$2,297.60	\$199.79	\$2,297.60	\$199.79	\$7,492.19
Evaluation (maximum 4% per year)	\$3,995.83		\$3,995.83		\$3,995.83		\$11,987.50
Administrative/ Indirect Costs (maximum 8% per year)	\$6,992.71		\$6,992.71		\$6,992.71		\$20,978.12
Totals	\$97,198.64	\$2,697.19	\$97,198.64	\$2,697.19	\$97,198.64	\$2,697.19	\$299,687.49

*Required: **One form D2 per site.** Please reproduce this page for each site included in the application. Reproduce a page for each Summer school site. NOTE: This is a projected budget and you can make line item adjustments when approved by IDOE. See the budget guide for more information. You are required to provide documentation of enrollment to the IDOE upon request*

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

Applicant Agency: St. Mark Youth Enrichment Afterschool Site: Lincoln Elementary

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Students Served: 35 (D1) Students Enrolled 30

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$43,121.70	\$1,165.45	\$43,121.70	\$1,165.45	\$43,121.70	\$1,165.45	\$132,861.46
Staff Travel	\$1,165.45		\$1,165.45		\$1,165.45		\$3,496.35
Materials	\$1,165.45	\$291.36	\$1,165.45	\$291.36	\$1,165.45	\$291.36	\$4,370.44
Professional Development (minimum 5% per year)	\$3,496.35		\$3,496.35		\$3,496.35		\$10,489.06
Student Access, Transportation etc. (maximum 8% per year)	\$1,340.27	\$116.55	\$1,340.27	\$116.55	\$1,340.27	\$116.55	\$4,370.44
Evaluation (maximum 4% per year)	\$2,330.90		\$2,330.90		\$2,330.90		\$6,992.71
Administrative/ Indirect Costs (maximum 8% per year)	\$4,079.08		\$4,079.08		\$4,079.08		\$12,237.24
Totals	\$56,699.21	\$1,573.36	\$56,699.21	\$1,573.36	\$56,699.21	\$1,573.36	\$174,817.71

Required: One form D2 per site. Please reproduce this page for each site included in the application. Reproduce a page for each Summer school site. **NOTE:** This is a projected budget and you can make line item adjustments when approved by IDOE. See the budget guide for more information. You are required to provide documentation of enrollment to the IDOE upon request.

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

Applicant Agency: St. Mark Youth Enrichment Afterschool Site: Marshall Elementary

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Students Served: 85 (D1) Students Enrolled 80

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$104,724.13	\$2,830.38	\$104,724.13	\$2,830.38	\$104,724.13	\$2,830.38	\$322,663.55
Staff Travel	\$2,830.38		\$2,830.38		\$2,830.38		\$8,491.15
Materials	\$2,830.38	\$707.60	\$2,830.38	\$707.60	\$2,830.38	\$707.60	\$10,613.93
Professional Development (minimum 5% per year)	\$8,491.15		\$8,491.15		\$8,491.15		\$25,473.44
Student Access, Transportation etc. (maximum 8% per year)	\$3,254.94	\$283.04	\$3,254.94	\$283.04	\$3,254.94	\$283.04	\$10,613.93
Evaluation (maximum 4% per year)	\$5,660.76		\$5,660.76		\$5,660.76		\$16,982.29
Administrative/ Indirect Costs (maximum 8% per year)	\$9,906.34		\$9,906.34		\$9,906.34		\$29,719.01
Totals	\$137,698.08	\$3,821.02	\$137,698.08	\$3,821.02	\$137,698.08	\$3,821.02	\$424,557.30

*Required: **One form D2 per site.** Please reproduce this page for each site included in the application. Reproduce a page for each Summer school site. NOTE: This is a projected budget and you can make line item adjustments when approved by IDOE. See the budget guide for more information. You are required to provide documentation of enrollment to the IDOE upon request.*

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

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

St. Mark Youth Enrichment fiscal resources are held at the following financial institutions with account access afforded to Dawn McCoy, Board Chair, Sara Reicks, Board Treasurer, Dawn Cogan, Executive Director. Balances, in the amount \$363,237.60, as of November 30, 2018:

Dupaco Community Credit Union – 3299 Hillcrest Rd, Dubuque, IA 52002 – 563.557.7600
Savings: \$139,988.43 Checking: \$38,604.21

American Trust – 895 Main Street, Dubuque, IA 52001 – 563.582.1841
Apples for Students Checking & Savings: \$66,887.95
Capital Fund Drive Checking: \$15,187.21

Fidelity Bank
Checking: \$102,569.80

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

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

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

Form E: Minority Impact Statement

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

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

- The proposed grant project programs or policies could have a disproportionate or unique **positive** impact on minority persons.

Describe the positive impact expected from this project

Indicate which group is impacted:

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

Describe the positive impact expected from this project:

The school year program sites are offered in Title 1 schools in Dubuque Community School District. Therefore, the majority of students that St. Mark Youth Enrichment serves live in low income families as determined by the percentage of students eligible for free or reduced priced lunch at the schools served; 73.31% of students at Audubon, 68.44% of students at Lincoln, and 51.19% of students at Marshall are eligible. Furthermore, minorities are disproportionately positively impacted by St. Mark's programs. Information from 2018-2018 current program rosters of enrolled students shows 39.2% of students identify as non-white and 4.6% as English Language Learners. Non-white students served is a much higher proportion in comparison to the Dubuque community as a whole where 8.3% identify as non-white and 4% of the population is African American (according to the 2015 Census). In addition 15.2% of students have an Individualized Education Plan (IEP), 51.7% of students were female, and 39.7% of students lived in single, female led households.

St. Mark's programs provide a positive impact by offering academic enrichment while fostering social-emotional growth. The academic services promote student success during the school day, connect students and families to the broader community, and set them up for future achievement in all areas of their lives.

St. Mark partners with the local My Brother's Keeper initiative that promotes the success of young people from cradle to career, particularly young men of color. This partnership has allowed St. Mark to consciously consider the efforts that can be made to positively impact racial minorities. St. Mark is engaged in this initiative by focusing on school readiness and assisting students to be reading at grade level by the 3rd grade.

-
- The proposed grant project programs or policies could have a disproportionate or unique **negative** impact on minority persons.

Describe the negative impact expected from this project

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

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

Indicate which group is impacted:

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

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

Present the rationale for determining no impact.

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

Name: Kaitlin Schmidt Kaitlin Schmidt

Title: Evaluation and Data Management Coordinator

Definitions

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

“Disability”, as defined in Iowa Code Section 15.102, subsection 5, paragraph “b”, subparagraph (1):

b. As used in this subsection:

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

“*Disability*” does not include any of the following:

- (a) Homosexuality or bisexuality.
- (b) Transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders.
- (c) Compulsive gambling, kleptomania, or pyromania.
- (d) Psychoactive substance abuse disorders resulting from current illegal use of drugs.

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

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

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

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

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

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

Contact Steve Crew with the Iowa Department of Education at steve.crew@iowa.gov with questions about non-public consultation.

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

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

Consultation Procedures [Kaitlin S.] [10-15 min.]		
<u>Discussion: Is there a need for participation in St. Mark's offerings? What are any key issues relevant to equitable participation?</u>		
<u>Conclusions: Holy Ghost declined services and no barriers or issues to have equitable participation were identified.</u>		
<u>Action Items:</u> Open communication with St. Mark and Holy Family Schools will exist with annual check ins if any needs change. Kaitlin will be in touch with Todd Wessels at Holy Ghost to discuss any further partnership.	<u>Person responsible:</u> Kaitlin Schmidt	<u>Deadline:</u> 6/1/2019 (annual follow ups for consecutive years)
Questions All Staff [10+ min.]		
<u>Discussion: Discussion around social emotional programming.</u>		
<u>Conclusions: No further questions were asked. St.Mark did share opportunity to partner and provide any resources related to social emotional programming if there is an interest.</u>		
<u>Action Items:</u> NA	<u>Person responsible:</u> NA	<u>Deadline:</u> NA

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

Other Information

Resource persons:	Todd Wessels & Carol Trueg
Special notes:	

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

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

Private School Consultation Meeting Attendance 10/31/2018

Signature

Carol S. Jung
Kaitlin Schmidt

Print

CAROL S. TRUETT
Kaitlin Schmidt

Date

Oct. 31, 2018
10/31/2018

Form G: Previous Sustainability Form

Existing 21st Century Community Learning Center programs are required to document efforts at sustainability according to federal law. This template serves as an opportunity for existing 21st Century Community Learning Centers grantees to document what partners have committed to support through financial contributions, in-kind donations, volunteer time, and other goods and services. A lack of evidence of sustainability will be considered supplanting and will not be funded.

Please describe your existing sustainability efforts, including how existing partners are engaged, how potential sustainability partners are identified and engaged, and how your program will ensure efforts at continued partner engagement. This section should summarize your past five-year sustainability plan. This should be reflected in your narrative and budget. **YOU MUST DOCUMENT SOME LEVEL OF SUSTAINABILITY TO AVOID SUPPLANTING.**

ONLY PREVIOUSLY FUNDED 21st Century Grantees MUST fill out this form. If you had 21st CCLC funding in the past, you must complete this form.

Using the table below, **please indicate the level of sustainability** committed by partners over the past five years. Continued support from partners should be reflected in your budget and budget narrative. (Expand the form as needed to **DOCUMENT** your community partners from the previous grant).

Provide a summary narrative of your previous 21st Century Community Learning Centers Grant work: St. Mark formed as a non-profit in 1988, and is celebrating its 30th anniversary this year. St. Mark began work with the 21st Century Community Learning Centers grant in 2003, with \$165,475 annually to serve 192 students. A different model was in place at that time with programs that included school year and summer programs on site at St. Mark own facility for students from Prescott and Fulton Elementary, and before and after school programs at Audubon Elementary. In 2009 St. Mark was awarded a grant to continue programs at Audubon Elementary and expand to Lincoln and Marshall Elementary proposing to serve 210 students in before/after school, and summer programs; funded at \$227,500 annually. St. Mark then requested and was awarded a 2014-2019 continuation grant at 50% of original funding, \$113,750, focusing solely on before and after school programs at Audubon, Lincoln, and Marshall Elementary while still proposing to serve 210 students. St. Mark continued offering before school options at Prescott and Fulton funded through individual donors and local family foundations.

St. Mark was successfully able to grow program enrollment to 210 students in the school year alone at 50% of 21st funds, and also expand summer program by securing a separate 21st CCLC grant. St. Mark's growth with support of 21st CCLC funds has been incredible. St. Mark has sustained a before school program at Fulton Elementary which was originally funded by 21st CCLC funds serving 20-25 students annually. Now, St. Mark will be able to sustain 40 of the 210 students through community collaborations. This current grant request also proposes to expand to an additional 10 students, with 180 students requested to be funded. Which funds from this application and current sustained students St. Mark would reach 220 total students.

The following table demonstrates the partners who have consistently contributed to St. Mark's sustainability within the last 5 years and to whose contributions support the 40 sustained students.

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
Boy Scouts of America	5+ years	Financial			
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:			
		In-Kind	\$22.73, for 2 staff, for around 15 45 minute sessions each school year = approximately \$500. \$35 for materials per session for 15 sessions annually= \$525		\$1,025
		Please describe the contribution being made in detail: Boy Scouts provides in-kind staff for instruction of their activities as well as consumable materials for each session, which approximately 15 sessions held annually.			
		Equipment and/or Supplies			
		Please describe contribution in detail:			
		Facilities			
		Please provide description of facilities contributed:			
		Staff			
		Please describe what staff will be doing:			
		Volunteers			
		Please describe what volunteers will be doing:			
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:			
		Total Value of Partnership			
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
Dubuque Community School District	30 years	Financial			
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:			
		In-Kind			\$900
		Please describe the contribution being made in detail: The District has provided their time to collect and share data for St. Mark students.			

		Equipment and/or Supplies		
		Please describe contribution in detail:		
		Facilities	175 days x \$75 x 3 sites	\$39,375
		Please provide description of facilities contributed: The use of facilities including the gym and classroom space is provided in-kind by the District at Audubon, Lincoln, and Marshall Elementary.		
		Staff		
		Please describe what staff will be doing:		
		Volunteers		
		Please describe what volunteers will be doing:		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
		Total Value of Partnership		\$40,275
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
Girl Scouts of Eastern Iowa and Western Illinois	5+ years	Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind	\$22.73, for 2 staff, for around 15 45 minute sessions each school year = approximately \$500. \$35 for materials per session for 15 sessions annually= \$525	\$1,025
		Please describe the contribution being made in detail: The Girl Scouts of Eastern Iowa and Western Illinois provides in-kind staff for instruction of their activities as well as consumable materials for each session, which approximately 15 sessions held annually.		
		Equipment and/or Supplies		
		Please describe contribution in detail:		
		Facilities		
		Please provide description of facilities contributed:		
		Staff		

		Please describe what staff will be doing:			
		Volunteers			
		Please describe what volunteers will be doing:			
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:			
		Total Value of Partnership		\$1,025	
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
Green Iowa AmeriCorps	5+ years	Financial			
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:			
		In-Kind	\$22.73, for 2 staff, for around 6-8 45 minute sessions each school year = approximately \$250. \$35 for materials per session for 6-8 sessions annually= \$250	\$500	
		Please describe the contribution being made in detail: Green Iowa AmeriCorps provides in-kind staff for instruction of their activities as well as consumable materials for each session, which approximately 6-8 sessions held annually.			
		Equipment and/or Supplies			
		Please describe contribution in detail:			
		Facilities			
		Please provide description of facilities contributed:			
		Staff			
		Please describe what staff will be doing:			
Volunteers					
Please describe what volunteers will be doing:					
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:					
		Total Value of Partnership		\$500	

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
Loras College	10+ years	Financial			
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:			
		In-Kind	\$22.73 for 125-175 hours of volunteer service annually.	\$3,600	
		Please describe the contribution being made in detail:			
		Equipment and/or Supplies			
		Please describe contribution in detail:			
		Facilities			
		Please provide description of facilities contributed:			
		Staff	\$22.73 for 125-175 hours of volunteer service annually.	\$3,600	
		Please describe what volunteers will be doing: Loras College supports program with in-kind volunteer staffing. Loras volunteers directly engage with students in program activities.			
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: St. Mark incurs costs for back ground checks			
Total Value of Partnership			\$3,600		
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
National Mississippi River Museum & Aquarium	5+ years	Financial			
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:			
		In-Kind	\$22.73, for 2 staff, for around 15 1 hour sessions each school year = approximately \$675. \$35 for materials per session for 15 sessions annually= \$525	\$1,200	
		Please describe the contribution being made in detail: The National Mississippi River Museum & Aquarium provides in-kind staff for instruction of their activities as well as consumable materials for each session, which approximately 15 sessions held annually.			
Equipment and/or Supplies					

		Please describe contribution in detail:		
		Facilities		
		Please provide description of facilities contributed:		
		Staff		
		Please describe what volunteers will be doing:		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
		Total Value of Partnership		\$1,200
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
University of Dubuque	10+ years	Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind		
		Please describe the contribution being made in detail:		
		Equipment and/or Supplies		
		Please describe contribution in detail:		
		Facilities		
		Please provide description of facilities contributed:		
		Staff	\$22.73 for 240 hours of volunteer service annually.	\$5,500
		Please describe what volunteers will be doing: University of Dubuque supports program with in-kind volunteer staffing. UD volunteers directly engage with students in program activities.		
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: St. Mark incurs costs for back ground checks				
Total Value of Partnership		\$5,500		
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
United Way of Dubuque Area Tri-States	5+ years	Financial	\$3,750	\$3,750
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: St. Mark was awarded funds within the United Way's New and Targeted Initiatives grant cycle. Funds are used to support social emotional work. The grant makes up 1% of St. Mark's income budget.		
		In-Kind	\$1,050	\$1,050

		Please describe the contribution being made in detail: Radio advertising spots featuring funded partners help gain awareness of both United Way and the various programs we fund are provided in kind. United Way also provides our Get Connected portal free of charge to area nonprofits which helps match volunteers with meaningful volunteer experiences.			
		Equipment and/or Supplies			
		Please describe contribution in detail:			
		Facilities			
		Please provide description of facilities contributed:			
		Staff			
		Please describe what volunteers will be doing:			
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:			
		Total Value of Partnership		\$4,800	
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
University of Wisconsin Platteville	5+ years	Financial			
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:			
		In-Kind			
		Please describe the contribution being made in detail:			
		Equipment and/or Supplies			
		Please describe contribution in detail:			
		Facilities			
		Please provide description of facilities contributed:			
		Staff	\$22.73 for 270 hours of volunteer service annually.		\$6,000
		Please describe what volunteers will be doing: University of Wisconsin Platteville supports program with in-kind volunteer staffing. UWP volunteers directly engage with students in program activities.			
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: St. Mark incurs costs for back ground checks					
		Total Value of Partnership		\$6,000	

What percentage of your previous grant funding were you able to sustain with community partners

St. Mark was able to sustain 28% of original \$227,500 funding level. However when using the funding formula the 180 students in this request, and the 40 students sustained costs \$365,312.50 annually, or which the \$63,925 is only 17% of true program costs.

How many community partners did you secure in the past five years?

St. Mark works with more than 50 community partners that vary from paid to unpaid and the services they provide. The 9 partners provided in this table have contributed consistently to provide programming space, activities, and, volunteers, or other means of support.

Explain any challenges you had with securing community partners.

St. Mark has success in securing community partners especially for enrichment activities. This does take large efforts of coordination. St. Mark's education coordinator oversees the cultivation of such partnerships. Community partners that provide multi-year funding contributions are more difficult to secure.

Additional Notes: Value of volunteers and in-kind staffing was determined by: Independent Sector (2018) from https://independentsector.org/resource/vovt_details/