

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

**Iowa Department of Education  
Grimes State Office Building  
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Des Moines, Iowa 50319**

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**APPLICATION INFORMATION**

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

County: Dubuque		Amount Requested: \$149,520 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Dawn Cogan		Grant Contact/Project Director: Amanda Avenarius	
Agency Name: St. Mark Youth Enrichment		Agency Name: St. Mark Youth Enrichment	
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**DUNS Number: 61-236-5155**

Data Collection and Evaluation Contact: Kaitlin Kellogg/Rachel Daack		Fiscal Contact: Dawn Cogan/Carla Waterman	
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## **BEFORE YOU APPLY**

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

- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
- The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page: <https://www.educateiowa.gov/documents/building-level/2015/12/2015-16-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated December 31, 2015, 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: Dyersville Elementary
    - Free and Reduced Lunch Rate Percentage: 44.4%
  - Site/Building Name: \_\_\_\_\_
    - Free and Reduced Lunch Rate Percentage: \_\_\_\_\_
  - Site/Building Name: \_\_\_\_\_
    - Free and Reduced Lunch Rate Percentage: \_\_\_\_\_
- **When will the program run?** (Check or highlight applicable option(s) below):
  - Summer School Only
  - Afterschool Only
  - Before and Afterschool
  - Before and Afterschool and Summer School
  - Afterschool and Summer School
- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY17 Request for Applications):
  - 84 number of children x 178 days x \$10 either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = \$149,520 (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.

Funding Request for Year One: \$149,520

Funding Request total for Three Years: \$448,560

Number of Children Served in Year One: 84

Number of Children Served in Three Years: 252

**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 28
- Private For-Profit Organization  
Number of years in operation \_\_\_\_\_

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

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

**REQUEST FOR COMPETITIVE PRIORITY**

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

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

Documentation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

Documentation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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## 21<sup>st</sup> CCLC Request for Application

**Applicant Agency: St. Mark Youth Enrichment Site: Dyersville Elementary**

**Total Funding Request Amount: \$149,520/year; 1,780/student/year**

### **Project Abstract**

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 before and after school and summer learning programs, along with family engagement events and field trips that currently annually engage 400+ students 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. Current programs are offered during the school year at four of Dubuque's Title 1 elementary schools, with 21st CCLC funding helping to support programs at Audubon, Lincoln, and Marshall. Also, a before school program at Fulton, and an after school program at Peosta operate without 21<sup>st</sup> CCLC funds. St. Mark also provides a summer learning program on-site at our own facility in downtown Dubuque and on-site at Dyersville Elementary; which also receive 21st CCLC funds. This application is for St. Mark to expand its before and after school services to Dyersville Elementary.

***Student Need:*** St. Mark identified a need for before and after school programming through various community resources such as the Dyersville Campaign for Grade Level Reading's Community Solutions Action Plan (CSAP), Dyersville Elementary "Data Wall", and a needs assessment survey for parents from multiple schools in Western Dubuque Community School District (WDCSD). A need for programs was also identified through ongoing conversations with the Dyersville Elementary Principal and District leadership, and informal conversations with families and businesses. Areas of student needs include academics; poverty and racial disparities; social-emotional skills; chronic absenteeism; transportation, safety, affordability, and accessibility; lack of available resources; and family literacy. Examples of the need demonstrated through data are:

- The Dyersville Elementary Report Card suggests that the achievement gap is widening, reflecting the school leadership's concern of not having additional supports to meet the needs of the growing diverse and low income population.
- Dyersville Elementary has the highest rate of students eligible for free/reduced lunch in WDCSD (44.4%).

***Project:*** Dyersville Elementary enrolled 278 pre-Kindergarten to 4<sup>th</sup> grade students in the 2015-2016 school year. St. Mark before and after school programs will serve 84 of these students whom are primarily low performing and low income. Enrolled students will benefit from experiential daily programming driven from the St. Mark needs assessment and research base that is enriching and exciting. The before school program attendees will eat breakfast, provided by Dyersville Elementary. The after school program will offer daily healthy snacks that follow USDA guidelines at the beginning of program. Both before and after school program students will have the opportunity to work on homework, guided by program staff. Students will also rotate to activity centers that can range from science experiments, group reading time, journaling, art projects, legos, and much more. Enrichment units are frequently facilitated by community partners with expertise in that area and include field trips to enhance the experience.

St. Mark before school and after school objectives are rooted in the student needs assessment and geared toward improving academic performance and social-emotional skills – specifically related to reading/literacy, STEM and the arts; providing enrichment/character-building engagement activities; addressing family literacy/engagement; and narrowing achievement gaps within identified low-performing populations.

***Research Base:*** St. Mark engages in best practices and research based, data-driven decision making as a priority. Research was compiled from the Dyersville Campaign for Grade Level Reading Community Solutions Action Plan,

WDCSD's 2015-2016 Comprehensive School Improvement Plan (CSIP), a needs assessment survey of parents in WDCSD, along with local and national research. Evidence based curriculum that will be used in programs includes Conscious Discipline, Sue Barton Curriculum, and Mindworks.

**Management and Sustainability:** Program site staff is organized as a team with a site lead who is the nucleus for communication with school staff, parents, and program coordinators. The site lead works closely with the admin coordinators to develop curriculum/enrichment that meets the needs of the students and aligns with school day learning goals. Coordinators oversee all aspects of program quality and report to the associate director. 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.

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 strategies to recruit families/students, share evaluation results, promote partners, and share program information. St. Mark will continue and expand these communication methods into the Dyersville community and develop new relationships through these methods. Outreach efforts with the school, staff/volunteers, parents, community/partners are discussed in detail in this section.

**Partnerships:** St. Mark has long-standing, loyal partnerships with numerous local collaborative partners including WDCSD; Dyersville Elementary principal, admin, strategists and school day teachers; St. Mark Board of Trustees, Iowa State University Extension, Keystone Area Educational Association, Northeast Iowa Community College, parents, youth, and local volunteers, as well as a variety of local businesses and organizations who contribute to sustainability and enrichment.

**Evaluation:** St. Mark recognizes the importance of evaluation, adding an Evaluation and Data Management Coordinator and adopting the Results Based Accountability framework to hold St. Mark accountable for results by utilizing meaningful data to make decisions on program improvement and expansion. 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. A timeline of evaluation tasks is provided in the evaluation section.

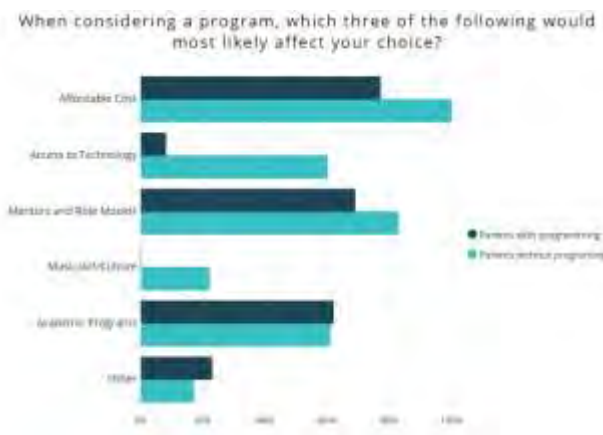
**Budget Narrative:** Projected costs to provide school year programs in this rural community, where none currently exist, are necessary and reasonable. Program activities exceed the required 60 hours per month with 5 hours before school and 12.5 after school each week or just over 75 hours per month. St. Mark programs will be held for 178 days, serving 84 students annually, at Dyersville Elementary resulting in our request for \$149,520/year; totaling 252 students over the course of three years and a total site request of \$448,560. As this is a new program, 21<sup>st</sup> CCLC funding will supplement, rather than supplant, any existing funds. St. Mark programs will operate Monday-Friday with annual operating costs budgeted at \$202,215, exceeding the amount of this particular request. These additional costs will be covered by in-kind donations provided by St. Mark and our partners.

## Student Need

St. Mark's strong partnership with Dyersville Elementary developed from the summer program that began as a pilot in 2014. This is now a strong 7 week program impacting nearly 60 students each summer and yielding measurable academic growth. As this partnership has grown, needs for school year programming have been expressed from administration, parents, and students. Need for programming was also expressed in focus group settings where Dyersville principal, Western Dubuque Community School District (WDCSD) leadership, and parents expressed interest. A specific concern that came up is the lack of services to meet the need of the steadily changing demographics in the community due to increases of socioeconomic and racial diversity. Nationally, there is a disproportionate, higher need for minority and low income groups to access out of school time programs in rural areas. (Afterschool Alliance, 2016). (2.1, 2.2)

A needs assessment survey was conducted with parents from the six elementary schools by the St. Mark Evaluation and Data Management Coordinator. This survey was distributed to parents, analyzed, and shared with principals and the superintendent in December 2015. Response rates and level of need varied from school to school; however, Dyersville had the greatest number of parents interested and in need of a structured program for before and after school. 59 parents from Dyersville completed the needs assessment survey of which 78% were not enrolled in any before or after school programs. National research shows that in rural communities 39% of children and families are interested in afterschool and summer programming but do not have access (Afterschool Alliance, 2016). The needs assessment mirrors this national finding, as 37% of families without programming suggested they would enroll their child into a before and/or after school program. Some parents didn't express immediate interest in enrolling their child into a program and indicated that a lack of current programming options and costs are why they are unsure about enrolling. The 22% of families that were utilizing programs reported their child attended Kid Project, one of the only childcare providers in Dyersville. (2.1, 2.2)

This assessment also asked parents to identify three values that would be important in their choice of before and/or after school programs. Families without programming most often selected affordable costs, mentors/role models, and academics. These families also had a higher interest in access to technology than those who already have children enrolled in a program. These areas of interest align with the model of programming that St. Mark provides. St. Mark's school year programs will meet the needs of these targeted students by providing affordable programming in a safe environment with certified teachers and caring adult mentors including homework help, academic mentoring, unique enrichment, family engagement/literacy, and access to tools and technology students need to reach their full potential. (2.1)



**Academics/Grade Level Reading:** According to the Iowa Department of Education School Reports, Dyersville Elementary and WDCSD are on the watch list for qualifying as a School In Need of Assistance (SINA) for the Annual Measurement Objectives, and the Title 1 status is targeted, with 44.4% receiving free or reduced priced lunch. The 2014-2015 WDCSD Annual Progress Report (Iowa Department of Education, 2015b) identifies whether students reached the reading and math goals.

Year	Groups	Proficiency Percentage	Achievement Gap
2015	FRL, IEP and ELL	88.6%	28.5
	Not FRL, IEP or ELL	97.1%	
2014	FRL, IEP and ELL	77.5%	14.5
	Not FRL, IEP or ELL	92%	
2013	FRL, IEP and ELL	67.3%	22.2
	Not FRL, IEP or ELL	89.5%	

The school year goal, “In the school years 2014-2015 we will continue to decrease the achievement gap in reading proficiency for a gap of less than 5% for Low SES and a less than 15% gap for IEP” was not met. The Dyersville Elementary Report Card (2015) suggests that the achievement gap is widening, reflecting the school leadership’s concern of not having additional supports to meet the needs of the growing low income population. In order to address student academic needs, St. Mark will align with the school day and support the District’s current CSIP (Comprehensive School Improvement Plan) goals that include:

Reading:

- Increase % of students scoring in the proficient level and above as measured on the Iowa Assessments.
- Score at or above our AEA and State averages on the Iowa Assessments in Reading.
- Increase performance on the major domains of the Iowa Core in Reading.
- Increase the % of students meeting benchmark on AIMSWeb for state approved subtests of Kindergarten Letter Naming, First-Second Grade CBM (Fluency), and Third Grade MAZE/Comprehension measure.

Math:

- Increase % of students scoring in the proficient level and above as measured on the Iowa Assessments.
- Decrease the achievement gap between sub-groups of proficient and above as measured on Iowa Assessments.
- Score at or above our AEA and State averages on the Iowa Assessment in Mathematics.
- Increase performance on the major domains of the Iowa Core in Mathematics.

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.

St. Mark is experienced in serving students that struggle in school, are less engaged in the classroom, and experience behavioral and social issues. St. Mark prides itself on hiring staff and volunteers from the education, youth development, social work, and psychology fields with an emphasis on providing staff with professional development opportunities that help them feel confident in meeting academic, behavioral, and social-emotional needs of students. (2.1)

**Student Poverty, Race/Ethnicity:** Dyersville has the highest rate of students eligible for free and reduced lunch in WDCSD (44.4%), and is 13.3% higher than the overall WDCSD’s rate (Iowa Department of Education, 2015b). According to the 2015 Dyersville Campaign for Grade Level Reading CSAP (Community Solutions Action Plan) the median household income is \$44,469 and the community is facing increasing levels of poverty. Students that receive free or reduced price lunches are not achieving at the same level as the average of all students at Dyersville Elementary. While the average reading proficiency of



students K-4 at Dyersville is 77.8% only 66% of students receiving free or reduced priced lunches were reading at proficiency at the end of the 2014-2015 school year (DCGLR, 2015). The effects of childhood poverty on learning and reading are well documented by leaders in the education field. These children often lack access to books/reading materials and can be deficient in oral vocabulary and background knowledge critical to reading comprehension. 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). With additional educational and social emotional enrichment students from low income families can have a greater opportunity to close the achievement gap. (2.1)



***Social-emotional Development:*** St. Mark's program will support students that need additional social-emotional support. Many children from lower socio-economic backgrounds are immersed in adverse childhood experiences which makes it more likely that they will be impaired socially, emotionally, and cognitively. 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 utilizes an evidence-based curriculum called Conscious Discipline to teach social-emotional and relationship building skills to children and their families. Conscious Discipline empowers both adults and children for lifelong success by teaching self-regulation, empathy, assertiveness, composure, and relationship skills (2015). (2.1)

Below are the District's CSIP goals that promote inclusion and safety for students that St. Mark also values and will aim to achieve (Iowa Department of Education, 2016):

- Provide a safe environment that supports student social, emotional, and behavioral development.
- Create a productive learning environment that utilizes exemplary professional practices.
- Ensure a satisfying and productive partnership with families and communities.

***Chronic Absence Rate/Student Mobility:*** According to the Dyersville CSAP (2015), Dyersville Elementary had a 7% absentee rate during the school year 2014-2015. The mobility rate for the same school year was 9%. Although these numbers are lower compared to the more urban surrounding areas, like Dubuque, there is a large impact on the smaller community. According to Attendance Works (2014), students who miss more school than their peers consistently score lower on standardized tests. (2.1)

***Transportation, Safety, & Accessibility:*** Transportation can be a challenge due to the large geographical size of the District. Community groups have been actively working to address these needs and achieved the addition of sidewalks to provide safer means of walking. St. Mark's programming will be located at Dyersville Elementary, therefore accommodating families that have not been able to transport students to other programs. Assessments done by the school have also shown that most working families have capabilities to transport their child to and from the school. When needed, St. Mark will utilize walking school buses to transport students to and from program activities in the community. St. Mark is currently working with the District opportunities and funding to provide additional transportation options. (2.1)

Safety is consistently reported as a strong component of St. Mark's programs. End of year surveys for the last three years suggest that safety is the most frequently picked reason for parents enrolling their child in programs; with parents selecting safety 90% of the time. In the needs assessment survey, affordable cost was selected 100% of the time by parents without programming. To ensure that the program is financially accessible, fees will be offered on a sliding fee scale, and no one will be turned away due to an inability to pay. 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 WDCSD via educators who families trust and are familiar with. (2.1)

***Lack of Resources:*** Dyersville is a small rural community with few available resources. The only option for after school care is Kid Project, a day care facility that is at full capacity. However, there are no organizations in the community that provide the depth or breadth of structured academic enrichment and social-emotional focused development that St. Mark offers. Dyersville Elementary sought out St. Mark's services in 2014 after acknowledging a growing need for programs and recognizing the severe lack of resources/capacity in rural Western Dubuque. (2.1)

***Family Literacy Need:*** There is a clear need for parent instruction and involvement in reading activities at home. St. Mark will address this need by meeting individually with parents of children during the registration process and by encouraging parents to participate in quarterly family literacy events. (2.1)

## **Project**

St. Mark's before school program, Early Risers, and after school program, Step Up, will foster student success by meeting goals and objectives shaped by the needs identified in the St. Mark needs assessment, Western Dubuque Community School District's CSIP (Comprehensive School Improvement Plan), and the Dyersville Campaign for Grade Level Reading CSAP (Community Solutions Action Plan). (3.1)

**Enrollment:** Dyersville Elementary enrolled 278 preK-4<sup>th</sup> grade students in the 2015-2016 school year. St. Mark before and after school programs will serve 84 of these students whom are primarily low performing and low income. Dyersville Elementary utilizes a "Data Wall" that identifies student's academic needs and growth/decline in real time. This data will be used in collaborative efforts with school leadership and teachers to assist in identifying students that could most benefit from the program. Enrollment will be open to these identified students first and will then open to the whole school. This tool will also support St. Mark in aligning with school day goals and instruction that is in place for students. St. Mark aims to include a small percentage of average to above average performing students in the program as research indicates that low-performing students benefit from the example of and interaction with these children. Program is also open to low-performing/free-reduced students at the parochial school, St. Francis Xavier. St. Mark and partners will work with Xavier to identify students and families in need of learning assistance. Program fees will be nominal and offered on a sliding scale, and no family will be turned away due to an inability to pay. (3.1, 3.4)

St. Mark expectation is that students attend at least 3 of the five days each week, or cumulatively 60% of program any given month; with a preferred daily attendance. As stated in the needs assessment, students who miss more school than their peers consistently score lower on standardized tests (Attendance Works, 2014). Teaching intrinsic motivation is a part of St. Mark's philosophy so creating a welcoming, engaging, and fun environment is used to motivate families in attending regularly as well as to promote school attendance. If attendance issues are identified St. Mark and the family will jointly problem solve to overcome barriers to attending. (3.1, 3.4)

Mentors and role models scored high amongst the Dyersville parents that completed the St. Mark needs assessment survey. St. Mark has experience in hiring and training qualified and passionate staff that is able meet the multifaceted needs and build solid relationships with those we serve. The program staff includes certified teachers, paraeducators, AmeriCorps staff, and volunteer mentors. The staff to student ratio in the programs is 1:10 for before and after school. With volunteer mentors, the adult to student ratio is 1:7. All staff, volunteers, and mentors undergo background checks. The programs are led by a site lead that will create innovative lesson plans with activities that are informed by student interests, the State's core standards, and the school day teachers. (3.1, 3.4)

St. Mark is keenly aware of the academic and social-emotional needs/learning abilities of each student based on regular, open communication with the District and parents. In this, 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 ongoing formative assessments to ensure students are making progress in program. St. Mark staff examines State's core standards, in addition to working with school day staff, to identify topics/concepts students learn in the classroom. This data enables staff to build curriculum around relevant topics in order to give low-performing students background, experience and additional assistance. (3.1, 3.2, 3.4)

Enrolled students will benefit from experiential daily programming driven from the St. Mark needs assessment and research base that is enriching and exciting. Included is a general schedule of both the before and after school programs that site leads will incorporate their own lessons and activities into. This model is successfully used in our current programs. 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. Students will also rotate to activity centers that can range from science experiments, group reading time, journaling, art projects, lego construction, and much more. (3.1, 3.2, 3.4)

Enrichment units are frequently facilitated by community partners with expertise in that area and include field trips to enhance the experience. For example, students involved in art enrichment will visit the studio of the artist leading their session. Community partners are also engaged as guest readers or guest experts. For example, Iowa State University extension visits sites to share expertise on nutrition and engages students in making a healthy snack. (3.1, 3.2, 3.4)

Early Risers Before School		Step Up After School	
7:05	Program Begins	3:00	Program Begins
7:40	Site Family Time, Review Routine	3:05	Snack
7:55	Rotate through Reading, Homework, STEM, arts, Physical Literacy Activities and/or Enrichment activities provided by community partners	3:30	Site Family Time, Review Routine
		3:45	Physical Literacy/Large Motor
7:45	Breakfast	4:15	Homework
8:05	Students Dismissed for Start of School	4:45	Rotate through Reading, STEM, arts, Physical Literacy Activities, and/or Enrichment activities provided by community partners
		5:30	End of Program

**Curriculum:** St. Mark utilizes an evidence-based curriculum called Conscious Discipline to teach social-emotional and relationship building skills to children and their families. Conscious Discipline empowers both adults and children for lifelong success by teaching self-regulation, empathy, assertiveness, composure, and relationship skills (2015). Developed using the latest neuroscience and child development research, it teaches the skills needed to manage internal and external conflict so children feel safe, loved, and ready to learn. Other curricula includes Barton Reading and Spelling System, demonstrated as effective in early prevention programs because it is “designed as intense intervention for students who struggle to easily and accurately decode words when reading,” and Mindworks which is a hands-on, multisensory STEM curriculum. Progression of learning activities is based on individual student performance. Evaluation of student progress is ongoing and measured by pre and post testing, and extensive communication with teachers and principals. (3.2, 3.4)

**Family Engagement:** St. Mark will facilitate quarterly family literacy 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. Every event will include a meal and each child will take home new books to build their family library. Additionally, St. Mark will partner with parents and Northeast Iowa Community College (NICC) to promote the adult education opportunities. The classes offered provide basic skills instruction in daily life skills, math, reading, writing and listening, as well as English for Speakers of Other Languages and High School Equivalency Diploma. (3.2)

**Program Goals and Objectives:** St. Mark program goals and objectives are rooted in the student needs assessment and geared toward improving academic and social-emotional skills; addressing family literacy/engagement; providing enriching learning experiences; and model health and wellness along with character-building activities. These goals 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. (3.1, 3.3, 3.4)

**Goal 1: Increase or maintain proficiencies in reading and math.**

**Objective 1.1.** 75% of enrolled students will demonstrate proficiency in annual literacy assessments conducted by WDCSD and St. Mark.

- Measured by Iowa Assessments, AIMSweb, Dyersville Data Wall, observational data from school day teachers and St. Mark staff, and St. Mark pre and post-tests.

**Objective 1.2.** 75% of enrolled students will demonstrate proficiency in annual mathematics assessments conducted by WDCSD and St. Mark.

- Measured by Iowa Assessments, Dyersville Data Wall, observational data from school day teachers and St. Mark staff, and St. Mark pre and post-tests.

**Objective 1.1.** 75% of school-day teachers will report progress in student academics and homework completion.

- Measured by end of year surveys to school day teachers.

**Goal 2: Involve family/caregiver in academic and social-emotional learning opportunities.**

*Objective 2.1.* 75 % of parents will participate in literacy engagement activities.

- Measured by attendance at events, and additional feedback provided by end of year surveys to parents.

*Objective 2.2.* 75 % of parents will report reading to child at home and checking homework.

- Measured by end of year surveys to parents.

*Objective 2.3.* 75% of parents will report improvement of students practicing positive character skills at home.

- Measured by end of year surveys to parents.

**Goal 3: Reinforce the value of learning and reading through enrichment activities.**

*Objective 3.1.* Enrichment activities will be offered on a weekly basis.

- Measured by enrichment calendars.

*Objective 3.2.* 75% of St. Mark students demonstrate a motivation to learn and participate in the classroom.

- Measured by end of year surveys to school day teachers.

**Goal 4: Inform and model healthy lifestyles and active, responsible citizenship.**

*Objective 4.1.* 75% of students will be able to identify the four breathing techniques, and three of the five step self-regulation process used in the Conscious Discipline curriculum.

- Measured by St. Mark pre and post testing of Conscious Discipline skills.

*Objective 4.2.* All enrolled students will attend program 75% of time and meet Dyersville Elementary attendance policies.

- Measured by St. Mark attendance, and Dyersville school day attendance.

*Objective 4.3.* 90% of St. Mark students will report feeling safe and connected to a trusting adult. Measured by end of year surveys to students.

**Agency Experience:** St. Mark has over 28 years of experience in providing out of school time academic programming. St. Mark has grown from serving 13 students in 1988 to now working with more than 400 students annually. Programming was lauded by the City of Dubuque as a “Business of Promise” for delivering to local children the five promises identified for student success: Caring Adults, Safe Places, Healthy Start, Effective Education and Opportunities to Serve. St. Mark has demonstrated the ability to manage/administer similar programs and funding levels over two decades, including two 21<sup>st</sup> CCLC grants, dozens of other grant programs, and have completed all of the necessary evaluation, financial and administrative requirements. (3.5)

**Research Base**

St. Mark is a lead member of the Dyersville Campaign for Grade Level Reading, a coalition 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 focused on attendance, school readiness, and summer learning that will help close the gap. Research was compiled and reported in the Dyersville (CSAP) Community Solutions Action Plan.

The need for Dyersville Elementary students was further captured by a needs assessment survey for parents from multiple schools in the Western Dubuque School District (WDCSD), academic proficiency data from Dyersville Elementary, WDCSD’s 2015-2016 Comprehensive School Improvement Plan (CSIP) (Iowa Department of Education, 2016), and national research of the importance of out of school time programming for rural communities (Afterschool Alliance, 2016).

The Afterschool Alliance and National Summer Learning Association report that regular attendance in high quality afterschool and summer programs is associated with a range of positive academic and social developmental outcomes including improved literacy skills, self-esteem growth, and leadership development. There is also an

emerging focus on research and practice on strategic partnerships that link school, community and family resources. St. Mark programs are rooted in the following: academic enrichment activities; services designed to reinforce and complement regular academic programming; and literacy/related educational development services to participating families. Additionally, the Afterschool Alliance (2016) demonstrated national need for programming in rural areas as well as recommendations to provide quality rural programming to close the gaps that exist. Examples of these recommendations include, increasing efforts to make information accessible, focusing on technology and STEM, supporting growth of available partners and resources, and creating new partnerships.

In the past five years, St. Mark has begun purposeful integration of the Search Institute's 40 Developmental Assets. Research reveals that providing access to as many of the 40 assets as possible ensures a greater possibility that students will succeed in school and become happy, healthy, contributing members of society. Focus on external assets comes from receiving support from non-parental adults, learning in a caring school climate, opportunities to serve others, interacting with positive adult role models, and participating in creative activities, along with family engagement events that set the stage for positive family communication and support. Focus on internal assets comes from fostering a love of learning through fun and engaging academic enrichment activities, support in homework completion, and daily reading. Programming also focuses on developing positive values, being socially and emotionally competent, and positive self-identification through character building curriculums and opportunities to work with and connect to other students and adults.

St. Mark is committed to building upon strong partnerships in a creative and strategic way in order to better connect school, community, and family resources while integrating excellent curricula, including Two by Two Character Education, ISU Extension STEM and nutrition education, WDCSD's Bully Prevention, Positive Behavior Interventions and Supports, Literacy Training, Barton Reading and Spelling System, and Mindworks STEM. St. Mark also implements the research-based classroom management curriculum, Conscious Discipline. Developed using the latest neuroscience and child development research, it teaches the skills needed to manage internal and external conflict so children feel safe, loved, and ready to learn (Conscious Discipline, 2015). Long-time research-based practices that St. Mark follows include: aligning in-school and out-of-school learning, identifying and responding to individual learning needs, paying attention to health and school attendance, partnering with families, and communities.

### **Management and Sustainability Plan**

***Effective Staffing:*** St. Mark will continue to cultivate its strong relationship with Western Dubuque Community School District (WDCSD) to recruit qualified teachers and paraprofessionals and for professional development opportunities.

St. Mark Early Risers, before school, and Step Up, 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 will begin spring 2017. 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. (5.1)

Program site staff is organized as a team with a site lead who is the nucleus 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. 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. 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 paraeducators or college students working toward an education, social work, or youth development degree. (5.1, 5.3)

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 WDCSD 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. We will utilize these same options to engage volunteers at Dyersville Elementary. Our mentoring program is certified by the Iowa Commission on Volunteer Service, meaning that our program has met all required Elements of Effective Practice. (5.1)

**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 WDCSD, 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. (5.1)

St. Mark program admin attend 21st CCLC trainings such as Fall Professional Development Workshop, 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 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 (2015). (5.1)

**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 Dyersville Elementary. To address transportation to before school and from after school programs, St. Mark will work with WDCSD and East Central Intergovernmental Association (ECIA) on bussing for students who need it,

Kid Project on establishing a walking school bus, and parents to build connections for carpooling. 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. For field trips, either school district or ECIA busses will be used to transport students and staff. Parental permission is necessary for all off-site trips and for students who 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. If any parochial school students need transportation to/from a school site, St. Mark will utilize the same resources to accommodate this. (5.2)

St. Mark programs will take place in a safe, inclusive, and accessible facility, Dyersville Elementary. As a school site it is 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 WDCSD via educators who families trust and are familiar with. Currently, 14% of students at Dyersville elementary have an individualized education plan, 7% identify as a race other than white, and .3% are immigrants. Access to translation services is abundant in local colleges that we partner with. (5.2)

**Engaging Stakeholders:** 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. For the past three years, St. Mark has engaged a committed group of partners connected to the summer learning program offered in Dyersville and through our leadership in Dyersville's Campaign for Grade Level Reading. Stakeholders from many sectors including education, parents, enrichment providers, non-profits, local government, business, and child development centers have expressed interest to serve on a 21<sup>st</sup> CCLC advisory group. This group will meet regularly to ensure adequate resources, evaluate outcomes and alignment with WDCSD 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. (5.3)

**Sustainability:** 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 21<sup>st</sup> CCLC funding and has demonstrated an ability not only to sustain but to expand the number of students served following the reduction of current 21<sup>st</sup> CCLC program funds. Two programs serving 75 students are self-sustaining and six programs serving 160 students are operating on 50% of original 21<sup>st</sup> CCLC funds while quality of program continues to improve. (5.4)

Major financial support continues to grow through:

- maximizing federal, state, and local dollars to improve and expand our programs. These grant funds make up 49% 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 24% 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 1500 students and warm winter clothing to more than 200 children in need each year makes up 5% of our budget.
- nominal program and center rental fees account for the remaining 8% 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. (5.4)

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. (5.4)

In alignment with accountability, leadership at all levels infuses a culture where creative thinking and doing are encouraged. Our dynamic, innovative, and inclusive environment attracts those who are best suited to help us put our mission into action, whether they are funders, partners, networks, program participants, or staff. (5.4)

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. (5.4)

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. (5.4)

Over the past 28 years, St. Mark's annual budget has grown from \$16,000 to approximately \$700,000. 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:

*Western Dubuque Community School District:* staff support, space/utilities for programming, transportation, effective communication with families and St. Mark.

*Dyersville Campaign for Grade Level Reading:* The Campaign is a priority of the network partners and helps in providing data collection, strategic planning, convening stakeholders, and connecting resources .

*ISU Dubuque County Extension:* staff support, enrichment activities.

*Loras College, Clarke University, Wartburg College, and University of Dubuque:* Student mentors, staffing, curriculum support, literacy and enrichment activities.

*NICC:* professional development, adult education and literacy courses.

*Dyersville Police and Fire Departments:* programming support.

*Keystone AEA 1:* professional development, curriculum support, supplies/materials.

*Dubuque County Conservation Society, James Kennedy Public Library, FarmTek, Victory Ford, Boy & Girl Scouts, and National Mississippi River Museum & Aquarium:* enrichment activities and field experiences. (5.4)

### **Communication Plan**

St. Mark currently uses many strategies to recruit families/students, share evaluation results, promote partners, and share program information. St. Mark aims to continue and expand these communication methods into the Dyersville community and to develop new relationships through these methods.

**School Day:** In order to recruit parents and youth most in need, the Dyersville staff will reach out to families based on student performance, achievement rate, and income status. These families will be contacted via mail and in-person visits, and referred to St. Mark who will follow up to enroll students in programming. St. Mark's partnership with Dyersville 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 will meet with teachers, counselors and principals at the beginning of the school year to introduce themselves and the program. Rosters and site staff lists will be provided to school principals and teachers so that information can be provided to the appropriate staff on each 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.

**Staff and Volunteers:** Program staff and volunteers receive a handbook at orientation that provides program 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. Consistent 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 with program coordinators, and will 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 has 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 by the program 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 advisory council meetings quarterly 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 21<sup>st</sup> CCLC funds.

### **Partnerships**

Active and collaborative involvement of project partners to provide a unified system of service is evident in the attached Memorandums of Understanding, Letters of Support, 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 all 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, collecting feedback, and ensuring partnership with St. Mark is a win-win. (7.1, 7.2)

**Existing Partnerships:** Western Dubuque Community School District (WDCSD) and Dyersville Elementary 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. In order to provide the best quality programming, St. Mark will facilitate quarterly advisory committee meetings with the Associate Director, Program Coordinators, Dyersville Elementary Principal, and additional stakeholders as needed. A subset advisory group of parents and students will be used to inform these meetings. (7.1)

Several regional colleges and universities have grown into resources and committed partners. Professors from local colleges currently write St. Mark enrichment programming into course syllabi for a variety of departments, classes and clubs including: Education, Social Work, Race & Ethnicity, Children’s Literature and the Intercultural Dept. They also provide St. Mark with excellent mentors, work-study students and the invaluable resources of time and curriculum development for cutting-edge, relevant enrichment programming. (7.1)

Iowa State University Extension has partnered with St. Mark for 14 years, providing dedicated staff to work with students in fun, experiential learning programs. (7.1)

Currently, St. Mark welcomes more than 200 volunteers per year, including local college students, Foster Grandparents and AmeriCorps. We will utilize these same options to engage volunteers at Dyersville Elementary. Our mentoring program is certified by the Iowa Commission on Volunteer Service, meaning that our program has met all required Elements of Effective Practice. (7.1)

Partner name	Contribution toward program
Boy and Girl Scouts	Enrichment
City of Dyersville	Program Support
Dyersville Area Community Foundation	Program Support, Funding
Dyersville Campaign for Grade Level Reading	Program Support, Networking, Resources, Funding
Dyersville Police Department	Enrichment
Farmtek, Toy Museum	Enrichment
Iowa State University Extension	Enrichment, Curriculum
James Kennedy Public Library	Enrichment
Keystone AEA	Materials and Supplies
Loras College, Clarke University, University of Dubuque, University of Wisconsin Platteville	Staffing, Volunteers, Curriculum, Enrichment
Northeast Iowa Community College	Adult Education and Literacy, Staffing
Victory Ford	Books for students, Literacy incentives, Program Support, Publicity
WDCSD and Dyersville Elementary	Space, Recruitment, Data, Staffing, Leadership on Advisory Council, Program Support

**Meaningfully Engaging Partners:** 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 committee meetings; through partner “spotlights” in the quarterly newsletter; and through engaging in and recognizing the important work our partners invest in the community. Some of our efforts include:

**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.

**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 provides “lunch and learns,” and opportunities to serve through mentoring and guest reading/speaking, and visit program for events like Lights on Afterschool.

*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.

*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.

*K-12 schools/Youth* – St. Mark leads local Apples for Students initiative that provides school supplies to 1500 K-12 students annually. St. Mark engages its own youth in feedback and program planning.

*Nonprofits* – St. Mark engages in resource-sharing for professional development, programming, space, and community awareness. (7.2)

## **Evaluation**

***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. (8.1, 8.2)

### ***Evaluation Processes, Tools, and Timeline:***

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. (8.1, 8.2)

St. Mark’s objectives for students will primarily be measured using the end of year surveys. 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. (8.1, 8.2)

Time frame	Task	Details
Mid-August	Staff Orientation	Site Staff are given expectations of evaluations and assessments that be ongoing and at the end of the year.
Early September	School Year Program Begins	
Early September	Student Evaluation	Conscious Discipline pretests start.
11/30	Survey Building	Consulte with Rachel Daack on survey questions. Update questions annually, create URL for surveys to be sent via e-mail.
11/30	Spring Data Reporting Due	21st CCLC APR data is due.
11/30	Local Evaluation Due	Prior year’s 21st CCLC local evaluation is due. Post on website.
12/1	Statewide Evaluation Survey	21st. CCLCC Statewide Evaluation survey is due.
December	Mid-Year Surveys	Send brief survey to capture feedback from staff, parents, partners, principals, etc.
4/15	Student surveys and evaluation	Start the process of student surveys and provide Conscious Discipline posttests. E-mail staff the expectations. Create checklists for staff and get appropriate technology to sites.
5/1	Surveys open	All end of year surveys are opened and scheduled to be sent or delivered. Eval & Data Management Coordinator will rotate through sites to help facilitate student surveys.
5/31	Surveys close	All surveys should be completed and closed. If any paper copies were provided have these entered into surveymonkey manually.
End of May-Early June	School Year Program Ends	
6/15	Request Data	Request State Assessment Data, District Assessment data, Attendance Data, etc.
6/30	Results Summaries	Consult with Rachel Daack and send summary to admin team to review.
July	Disseminate Outcomes	Summary report with photos and share with SY staff, parents, partners, principals, school-day teachers, funders, etc.
July-October	Write 21st CCLC Local Evaluation	
7/31	Prior Fall Semester 21 APR Data Reporting	21st CCLC APR data is due.
7/31	Presentation of SY outcomes	Present at all staff meeting

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 maintains daily attendance records. (8.2)

**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 21<sup>st</sup> CLCC requirements. St. Mark staff will deliver the evaluation reports via e-mail or hardcopies 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. (8.2)

### **Budget Narrative**

Projected costs to provide school year academic programs in this rural community, where none currently exist, are necessary and reasonable. Program activities exceed the required 60 hours per month with 5 hours before school and 12.5 after school each week or just over 75 hours per month. As calculated in the funding formula, St. Mark programs will be held for 178 days, serving 84 students annually, at Dyersville Elementary resulting in our request for \$149,520/year, totaling 252 students over the course of three years and a total site request of \$448,560.

As this is a new program, 21<sup>st</sup> CCLC funding will supplement, rather than supplant, any existing funds. As St. Mark current programming continues to grow and produce meaningful outcomes, our services are being sought after by Western Dubuque Community School District (WDCSD) and in particular at this time, Dyersville Elementary. St. Mark's Early Risers before school and Step Up after school programs will operate Monday-Friday with annual operating costs budgeted at \$202,215 exceeding the amount of this particular request. These additional costs will be covered by in-kind donations provided by St. Mark and our partners.

**Program personnel, benefits:** *\$112,140/yr; total for 3 years = \$336,420.* 75% of the budget is allocated for hiring certified, compassionate staff essential to student success including associate director, program coordinators, site leads, and paraeducators. 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. A rural coordinator will allocate 50% of time (20 hrs/week) for Dyersville programs, while other coordinators and associate director will designate 25% of time (10 hrs/week) due to overseeing other, currently operating sites. All 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 St. Mark evidence-based curriculum. Paraeducators 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:** *\$2,990/yr; total for 3 years = \$8,970.* 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:** *\$3,738/yr; total for 3 years = \$11,214.* 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. WDCSD, ISU Extension and Keystone Area Education Agency provide St. Mark with books and educational materials at no charge.

**Professional Development:** *\$8,971.20/yr; total for 3 years = \$26,913.60.* 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 Professional Development Workshop, 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 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 (2015). Admin 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. St. Mark also takes advantage of staff training services from the Western Dubuque Community School District and Keystone AEA as an in-kind benefit.

**Student Access/Transportation:** *\$3,738/yr; total for 3 years = \$11,214.* 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. WDCSD and ECIA busses will be 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:** *\$7,476/yr; total for 3 years = \$22,428.* 5% 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:** *\$10,466.80/yr; total for 3 years = \$31,400.40.* 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.

**In-Kind:** Collaborative partners provide tremendous in-kind support, including volunteers, mentors, and work-study students, materials, professional development, enrichment opportunities, evaluation tools and resources, space, utilities, custodial services, curriculum and behavior supports. Approximately 5 volunteers will donate 2 hours per week at rate of \$22.25/hr ([www.independentsector.org](http://www.independentsector.org)) for 34 weeks, totaling \$7,565. In-kind donations of space, utilities, and custodial services at school site total \$26,700. Materials utilized through Keystone AEA equates to \$4,500. Professional development, curriculum and behavior supports through WDCSD, other non-profits, colleges, community partners and Keystone AEA adds \$6,130. In-kind donations related to enrichment activities and evaluation total \$7,800. (9.1)



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