

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

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

**Mail Applications to:**

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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: Kaitlin Kellogg	
Agency Name: St. Mark Youth Enrichment		Agency Name: St. Mark Youth Enrichment	
Address: 1201 Locust Street		Address: 1201 Locust Street	
City: Dubuque	Zip: 52001	City: Dubuque	Zip: 52001
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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/district-level/2017/01/2016-17-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated January 24, 2017, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

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

- **What is the Free and Reduced Lunch Rate for each site?** List below (use as many lines as necessary):
    - Site/Building Name: Dyersville Elementary
      - Free and Reduced Lunch Rate Percentage: 49.63%
    - Site/Building Name: \_\_\_\_\_
      - Free and Reduced Lunch Rate Percentage: \_\_\_\_\_
    - Site/Building Name: \_\_\_\_\_
      - Free and Reduced Lunch Rate Percentage: \_\_\_\_\_
  - **Partnerships:** Application proposes to partner with a minimum of 3-5 community organizations as evidenced by signed Memoranda of Understanding (MOUs).
    - St. Mark Youth Enrichment proposes to partner with **more than** the minimum 3-5 community partners as evidenced by signed MOUs included with application.
  - **When will the program run?** (Check or highlight applicable option(s) below):
    - Summer School Only
    - Afterschool Only
    - Before and Afterschool
    - Before and Afterschool and Summer School
    - Afterschool and Summer School
  - **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY18 Request for Applications):
    - 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 29
- 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: Application is jointly submitted as a collaboration between Western Dubuque Community School District and St. Mark Youth Enrichment as evidenced by the attached MOU and original signatures on Form C: Collaborative Signatures

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

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## NARRATIVE TEXT

### 1. PROPOSAL ABSTRACT

**Applicant Agency:** St. Mark Youth Enrichment

**Site:** Dyersville Elementary

**Number of students to be served:** 84 students (regular attendees) annually

**Total amount per student:** \$10/student per day x 178 days = \$1,780/student per year

**Total amount requested per year:** \$149,520

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 500+ 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. St. Mark currently offers school year programs at three sites partially supported by 21st CCLC continuation funding and two that are self-sustaining. St. Mark also provides summer learning programs on-site at our own facility in downtown Dubuque and on-site at Dyersville Elementary; both supported by 21st CCLC funds. Due to a critical lack of rural resources, Western Dubuque Community School District reached out to St. Mark Youth Enrichment, as the premier provider of out-of-school-time services, to implement school year programs on site at Dyersville Elementary School. A small scale pilot program launched in the 2017-2018 school year. This application is for St. Mark to launch a full scale before and after school program that meets the growing needs of low-income and working families.

**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:

- Dyersville Elementary has the highest rate of students eligible for free/reduced lunch in WDCSD with a rate of 49.63%, which has increased by 5.2% within the last year.

**Project:** Dyersville Elementary enrolled 266 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. 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 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, Barton Reading and Spelling System, 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 use curriculum, and develop lesson plans and 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; Dyersville Campaign for Grade Level Reading; Northeast Iowa Community College; United Way; enrichment partners like Girl Scouts, Hillcrest, James Kennedy Public Library, and Green Iowa; as well as parents, youth, and local volunteers.

**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 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 for low-income families, 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 \$202,858, exceeding the amount of this particular request. These additional costs will be covered by in-kind donations provided by St. Mark and our partners.



## 2. STUDENT NEEDS ASSESSMENT

### 2.1 Evidence of need and demographic data

**Academics/Grade Level Reading:** District achievement gaps were reported in the 2015-2016 WDCSD Annual Progress Report (IDOE, 2016b). According to this report 3rd graders from low socio-economic backgrounds have a reading achievement gap of 16%, for students with IEPs the gap is even wider at 31%.

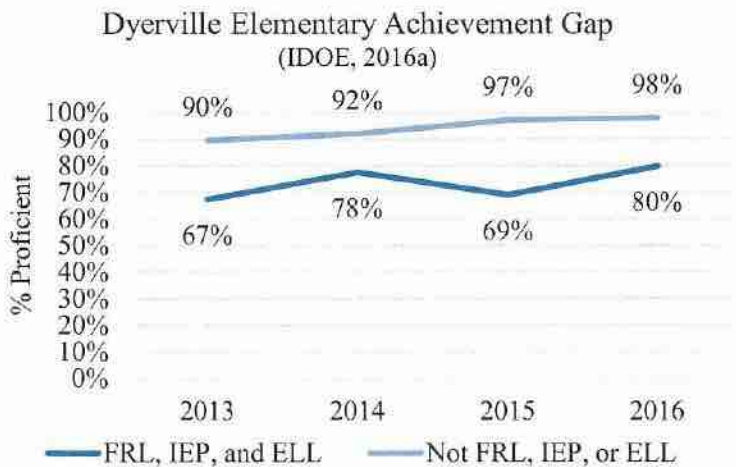
In order to address student academic needs, St. Mark will align with the school day and support the District’s current CSIP (Comprehensive School Improvement Plan) goals (IDOE, 2016c) that include:

- Increase percent of students scoring in the proficient level and above as measured on the Iowa Assessments state assessment in Reading and Mathematics.
- Score at or above our AEA and State averages on the Iowa Assessments in Reading and Mathematics.
- Decrease the achievement gap between sub-groups of those proficient and above as measured on the Iowa Assessments.
- Increase performance on the major domains of the Iowa Core in Reading and Mathematics.
- Increase the percent of students meeting benchmark on AIMS Web for state approved subtests of Kindergarten Letter Naming and First-Second Grade CBM/Fluency, and Third Grade MAZE/Comprehension measure.

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.

**Student Poverty, Race/Ethnicity:** Dyersville has the highest rate of students eligible for free and reduced lunch in WDCSD (49.63%), and is 18.1% higher than the overall WDCSD’s rate (Iowa Department of Education, 2015). 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. This is evidenced with the 5.2% increase of free and reduced lunch eligible students at Dyersville Elementary within the last year.

The achievement gap for reading for students receiving free or reduced priced lunch is 16% and could potentially widen as this poverty grows in this rural area. 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.” More than 10% of Dyersville students identify as a race other than white (IDOE, 2016a). This is the largest percent of all other elementary



schools in the district and is also disproportionately higher than the whole Dyersville population where 2.4% of residents belong to a racial minority group according to the 2010 Census. Additionally, English Language Learners at Dyersville increased from 1% to 5% within just one year.

As the demographics continue to change more supports are necessary to meet the needs of these underserved populations. With additional educational and social emotional enrichment students from low income families can have a greater opportunity to close the achievement gap.

**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).

Below are the District's CSIP goals that promote inclusion and safety for students that St. Mark also values and will achieve (IDOE, 2016c):

- 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.

**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 on opportunities and funding to provide additional transportation options.

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.

**Lack of Resources:** Dyersville is a small rural community with few available resources. The only option for after school care is Kid Project, a childcare 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.

**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 family engagement events offered quarterly. 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.



## 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 Western Dubuque Community School District (WDCSD), parents, youth, community groups and partners. A specific concern that came up is a 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).

Due to a critical lack of rural resources, WDCSD reached out to St. Mark Youth Enrichment, as the premier provider of out-of-school-time programs, to implement programs on site at Dyersville Elementary School. St. Mark worked with district and community partners to establish a pilot before and after school program in the 2017-18 school year.

### *Community Groups and Partners:*

St. Mark is a founding partner of the Dyersville Campaign for Grade Level Reading. This network of partners includes stakeholders from both the public & private schools, city government & parks & rec, healthcare, Dubuque Co Early Childhood, childcare providers, businesses, colleges, library, Chamber, ISU Ext., community based organizations, non-profits, family resource agencies, individual community members, and funders. Partners contributed to assessing community needs resulting in a Community Solutions Action Plan (CSAP). Through this plan partners engaged in the identification of needs and implementing the pilot program.

### *WDCSD:*

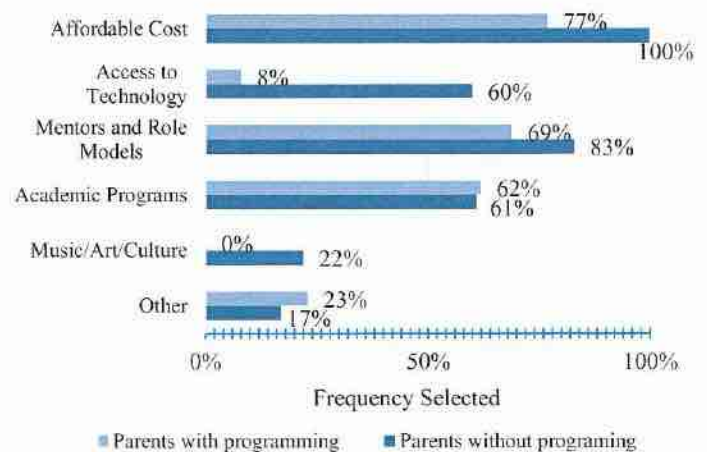
Focus groups conducted with district leadership and staff identified a gap in programs outside of school time that address academic and social-emotional skill development. Dyersville Elementary staff are instrumental in identifying students who would most benefit from the program.

### *Parents and Youth:*

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.

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.

When considering a program, which three of the following would most likely affect your choice?





### 3. PROJECT

#### 3.1 Activities are linked to student needs

St. Mark's before and after school programs 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) (IDOE, 2016c), and the Dyersville Campaign for Grade Level Reading CSAP (Community Solutions Action Plan) (DCGLR, 2015).

**Identifying & Serving Students in Need:** Dyersville Elementary enrolled 266 preK-4<sup>th</sup> grade students in the 2015-2016 school year (IDOE, 2016a). 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. At this time St. Francis Xavier leadership has declined services, but are in support of St. Mark serving the community. Program fees will be nominal and offered on a sliding scale, and no family will be turned away due to an inability to pay. These efforts will ensure that St. Mark is effectively reaching the students identified in the student needs section.

St. Mark expectation is that students attend at least three 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. Parents will be immersed in learning that builds their own and their child's skills through family engagement events. Parents are also engaged during drop off and pick up times where staff purposefully connect, share ideas, and reinforce learning.

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. Program staff includes certified teachers, Para educators, AmeriCorps, college students working toward an education, social work, or youth development degree, 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.

**Activities & Curriculum:** St. Mark programs are rooted in the following: literacy and math skill building, enrichment activities; social emotional development, and family engagement. These focuses address the identified gap in academic achievement and offer enrichment and engaging experiences that are not otherwise available to low income/working families. Site leads will develop weekly lessons that are required to incorporate literacy, homework time, STEM activities and enrichment, while infusing social emotional learning throughout. Curriculum aligned to meet this needs will include the Barton Reading and Spelling System (2016) that is 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,"; Mindworks which is a hands-on, multisensory STEM curriculum; and Conscious Discipline, an evidence-based curriculum that teaches 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 (Conscious Discipline, 2015). 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 Variety of academic, enrichment, family literacy engagement, and snack

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.

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.

Before School		After School	
6:30	Program begins • Greetings • Safe keeper ritual • Homework time • Reading	3:00	Program begins: • Greetings • Safe keeper ritual • Homework time • Reading
6:45	Rotate through centers: • Literacy • STEM • Arts • Enrichment activities	3:20	Site family time & social emotional learning: • Review schedule & expectations • Job assignments • Wish Well • Breathing techniques
		3:30	Enrichment activities
		4:15	Snack
7:15	Physical literacy	4:30	Physical literacy
7:30	Breakfast	5:00	Rotate through centers: • Literacy • STEM • Arts • Enrichment activities
8:05	End of program. Students dismissed for start of school day.		5:30

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.

**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. Parents will also have an opportunity to volunteer in the stakeholder advisory group.

### 3.3 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.

Goal	Objective	Measured by:
<b>Goal 1: Increase or maintain proficiencies in reading and math.</b>	<i>Objective 1.1.</i> 75% of students will demonstrate increased proficiency in annual literacy assessments conducted by WDCSD and St. Mark.	Iowa Assessments, AIMS web, Dyersville Data Wall, observational data from school day teachers and St. Mark staff, and St. Mark pre and post-tests.
	<i>Objective 1.2.</i> 75% of students will demonstrate increased proficiency in annual mathematics assessments conducted by WDCSD and St. Mark.	
	<i>Objective 1.3.</i> 75% of school-day teachers will report progress in student academics and homework completion.	End of year teacher surveys.
<b>Goal 2: Involve family/caregiver in academic and social-emotional</b>	<i>Objective 2.1.</i> Parents will participate in St. Mark family engagement activities.	Parent attendance, and end of year parent surveys.
	<i>Objective 2.2.</i> 75 % of parents will report reading to child at home and checking homework.	End of year parent surveys.

<i>learning opportunities.</i>	<i>Objective 2.3.</i> Parents will be engaged in learning social-emotional skills and techniques.	End of year parent surveys.
<b>Goal 3: Reinforce the value of learning through enrichment activities.</b>	<i>Objective 3.1.</i> Enrichment activities will be offered on a weekly basis.	Enrichment calendars.
	<i>Objective 3.2.</i> 75% of St. Mark students demonstrate a motivation to learn and participate in the classroom.	End of year teacher surveys.
<b>Goal 4: Inform and model healthy lifestyles and active, responsible citizenship.</b>	<i>Objective 4.1.</i> 75% of students will demonstrate growth in social emotional skills.	Pre/post testing with Devereux Student Strengths Assessment, and end of year surveys.
	<i>Objective 4.2.</i> All enrolled students will attend program 75% of time and meet Dyersville attendance policies.	Program attendance records, and Dyersville Elementary school day attendance.
	<i>Objective 4.3.</i> St. Mark programs are a safe, caring, and supportive environment where students feel connected.	End of year student surveys.

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

Program activities and curricula will be informed by best practices, the state and national core standards, the Western Dubuque Community School District CSIP, ongoing communication with the Dyersville leadership and school day teachers, stakeholder advisory group input, and student interest. The St. Mark goals and 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.

St. Mark staff examines the common core standards and works 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.

The CSIP will guide the lessons and implementation of strategies. For example the 2015-2016 CSIP includes grade-level benchmarks for name and sound fluency, phonics, and oral reading to monitor students' academic progress. These skills will be integrated into the daily literacy rotations. Furthermore, St. Mark currently uses a pre/post literacy assessment, Quick Phonics Screener that directly aligns in measuring against these benchmarks.

St. Mark also aligns with Dyersville's social emotional strategies like Positive Behavior Interventions and Supports (PBIS) and the District's CSIP goals that promote inclusion and safety for students: "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." (IDOE, 2016c). St. Mark does this by prioritizing safety and welcoming environments with social emotional integration and the use of curricula like Conscious Discipline.

### 3.5 Evidence of experience in educational outcomes and positive youth development

St. Mark has over 29 years of experience in providing out of school time academic and social-emotional programming. St. Mark has grown from serving 13 students in 1988 to now working with more than 500 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.



#### 4. 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 (DCGLR, 2015).

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) (IDOE, 2016c), 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 (2017). 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.



## 5. MANAGEMENT AND SUSTAINABILITY PLAN

### 5.1 Effective staffing and leadership

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 before 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 will begin spring 2018. 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 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 Para educators or college students working toward an education, social work, or youth development degree.

Staff will report directly to St. Mark program coordinators and associate director who participate in school and district site councils/Parent Teacher Organization 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.

**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.

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 21<sup>st</sup> CCLC 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).

## **5.2 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 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.

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. St. Mark also has access to translation services through local colleges that we partner with.

## **5.3 Leadership structure and stakeholder advisory group engagement**

St. Mark's organizational and program leadership structure lays a strong foundation for providing quality programs that are sustainable and connect stakeholders in meaningful ways. The organizational structure consists of the board, directors, coordinators (program, education, outreach, and evaluation/data management), support staff, site leads/teachers, para educators, and volunteers. The leadership structure flows from this organizational structure.

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 stakeholder advisory group. This group will meet monthly 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.

## **5.4 Continuous program improvement and 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 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. Two programs serving 80 students are self-sustaining and six programs serving 160 students are operating on 50% of original 21st CCLC funds while quality of program continues to improve.

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 1600 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.

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.

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.

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.

Over the past 29 years, St. Mark's annual budget has grown from \$16,000 to approximately \$800,000. 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.



## 6. COMMUNICATION PLAN

St. Mark currently uses many outreach 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 effective communication (at least monthly) 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. Updated lists are provided when changes occur. 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, school year calendar, 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 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 monthly 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.



## 7. PARTNERSHIPS

### 7.1 Partnerships and impact in programs and sustainability

#### *Existing Partnerships:*

St. Mark has strong partnerships throughout the Dyersville and Dubuque County area. Partnerships were created to implement summer programming in Dyersville and existing partners in Dubuque are committed to reaching students in this rural area as well. The table below includes existing partnerships that support St. Mark's programming and are further detailed in the attached Memorandums of Understanding. The following partners are vital to St. Mark's sustainability and offer services and program activities free of charge, providing valuable in-kind services.

<i>Partner</i>	<i>Role &amp; Impact of Partnership</i>
<i>Western Dubuque Community School District &amp; Dyersville Elementary:</i>	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. Meaningful collaboration exists through ongoing communication with families about St. Mark's programming, recruiting staff, and data sharing to monitor student growth. WDCSD and Dyersville Elementary will have representation on the stakeholder advisory committee to ensure alignment with the Comprehensive School Improvement Plan.
<i>Dyersville Campaign for Grade Level Reading:</i>	Dyersville Campaign for Grade Level Reading (DCGLR) supports community wide stakeholders to move the needle on attendance, summer learning, and grade level reading for low income families. Communication happens at campaign network and monthly advisory committee meetings. Both 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:</i>	Girl Scouts will provide at least monthly enrichment at no cost to families with well thought out lesson plans and evaluation of outcomes.
<i>Hillcrest:</i>	Hillcrest will partner to offer enrichment activities focused on prevention, health, and wellness at no cost to St. Mark families. Hillcrest will provide resources and tools to the families including being involved in family engagement events. Hillcrest will also provide any relevant professional development to St. Mark staff.
<i>James Kennedy Public Library:</i>	James Kennedy Public Library will partner with St. Mark to provide literacy focused enrichment activities on site for St. Mark's programs. Both St. Mark and James Kennedy Public Library will share program offerings to families.
<i>Northeast Iowa Community College:</i>	Northeast Iowa Community College (NICC) will offer adult education and literacy programs to any parent of youth enrolled in St. Mark's programs. Their offerings are free of charge and include Adult Basic Education, English for Speakers of Other Languages, and High School Equivalency Diploma.
<i>Green Iowa AmeriCorps:</i>	Green Iowa will partner to provide enrichment activities focused on teaching sustainable practices and will bring education opportunities to staff and community.
<i>United Way of Dubuque Area Tri-States &amp; Iowa:</i>	United Way of the Dubuque Area Tri-States and the United Ways of Iowa will partner to expand capacity, collect and share data, create effective sustainable programs, and engage volunteers, including Foster Grandparents to work one-on-one or small groups to practice literacy and math skills. The local chapter supports St. Mark financially.



Along with included Memorandums of Understanding additional partnerships are evidenced by attached letters of support. These partners are represented within the Dyersville Campaign of Grade Level Reading, including City of Dyersville, Dyersville Area Chamber of Commerce, Dyersville Police Department, Dubuque County Early Childhood, Head Start, ISU Extension, and Loras College. Also, the local parochial school, St. Francis Xavier, declines services but is in support of St. Mark's mission and values the programs that will be offered in their community.

## 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, 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.

In order to provide the best quality programming, St. Mark will facilitate monthly stakeholder advisory group meetings with the Associate Director, Program Coordinators, Dyersville Elementary Principal, and community partners. Parents and students will be consulted to inform these 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, monthly stakeholder advisory group meetings, and by 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. St. Mark will continually inform parents of NICC's adult education and literacy programs and will provide any assistance needed to enroll.

**Enrichment Providers/Businesses**– St. Mark provides access to student populations they might not otherwise be able to reach, awareness of their services, and consistent and structured learning environments. St. Mark assigns a dedicated coordinator to engage, maintain, and recruit providers who align with program goals and mission, as well as create and accommodate scheduling that supports partners' needs. Outcome data and opportunities to engage are also shared at the Dyersville Campaign for Grade Level Reading meetings.

**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 as volunteers.

**WDCSD/Dyersville Elementary** – In addition to before and after school program offerings St. Mark leads local initiatives such as Apples for Students that provides school supplies to 1600 K-12 students and Sponsor Angels program that provides warm clothing for students annually. St. Mark engages its own youth in feedback to have student driven program planning. Student voice will also be engaged within the stakeholder advisory group committee.

**Nonprofits/Childcare Providers** – St. Mark engages in resource-sharing for professional development, programming, space, and community awareness. St. Mark collaborates to fill gaps for low income/working families where access to services is limited in this rural community.



## 8. EVALUATION

### 8.1 Evidence of experienced evaluation/evaluator

St. Mark's evaluation practices have become more robust in the last few years. In March of 2015 an Evaluation and Data Management Coordinator (EDMC) part-time position was added. This position has grown to full-time and 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. EDMC cooperates with Department of Education to provide all requested data and program information to the State. EDMC 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 EDMC 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. A plan for continuous improvement is created and implemented based on the data and feedback provided.

### 8.2 Evaluation procedures and plan

**Evaluation Processes, Tools, and Timeline:** 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. Current assessments used are Quick Phonics Screener (QPS) measuring literacy skills, the standardized number knowledge assessment measures general math knowledge, and the Devereux Student Strengths Assessment (DESSA) that measures 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. St. Mark program coordinators will regularly monitor the implementation and effectiveness of literacy, math, and enrichment activities; parent engagement efforts; daily attendance; and social emotional learning.

Evaluation results collected from the above methods as well as analysis provided by the outside evaluator are dissected by admin team, assessed for capacity to implement, and developed into a plan to refine, improve, and strengthen program. Results are then shared with all stakeholders to build community support and continually engage partners in program improvement.



Timeframe	Task	Details
Mid-August	Staff Orientation	Site staff are given expectations of evaluations and assessments that will be ongoing and conducted at the end of the year.
Early September	<i>School Year Program Begins</i>	
Early September	Student Evaluations	Pre-tests for literacy, math, and social emotional learning.
11/30	Survey Building	Consult with Rachel Daack on survey needs.
11/30	Spring Data Reporting Due	21 <sup>st</sup> CCLC APR data is due.
11/30	Local Evaluation Due	Prior year's 21 <sup>st</sup> CCLC local evaluation ins due. Post on website.
11/30	Statewide Evaluation Survey	21 <sup>st</sup> CCLC Statewide Evaluation survey is due.
December	Mid-Year Surveys	Send brief survey to capture feedback from staff, parents, partners, principal, etc.
4/15	Student Surveys and Evaluation	Begin survey distribution for students to be administered on site. Conduct post-tests for literacy, math, and social emotional learning.
5/1	Surveys Open	All end of year surveys are open and distributed. Ongoing monitoring of progress done by Eval & Data Management Coordinator.
5/31	Surveys Close	All end of year surveys should be completed and closed. Any hard-copy surveys will be entered.
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 Rachel Daack and send summary to admin team to review. Conduct analysis internally.
July	Disseminate Outcomes	Summary report with photos and share with SY staff, parents, principals, school-day teachers, funders, etc.
July-October	Write 21 <sup>st</sup> CCLC Local Evaluation	Begin writing to submit by November 30 <sup>th</sup> .
7/31	Prior Fall Semester 21 APR Data Reporting	21 <sup>st</sup> CCLC APR data is due.
7/31	Presentation of SY Outcomes & Plan for Continuous Improvement	Present summaries, observations, and recommendations at staff meeting to dissect, assess capacity, 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 21<sup>st</sup> CLCC requirements. St. Mark staff will deliver the evaluation reports via e-mail or hardcopies to parents, staff, volunteers, schools, funders, 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

Projected costs to provide school year academic programs in this rural community, where none currently exist for low income families, 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.

**Program personnel, benefits:** *\$113,636/yr.; total for 3 years = \$340,908.* 76% of the budget is allocated for hiring certified, compassionate staff essential to student success including associate director, program coordinators/support, 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. A coordinator assigned to this rural site 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/support 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. 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:** *\$2,990/yr.; total for 3 years = \$8,970.* 2% of the budget is allocated to funds used for program visits, networking/community meetings, and 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, program phones, 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 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 East Central Intergovernmental Association 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:** \$5,980/yr.; total for 3 years = \$17,940. 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:** \$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, 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 \$24.14/hr. for 34 weeks, totaling \$8,207.60 (Independent Sector, 2017). 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.

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

As this is a new program for low income families, 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 before and after school programs will operate Monday-Friday with annual operating costs budgeted at \$202,858 exceeding the amount of this particular request. St. Mark's admin costs request totals \$10,466.80 which is 7% annually. Additional costs will be covered by in-kind donations provided by St. Mark and our partners including through sufficient administrative and volunteer time to operate a quality program.



## 10. REFERENCE LIST

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**Memoranda of Understanding  
 St. Mark Youth Enrichment and  
 Dyersville Campaign for Grade Level Reading  
 July 2018 to June 2021**


This agreement is entered into effect July 1, 2018 through June 30, 2021 between St. Mark Youth Enrichment 21<sup>st</sup> CCLC Program and Dyersville Campaign for Grade Level Reading.


**Dyersville 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. collaborate with St. Mark and other partners to offer family engagement events including family literacy nights and kick-off to school
- c. participate in monthly 21<sup>st</sup> CCLC advisory committee meetings
- d. facilitate the writing and implementation of a Community Solutions Action Plan
- e. expand the capacity of St. Mark to create awareness and educate the Dyersville community on the importance of literacy rich environments, especially for low-income students
- f. collect and share data with network partners on the collective impact being made
- g. support St. Mark in creating effective, sustainable programs that meet the needs of Dyersville'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 21<sup>st</sup> 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 need at Dyersville Elementary
- h. focus on creating sustainable programs that truly transforms lives

 11-29-17  
 Dawn Cogan Date  
 Executive Director  
 St. Mark Youth Enrichment

 11/29/17  
 Jessica Pape Date  
 Dyersville Community Coordinator  
 Campaign for Grade Level Reading







**Memoranda of Understanding  
 St. Mark Youth Enrichment and  
 Green Iowa AmeriCorps  
 July 2018 to June 2021**

This agreement is entered into effect July 1, 2018 through June 30, 2021 between St. Mark Youth Enrichment 21<sup>st</sup> CCLC Program and Green Iowa AmeriCorps programs

**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

  
 Dawn Cogan  
 Executive Director  
 St. Mark Youth Enrichment

11/30/17  
 Date

  
 Ashley L. Craft  
 Director  
 Green Iowa AmeriCorps

12/04/2017  
 Date



**Memoranda of Understanding  
St. Mark Youth Enrichment and  
Girl Scouts of Eastern Iowa and Western Illinois  
July 2018 to June 2021**

This agreement is entered into effect July 1, 2018 through June 30, 2021 between St. Mark Youth Enrichment 21<sup>st</sup> CCLC Program and Girl Scouts of Eastern Iowa and Western Illinois.

**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

 11-26-17  
Dawn Cogan Date  
St. Mark Executive Director

 11-27-17  
Robin Summers Date  
GSEIWI Community Outreach Manager





**Memoranda of Understanding  
St. Mark Youth Enrichment and  
Hillcrest Family Services  
July 2018 to June 2021**

This agreement is entered into effect July 1, 2018 through June 30, 2021 between St. Mark Youth Enrichment 21<sup>st</sup> CCLC Program and Hillcrest Family Services

**Hillcrest Family Services agrees to:**

- a. provide enrichment activities focused on prevention, health, and wellness at no cost; topics include social awareness, community service, mental health, self-esteem, tobacco prevention, body safety, healthy choices, friendship, bullying, and nutrition.
- 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 awareness, education, resources, and tools to their families including being involved in family engagement events if requested
- e. provide relevant, evidence based professional development to St. Mark staff with terms agreed upon by both agencies

**St. Mark Youth Enrichment agrees to:**

- a. provide an appropriate space to accommodate the needs of the program
- b. collaborate with Hillcrest to determine program dates and times
- c. provide site staff during each program
- d. inform families of services offered by Hillcrest and engage them in outreach opportunities such as family events when appropriate
- e. partner with Hillcrest for professional development with terms agreed upon by both agencies

 11/26/17  
 Dawn Cogan Date  
 Executive Director  
 St. Mark Youth Enrichment

 11/27/17  
 Vicki Gassman Date  
 Community Health Education Outreach Manger  
 Hillcrest Family Services



**Memoranda of Understanding  
 St. Mark Youth Enrichment and  
 James Kennedy Public Library  
 July 2018 to June 2021**

This agreement is entered into effect July 1, 2018 through June 30, 2021 between St. Mark Youth Enrichment 21<sup>st</sup> CCLC Program and James Kennedy Public Library

**James Kennedy Public Library agrees to:**

- a. provide enrichment activities focused on literacy and arts up to 4 times per month on site at Dyersville Elementary
- 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. inform program participants and their families of other activities and programs held at the library and help to enroll them

**St. Mark Youth Enrichment agrees to:**

- a. provide an appropriate space to accommodate the needs of the activities
- b. collaborate with James Kennedy Public Library to determine program dates and times
- c. provide site staff during each activity
- d. partner with James Kennedy Public Library to bring awareness of library activities to the families we serve and encourage participation

*Dawn Cogan* 11-28-17  
 Dawn Cogan Date  
 Executive Director  
 St. Mark Youth Enrichment

*Kim Benton-Hermesen* 11/20/2017  
 Kim Benton-Hermesen Date  
 Youth Services Librarian  
 James Kennedy Public Library





Memoranda of Understanding  
 St. Mark Youth Enrichment and  
 Northeast Iowa Community College  
 July 2018 to June 2021

Northeast Iowa Community College agrees to 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 agrees to continually inform parents of these Adult Education and Literacy programs and will provide any assistance necessary to help St. Mark parents to enroll.

*Dawn Cogart* 11.22.17  
 Dawn Cogart Date  
 Executive Director  
 St. Mark Youth Enrichment

*Wendy Milum-Herald* 11.28.17  
 Wendy Milum-Herald, Ph.D. Date  
 Vice President Business & Community Solutions  
 Northeast Iowa Community College



**Memoranda of Understanding  
St. Mark Youth Enrichment and  
United Way of Dubuque Area Tri-States  
July 2018 to June 2021**

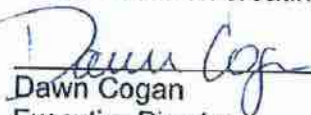
This agreement is entered into effect July 1, 2018 through June 30, 2021 between St. Mark Youth Enrichment 21<sup>st</sup> CCLC Program and United Way of Dubuque Area Tri-States

**United Way of Dubuque Area Tri-States agrees to:**


- a. provide Foster Grandparent volunteers to work with identified students one-to-one or in small groups to practice literacy and math skills
- b. manage application, training, and placement of Foster Grandparents
- c. engage community volunteers to opportunities to serve at St. Mark through our Get Connected portal
- d. invite St. Mark to apply each grant cycle for funding that could help support their school year programs at Dyersville Elementary
- e. expand the capacity of St. Mark to create awareness and educate the Dyersville community on the importance of literacy rich environments, especially for low-income students
- f. collect and share data on the collective impact being made
- g. support St. Mark in creating effective, sustainable programs that meet the needs of Dyersville'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 Dyersville Elementary
- h. focus on creating sustainable programs that truly transforms lives

  
Dawn Cogan  
Executive Director  
St. Mark Youth Enrichment

11-28-17  
Date

  
Danielle Peterson  
President/CEO  
United Way of Dubuque Area Tri-States

12-6-17  
Date



**Memoranda of Understanding  
 St. Mark Youth Enrichment and  
 United Ways of Iowa  
 July 2018 to June 2019**

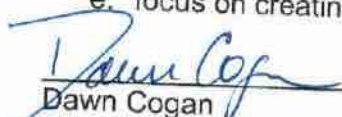
This agreement is entered into effect July 1, 2018 through June 30, 2019 between St. Mark Youth Enrichment 21<sup>st</sup> CCLC Program and United Ways of Iowa

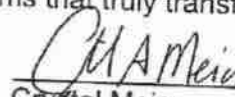
**United Ways of Iowa agrees to:**

- a. offer volunteer opportunities through the Foster Grandparent program to work with St. Mark identified students one-to-one or in small groups to practice literacy and math skills
- b. manage application, training, and placement of Foster Grandparents
- c. collect and share data on the collective impact being made
- d. support St. Mark in creating effective, sustainable programs that meet the needs of Dyersville's most vulnerable youth and families

**St. Mark Youth Enrichment agrees to:**

- a. provide meaningful volunteer opportunities
- b. collaborate with United Ways of Iowa to best match volunteers to students in need
- c. evaluate programs and share data/outcomes with United Ways of Iowa
- d. provide innovative, progressive programs that effectively contribute to academic and social emotional success for students in need at Dyersville Elementary
- e. focus on creating sustainable programs that truly transforms lives

 12.5.17  
 Dawn Cogan Date  
 Executive Director  
 St. Mark Youth Enrichment

 12/5/2017  
 Crystal Meier Date  
 Director, National Service Program  
 United Ways of Iowa







1100 16th Ave. Ct. SE  
Dyersville, IA 52040

Tel: (563) 875-2311  
Fax: (563) 875-8391

e-mail: [dyersvillechamber@dyersville.org](mailto:dyersvillechamber@dyersville.org)  
[www.dyersville.org](http://www.dyersville.org)

*Serving the communities of Dyersville, Eastville, Farley, Luxemburg, New Vienna, Petersburg and Worthington*

November 30, 2017

Dear Department of Education,

On behalf of Dyersville Area Chamber of Commerce, I am writing this letter of support for St. Mark Youth Enrichment for their 21<sup>st</sup> Century grant application. St. Mark Youth Enrichment has and continues to provide valuable educational programming to low-income youth and families that is transforming lives.

The Chamber has an established partnership with St. Mark Youth Enrichment and fully supports their pursuit of a 21<sup>st</sup> Century grant to ensure we continue to solve our community's complex issues while maintaining and advancing the quality of life and economic prosperity of the Dyersville area.

We currently partner with St. Mark Youth Enrichment to provide enrichment activities that support their academic and social-emotional growth opportunities for vulnerable students in our community. We are grateful that St. Mark Youth Enrichment serves the educational needs of elementary students in the community and fully support their grant to provide before and after school programs at Dyersville Elementary.

Sincerely,

Karla Thompson

Executive Director

Dyersville Area Chamber of Commerce

City of  
**Dyersville**

340 1st Avenue East, Dyersville, Iowa 52010 • Phone: 563-875-7724 • Fax: 563-875-8238  
www.cityofdyersville.com

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November 27, 2017

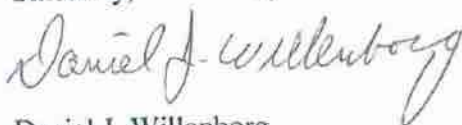
Dear Department of Education,

On behalf of the City of Dyersville, I am writing this letter of support for St. Mark Youth Enrichment for their 21st Century grant application. St. Mark Youth Enrichment has and continues to provide valuable educational programming to low-income youth and families that is truly changing lives for the better.

The City of Dyersville has an established partnership with St. Mark Youth Enrichment and fully supports their pursuit of a 21st Century grant to ensure we continue to meet the many needs of the families we both serve.

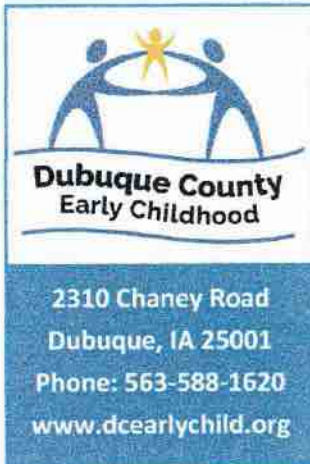
In the past, we have partnered with St. Mark Youth Enrichment to provide STEM and wellness enrichment activities for students enrolled in summer time programs. We are grateful that St. Mark Youth Enrichment serves the educational needs of elementary students in the community and fully support their grant to provide before and after school programs at Dyersville Elementary.

Sincerely,



Daniel J. Willenborg  
Mayor





November 27, 2017

Dear Department of Education:

On behalf Dubuque County Early Childhood (DCEC), I am writing this letter of support for St. Mark Youth Enrichment for their 21<sup>st</sup> Century grant application. St. Mark Youth Enrichment has and continues to provide valuable educational programming to low-income youth and families – they are transforming the lives of our community’s most vulnerable members.

DCEC has an established partnership with St. Mark Youth Enrichment through our annual Kids Expo-Dubuque County event, a family resource fair. Additionally, we collaborate with St. Mark on the Campaigns for Grade Level Reading in Dubuque and Dyersville, Iowa.

As an early childhood organization, we appreciate St. Mark’s commitment to create positive change and track progress that ensures they are making a meaningful difference in the lives they touch each day. DCEC fully supports their pursuit of a 21<sup>st</sup> Century grant to ensure all families have access to fun and safe learning spaces when school is not in session.

As a partner who also works to improve the lives of families with young children, we are grateful that St. Mark Youth Enrichment serves the educational and social needs of elementary students in the community. DCEC looks forward to being a valuable resource to St. Mark as they provide before and after school programs at Dyersville Elementary.

Sincerely,

Sherri Edwards, Director  
Dubuque County Early Childhood

**Board of Directors**

Nick Patrum, *Chair*

Angela Petsche, *Vice Chair*

Dan Huss, *Secretary*

Gina Blean

Amy Cameron

Kim Glaser

Jim Guentherman

Kevin Lynch

Linda Martin

Ashlee Metcalf

Michelle Milbert-Parsons

Joel Reicks

Cindy Steffens

Jeff Turner

Don Vrotsos

Ashley Weber

Jay Wickham

Sherri Edwards, *Director*

*Healthy &  
Successful  
Children*

MOU also included



DYERSVILLE  
CAMPAIGN FOR  
GRADE-LEVEL  
READING

November 27, 2017

Dear Mr. Jaras;

I am pleased to write to you to share my thoughts and appreciation for the programming that St. Mark Youth Enrichment is able to provide with support from the 21<sup>st</sup> Century grant. Earlier this year, Dyersville was named a Pacesetter Community by the National Grade Level Reading Campaign. Although we have multiple partners that have helped us to achieve palpable results in our area youth, St. Mark Youth Enrichment is a key leader in that. I have seen firsthand the commitment St. Mark Youth Enrichment has as they provide valuable educational programming to low-income youth and families that is truly changing lives for the better.

We have an established partnership with St. Mark Youth Enrichment and are grateful for their commitment to ensure we continue to meet the many needs of the families we both serve. Their focus on social emotional health and the whole of a child has caught the attention and interest of programs around the nation and the impact of their services are evident in the children they serve as well as their staff and the assessment scores.

For the past four years, St. Mark has been in our community and setting the bar high with other providers to stress the importance of social-emotional learning as well as focusing on ways to help low-income youth and engage their families and entire communities. They continue to be progressive in implementing programming throughout the summer months as well as during other non-school hours. We are grateful that St. Mark Youth Enrichment serves the educational needs of elementary students in the community and are thankful for all they do to help Dyersville and the entire community be progressive with quality programming.

In Partnership,



Jessica Pape  
Dyersville GLR Coordinator

563-920-9206 [jpape1112@gmail.com](mailto:jpape1112@gmail.com)



*MOU also included*



WESTERN DUBUQUE COUNTY COMMUNITY SCHOOL DISTRICT

**DYERSVILLE ELEMENTARY SCHOOL**

813 12<sup>TH</sup> AVENUE, SW DYERSVILLE, IA 52040-1743

PHONE: 563-875-8484 FAX: 563-875-8265

WEBSITE: [www.wdbqschools.org](http://www.wdbqschools.org)

November 27, 2017

Dear Department of Education,

On behalf of Dyersville Elementary, I am writing this letter of support for St. Mark Youth Enrichment for their 21<sup>st</sup> Century grant application. St. Mark Youth Enrichment has and continues to provide valuable educational programming to low-income youth and families that is truly changing lives for the better.

Dyersville Elementary has an established partnership with St. Mark Youth Enrichment and fully supports their pursuit of a 21<sup>st</sup> Century grant to ensure we continue to meet the many needs of the families we both serve.

We currently partner with St. Mark Youth Enrichment to provide academic and social-emotional growth opportunities for our students enrolled in their summer time programs. We are grateful that St. Mark Youth Enrichment serves the educational needs of elementary students in the community and fully support their grant to provide before and after school programs at Dyersville Elementary.

Sincerely,

*Linda M. Martin*

Linda M. Martin

Dyersville Elementary Principal

**WESTERN DUBUQUE BOARD OF EDUCATION**

Mark Knuth

Chad Vaske

Jessica Pape

John Lembezeder

Mark Tilson

Jeni Schindler

*President*

*Vice-President*

*Board Secretary*

# Dyersville Police Department

338 1<sup>st</sup> Avenue East, Dyersville, Iowa 52040



**Chief Brent C Schroeder**  
**bschroeder@cityofdyersville.com**

**Phone (563) 875-7724**  
**Fax (563) 875-2070**

December 2, 2017

St. Mark Youth Enrichment  
1201 Locust Street  
Dubuque, IA 52001

Dear Dawn,

I would like to take this opportunity to express our gratitude on the great job St. Mark Youth Enrichment is doing for the community with the out of school time programs that you have in place.

America's law enforcement leaders know from experience and the research that the hours from 2 to 6 PM on school days are the "prime time for juvenile crime". More than seven in every ten school age children are in households where both parents or the only parent are in the work force. On a regular basis, 14 million children are left unsupervised by adults after the school day ends. Quality, constructive and highly supervised programs can cut crime immediately and convert after school hours into safe learning time.

St. Mark Youth Enrichment provides this. We can attest that St. Mark helps the Dyersville Police Department by giving these kids a safe, structured, supportive and supervised environment during the critical after school hours.

Sincerely,

A handwritten signature in black ink, appearing to read "Brent C Schroeder". The signature is fluid and cursive, with a large initial "B" and "S".

Brent C Schroeder  
Chief of Police  
338 1<sup>st</sup> Avenue E  
Dyersville, IA 52040





1395 John Fitch Blvd., South Windsor, CT 06074  
1440 Field of Dreams Way, Dyersville, IA 52040

Corporate Offices  
Distribution Center

November 22, 2017

Dear Department of Education,

On behalf of FarmTek, I am writing this letter of support for St. Mark Youth Enrichment for their 21<sup>st</sup> Century grant application. St. Mark Youth Enrichment has and continues to provide valuable educational programming to low-income youth and families that is truly changing lives for the better.

FarmTek has an established partnership with St. Mark Youth Enrichment and fully supports their pursuit of a 21<sup>st</sup> Century grant to ensure we continue to meet the many needs of the families while developing and preparing our future work force.

We have partnered with St. Mark Youth Enrichment to provide enrichment activities that support their academic and social-emotional growth opportunities for vulnerable students in our community. We are grateful that St. Mark Youth Enrichment serves the educational needs of elementary students in the community and fully support their grant to provide before and after school programs at Dyersville Elementary.

Sincerely,

Cathy Eiben

Administrative Assistant

563-875-2288 x7795

MOU also included

November 27, 2017

Dear Department of Education,

On behalf of the Girl Scouts of Eastern Iowa & Western Illinois, I am writing this letter of support for St. Mark Youth Enrichment for their 21<sup>st</sup> Century grant application. St. Mark Youth Enrichment has and continues to provide valuable educational programming to low-income youth and families that is truly changing lives for the better.

The Girl Scouts of Eastern Iowa & Western Illinois has an established partnership with St. Mark Youth Enrichment and fully supports their pursuit of a 21<sup>st</sup> Century grant to ensure we continue to meet the many needs of the families while developing and preparing our future work force.

We currently partner with St. Mark Youth Enrichment to provide enrichment activities that support their academic and social-emotional growth opportunities for vulnerable students in our community. We are grateful that St. Mark Youth Enrichment serves the educational needs of elementary students in the community and fully support their grant to provide before and after school programs at Dyersville Elementary.

Sincerely,

*Robin Summers*

Robin Summers

Community Outreach Manager

**Girl Scouts of Eastern Iowa and Western Illinois**

510 Mulberry St.

Waterloo, IA 50703

Office: [319-232.6601](tel:319-232-6601) ext. 521

Cell: [319-504-5349](tel:319-504-5349)

[Facebook](#) | [Twitter](#)

[Pinterest](#) | [Instagram](#)



*Girl Scouts builds girls of courage, confidence, and character, who make the world a better place.*





# Operation: New View Community Action Agency

Serving the people of Dubuque, Delaware and Jackson Counties in Iowa

□ Central Office  
1473 Central Avenue  
Dubuque, Iowa 52001-4853  
(563) 556-5130  
FAX (563) 556-4402

□ Dubuque County  
Outreach Center  
1473 Central Avenue  
Dubuque, Iowa 52001-4853  
(563) 556-5130  
FAX (563) 556-4402

□ Delaware County  
Outreach Center  
721 South 5th Street, Suite B  
P.O. Box 443  
Manchester, Iowa 52057-0443  
(563) 927-4629  
FAX (563) 927-5818

□ Jackson County  
Outreach Center  
904 East Quarry  
Maquoketa, Iowa 52060  
(563) 652-5197  
FAX (563) 652-5198

□ Child & Adult Care  
Food Program Office  
750 5th Street NW  
Dyersville, Iowa 52040  
(563) 875-7452  
FAX (563) 875-7452

**Member:**

Iowa Community  
Action Association

Region VII Association  
of Community Action  
Agencies

Community Action  
Partnership  
(National Association)

November 28, 2017

Dear Department of Education,

On behalf of Operation: New View Community Action Agency, Head Start Program, I am writing this letter of support for St. Mark Youth Enrichment for their 21<sup>st</sup> Century grant application. St. Mark Youth Enrichment has and continues to provide value educational programming to low-income youth and families that is truly changing lives for the better.

Our Head Start Program has an established partnership with St. Mark Youth Enrichment and fully supports their pursuit of a 21<sup>st</sup> Century grant to ensure we continue to meet the many needs of the families we both serve.

We currently collaborate with St. Mark to inform and connect our families to the academic and social-emotional growth opportunities available for our students and siblings through St. Mark programs. We are grateful that St. Mark Youth Enrichment serves the education needs of elementary students in the community and fully support their grant to provide before and after school programs at Dyersville Elementary.

Sincerely,

Brenda Sullivan  
Operation: New View CAA  
Early Childhood Program Director

Visit us on the web at: [www.operationnewview.org](http://www.operationnewview.org)

An Equal Opportunity Employer and Service Provider

MDU also included



A ministry of the Iowa Conference of the United Methodist Church and the Synod of Lakes and Prairies, Presbyterian Church (USA)  
Accredited by The Joint Commission

ADMINISTRATION

2005 Asbury Road

Dubuque IA 52001

563/584-7357

Toll Free: 877/437-6355

Fax: 563/584-7026

[www.hillcrest-ia.org](http://www.hillcrest-ia.org)

November 22, 2017

Dear Department of Education,

On behalf Hillcrest Family Services, I am writing this letter of support for St. Mark Youth Enrichment for their 21<sup>st</sup> Century grant application. St. Mark Youth Enrichment has and continues to provide valuable educational programming to low-income youth and families that is transforming the lives of community's most vulnerable members.

Hillcrest Family Services has an established partnership with St. Mark Youth Enrichment. As a healthcare provider, we work with them to bring awareness, education, resources, and tools to their families and professional development to their staff. Hillcrest Family Services fully supports their pursuit of a 21<sup>st</sup> Century grant to ensure we continue to meet the many needs of the families.

We currently partner with St. Mark Youth Enrichment to provide enrichment activities focused on prevention, health, and wellness. Topics include social awareness, community service, mental health, self-esteem, tobacco prevention, body safety, healthy choices, friendship, bullying, and nutrition. We are grateful that St. Mark Youth Enrichment serves the educational and social needs of elementary students in the community and fully support their grant to provide before and after school programs at Dyersville Elementary.

Sincerely,

A handwritten signature in blue ink that reads "Vicki Gassman".

Vicki Gassman

Community Health Education Outreach Manager  
Hillcrest Family Services



IOWA STATE UNIVERSITY  
Extension and Outreach

Katie Peterson  
Dubuque County  
14858 West Ridge Lane, Suite 2  
Dubuque, Iowa  
Phone: 563-583-6496  
FAX: 563-583-4844  
E-mail: katiejp@iastate.edu

November 30, 2017

Dear Department of Education,

On behalf of Iowa State University Extension and Outreach of Dubuque County, I am writing this letter of support for St. Mark Youth Enrichment for their 21<sup>st</sup> Century grant application. St. Mark Youth Enrichment has and continues to provide valuable educational programming to low-income youth and families that is truly changing lives for the better.

Iowa State University Extension and Outreach of Dubuque County has an established partnership with St. Mark Youth Enrichment and fully supports their pursuit of a 21<sup>st</sup> Century grant to ensure we continue to meet the many needs of the families while developing and preparing our future work force.

We currently partner with St. Mark Youth Enrichment to provide enrichment activities that support their academic and social-emotional growth opportunities for vulnerable students in our community. We are grateful that St. Mark Youth Enrichment serves the educational needs of elementary students in the community and fully support their grant to provide before and after school programs at Dyersville Elementary.

Sincerely,

*Katie Peterson*

Katie Peterson

Youth Program Specialist



IOWA STATE UNIVERSITY  
Extension and Outreach



November 27, 2017

Dear Department of Education,

On behalf of Loras College, I am writing this letter of support for St. Mark Youth Enrichment for their 21<sup>st</sup> Century grant application. St. Mark Youth Enrichment has and continues to provide valuable educational programming for youth and families who are low-income and supports them in their efforts to make and sustain positive changes in their lives.

Loras College has an established partnership with St. Mark Youth Enrichment and fully supports their pursuit of a 21<sup>st</sup> Century grant to ensure we continue to meet the needs of families, while developing and preparing our future workforce. Loras students benefit from this partnership as well, as it helps create meaningful, high impact curricular and co-curricular experiences from which they learn about civic engagement and a variety of other academic disciplines.

We currently partner with St. Mark Youth Enrichment to provide staffing, volunteers, curriculum support and enrichment activities intended to support SMYE's academic and social-emotional growth opportunities for students who are vulnerable in our community. We are grateful that they serve the educational needs of elementary students and fully support their grant to provide before and after school programs at Dyersville Elementary School.

Sincerely,

Maggie Baker, Service Learning Coordinator  
Center for Experiential Learning  
Loras College





203 2nd Street SW • Dyersville, Iowa 52040  
Ph. 563-875-7376 • Fax 563-875-7037

November 28, 2017

Dear Department of Education,

On behalf of St. Francis Xavier School, I am writing this letter of support of St. Mark Youth Enrichment for their 21<sup>st</sup> Century grant application. St. Mark Youth Enrichment has and continues to provide valuable educational programming to low-income youth and families that is truly changing lives for the better. St. Francis Xavier has an established partnership with St. Mark Youth Enrichment and fully supports their pursuit of a 21<sup>st</sup> Century grant to ensure we continue to meet the many needs of the families we both serve. We currently partner with St. Mark Youth Enrichment to provide academic and social-emotional growth opportunities for our students enrolled in their summer time programs. We are grateful that St. Mark Youth Enrichment serves the educational needs of elementary students in the community and fully support their grant to provide before and after school programs at Dyersville Elementary.

Sincerely,

A handwritten signature in blue ink that reads 'Peter Smith'.

Peter Smith

Title: Principal

**FORM A: SITE INFORMATION**

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

<b>21CCLC Site Name: Dyersville Elementary</b>		
<b>Site Address: 813 12<sup>th</sup> Ave SW</b>		
<b>City, State, Zip: Dyersville IA 52040</b>		
<b>Phone: 563-875-8484</b>		
<b>Site Contact Person: Linda Martin, Principal</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
Dyersville Elementary		84
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> Century Community Learning Centers Program will primarily target students who attend schools eligible for Title I school wide eligible programs and their families.

**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 following completion of the 21CCLC award period.

**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, if requested.

**Part H: Program Site**

As the designated applicant agency representative, I certify that the 21<sup>st</sup> 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 21<sup>st</sup> 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, 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 21<sup>st</sup> 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**

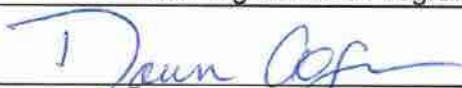
As the designated Applicant Agency, I certify that I have consulted with the private and public school(s) within the boundaries of the school(s) that this application proposes to serve. I certify that the proposal meets the requirement that grantees must provide comparable opportunities for the participation 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)**

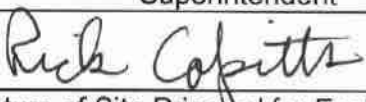
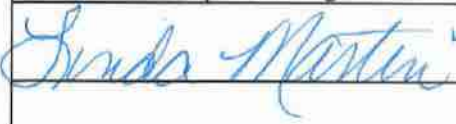
Grantees are subject to annual progress review by the Iowa Department of Education. The department may terminate a grant with a 10 day notice as a result of a non-compliance issue(s).



**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

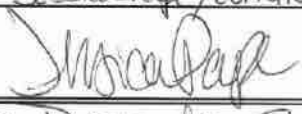
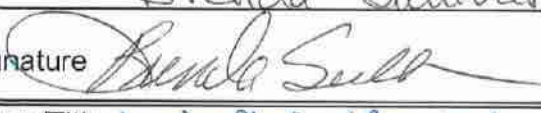

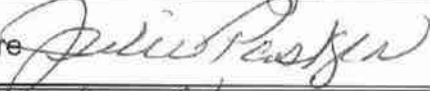





**Certification:** As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement 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
	Western Dubuque Community School District
Signature of Site Principal for Each 21 <sup>st</sup> Century Community Learning Centers-Funded Site	Site Name
	Dyersville Elementary School

### 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	Jessica Page / Community Coordinator	Agency	Dyersville Grade Level Reading
Signature		Address	1112 2nd Ave SE
		City/Zip	Dyersville / 52040
		Phone	563-920-9266
Name/Title	Brenda Sullivan	Agency	Operation: New View CAA
Signature		Address	1473 Central Head Start
		City/Zip	Dubuque 52001
		Phone	563-556-5130
Name/Title	Linda Martin / Principal	Agency	Dyersville Elementary School
Signature		Address	813 12th Avenue SW
		City/Zip	Dyersville
		Phone	563-875-8484
Name/Title	Julie Paszko	Agency	Parent
Signature		Address	2174 145th Ave.
		City/Zip	Manchester
		Phone	563-920-2784
Name/Title	Dee Rake	Agency	Dyersville Elementary School
Signature		Address	30026 Side Castle Rd
		City/Zip	Dyersville
		Phone	563-875-8484
Name/Title	Allison Oress	Agency	Dyersville Community member
Signature		Address	303 6th Ave SE
		City/Zip	52040, Dubuque
		Phone	563-513-8503
Name/Title	Carrie Thielen	Agency	Dyersville Community member
Signature		Address	402 11th Ave SE
		City/Zip	Dyersville, 52040
		Phone	(563) 581-5215
Name/Title	Kelli Welu / teacher	Agency	Dyersville Elementary School
Signature		Address	813 12th Ave SW
		City/Zip	Dyersville
		Phone	563-875-8484
Name/Title	Rick Colpitts / Superintendent	Agency	Western Dubuque Comm. School District
Signature		Address	310 4th St SW
		City/Zip	Farley / 52046
		Phone	563-744-3885



**FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY**

<b>21CCLC TOTAL FUNDING REQUEST</b> (Before and/or After School and Summer Program Funds)		
<b>Number of program sites included in this application:</b>	<b>Total number of students being served (all sites for one year):</b>	<b>Total three-year funding request (all sites):</b>
1	84	\$448,560
	<b>Total first-year funding request (all sites):</b>	
	\$149,520	

<b>FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION</b>					
<b>NOTE:</b> 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	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
Dyersville Elementary	\$149,520	\$149,520	\$149,520	\$448,560	84
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

**TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 84**

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

**Applicant Agency:** St. Mark Youth Enrichment      **Site:** Dyersville 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. **Number of Students Served:** 84

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	111,394.00	2242.00	111,394.00	2242.00	111,394.00	2242.00	340,908.00
Staff Travel	2890.00	100.00	2890.00	100.00	2890.00	100.00	8,970.00
Materials	3538.00	200.00	3538.00	200.00	3538.00	200.00	11,214.00
Professional Development (minimum 5% per year)	8971.20		8971.20		8971.20		26,913.60
Student Access, Transportation etc. (maximum 8% per year)	3538.00	200.00	3538.00	200.00	3538.00	200.00	11,214.00
Evaluation (maximum 4% per year)	5980		5980		5980		17,940
Administrative/ Indirect Costs (maximum 8% per year)	10,466.80		10,466.80		10,466.80		31,400.40
<b>Totals</b>	<b>146,778.00</b>	<b>2,742.00</b>	<b>146,778.00</b>	<b>2,742.00</b>	<b>146,778.00</b>	<b>2,742.00</b>	

*Required: **One form D2 per site.** Please reproduce this page for each site included in the application.*

*NOTE: This is a projected budget and you can make line item adjustments when approved by IDOE. See the budget guide for more information.*



### 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, Carla Waterman, Board Treasurer, Dawn Cogan, Executive Director. Account balances as of November 30, 2017:

Dupaco Community Credit Union – 3299 Hillcrest Rd, Dubuque, IA 52002 – 563.557.7600  
Savings: \$162,175.83                      Checking: \$99,559.98

American Trust – 895 Main Street, Dubuque, IA 52001 – 563.582.1841  
Apples for Students Checking & Savings: \$35,385.84  
Capital Fund Drive Checking: \$20,379.36

Fidelity Bank  
Checking: \$101,854.68

\* 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: St. Mark's programs have a disproportionate and unique positive impact on minority persons. Students at Dyersville Elementary are of lower socio-economic status and more racially diverse than the rest of the community. This school has a disproportionate percentage of students who are eligible for free or reduced-price lunches, 49.63%. This is 18.1% higher than the overall Western Dubuque Community School District. During the 2015-2016 school year 10.2% of the enrolled students were non-white. This is disproportionately higher than the Dyersville community where only 2.4% of the population identifies as non-white (according to the 2010 Census). The school's ELL population has increased from 1% to 5% in just the past year.

According to Dyersville Campaign for Grade Level Reading one of every four students is not reading proficiently by the end of 3<sup>rd</sup> grade. 34% of students who receive free/reduced lunches and 16.5% of students in non-white ethnic groups are not meeting proficiency standards.

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 and in their futures. The offerings are accessible and offered on a sliding scale basis, and no family is turned away for an inability to pay program fees. Students St. Mark serves have greater social-emotional development needs, require access to community partner enrichment resources to bridge achievement gaps, and benefit greatly from family literacy engagement activities. St. Mark programs will continue to meet the needs of these targeted students by providing a safe, engaging learning environments with caring adults. St. Mark will provide innovative enrichment and learning activities and access to tools students need to reach their full potential.

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 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:

- |  |   |
|--|---|
| <input type="checkbox"/> Women                     | <input type="checkbox"/> Pacific Islanders        |
| <input type="checkbox"/> Persons with a Disability | <input type="checkbox"/> American Indians         |
| <input type="checkbox"/> Blacks                    | <input type="checkbox"/> Alaskan Native Americans |
| <input type="checkbox"/> Latinos                   | <input type="checkbox"/> Other                    |
| <input type="checkbox"/> Asians                    |   |

- 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: Dawn Cop  
Title: Executive Director

#### **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 *ESE/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.

**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** Dawn Cogan & Peter Smith] [10 minutes]

Discussion Discussion: Dawn and Peter discussed the academic and social-emotional focus of St. Mark programs, as well as the opportunity for Xavier students to participate. Peter is familiar with how students are identified and services St. Mark offers as Xavier families take part in summer programming.

Conclusions: Needs of Xavier families are being met at this time. However, their programs are at capacity so if a future unmet need would arise, Peter will explore options for Xavier families, including St. Mark programs.

<u>Action Items:</u> N/A	<u>Person responsible:</u> N/A	<u>Deadline:</u> N/A
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**Questions** All Staff [5 minutes]

Discussion: Peter asked about the length of the grant. Dawn explained funding for years 1-3 and 4-5 along with work St. Mark does for sustainability including strategic partnerships.

Conclusions: Peter expressed the program at Dyersville Elementary is necessary and gratitude that funding opportunities are available to get the program up and running.

<u>Action Items:</u> N/A	<u>Person responsible:</u> N/A	<u>Deadline:</u> N/A
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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**

<b>Resource persons:</b>	
<b>Special notes:</b>	

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.

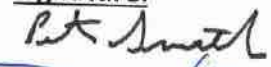
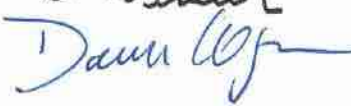
**Note: Outcomes for your consultation: A) Services will be provided, name site, and number of children to be served, B) Services were declined.**



Private School Consultation with St. Francis Xavier Meeting Attendance

Date: November 28, 2017

Time: 1:30-1:55 pm

<u>Name:</u>	<u>Email:</u>	<u>Title:</u>	<u>School/Organization:</u>	<u>Signature:</u>
Peter Smith	psmith@xavier.pvt.k12.ia.us	Principal	St. Francis Xavier School	
Dawn Cogan	dcogan@stmarkyouthenrichment.org	Exec. Director	St. Mark Youth Enrichment	

Peter's phone # 563.875-7376

Dawn's phone # 563.582.6211 x.100