

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

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Des Moines, Iowa 50319**

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**APPLICATION INFORMATION**

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

County: Dubuque		Amount Requested: \$573,750 (Total Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Dawn Cogan		Grant Contact/Project Director: Dawn Cogan/Amanda Avenarius	
Agency Name: St. Mark Youth Enrichment		Agency Name: St. Mark Youth Enrichment	
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Is this an application for a continuation grant? (Check yes or no):  Yes  No

## 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 25
- Private For-Profit Organization  
Number of years in operation \_\_\_\_\_

Enter Federal Employer ID Number:

42-1338364 **OR**

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 in need of assistance (SINA)*** under Title I (Section 1116). *5 additional points awarded*

Documentation: Iowa Dept. of Education SINA List

Example of documentation: SINA list provided by the Iowa Department of Education available at [www.educateiowa.gov](http://www.educateiowa.gov).

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

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

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

77 Polk	11 Heartland	1737 Des Moines Independent	0863 Studebaker Elementary School		MET	MET	SINA-1	Delay-2	MET
77 Polk	11 Heartland	1737 Des Moines Independent	0886 Morris Elementary School	S	MET	MET	SINA-4	SINA-5	MET
77 Polk	11 Heartland	1737 Des Moines Independent	0904 Willard Elementary School	S	MET	MET	SINA-4	SINA-5	MET
77 Polk	11 Heartland	1737 Des Moines Independent	0913 Windsor Elementary		MET	MET	SINA-4	SINA-1	MET
77 Polk	11 Heartland	1737 Des Moines Independent	0931 Wright Elementary School		MET	MET	SINA-5	SINA-5	MET
77 Polk	11 Heartland	1737 Des Moines Independent	0935 Downtown School		MET	MET	MET	MET	MET
77 Polk	11 Heartland	1737 Des Moines Independent	0977 Orchard Place School		MET	MET	Delay-2	Delay-2	Removed-
77 Polk	11 Heartland	1737 Des Moines Independent	0984 Walnut Street School Pomerantz Learning Cente		MET	MET	Removed	Removed	MET
77 Polk	11 Heartland	1737 Des Moines Independent	0988 Ruby Van Meter School		MET	MET	MET	MET	MET
80 Ringgold	14 Green Hills	1782 Diagonal Comm School	0172 Diagonal Junior-Senior High School		MET	MET	MET	Watch	MET
80 Ringgold	14 Green Hills	1782 Diagonal Comm School	0409 Diagonal Elementary School	S	MET	MET	MET	MET	MET
38 Grundy	7 AEA 267	1791 Dike-New Hartford Com	0172 Dike-New Hartford High School		MET	MET	MET	MET	MET
12 Butler	7 AEA 267	1791 Dike-New Hartford Com	0209 Dike-New Hartford Junior High School	T	MET	MET	SINA-1	SINA-1	MET
38 Grundy	7 AEA 267	1791 Dike-New Hartford Com	0409 Dike Elementary School	T	MET	MET	MET	MET	MET
12 Butler	7 AEA 267	1791 Dike-New Hartford Com	0418 New Hartford Elementary School	T	MET	MET	MET	MET	MET
99 Wright	7 AEA 267	1854 Dows Comm School Di	0418 Dows Elementary School	S	MET	MET	MET	MET	MET
31 Dubuque	1 Keystone	1863 Dubuque Comm School	0109 Dubuque Senior High School		MET	MET	SINA-7	SINA-8	Watch
31 Dubuque	1 Keystone	1863 Dubuque Comm School	0118 Hempstead High School		Watch	Watch	SINA-2	SINA-3	MET
31 Dubuque	1 Keystone	1863 Dubuque Comm School	0209 Thomas Jefferson Middle School		MET	MET	SINA-5	SINA-5	MET
31 Dubuque	1 Keystone	1863 Dubuque Comm School	0218 George Washington Middle School		MET	MET	SINA-5	SINA-5	MET
31 Dubuque	1 Keystone	1863 Dubuque Comm School	0225 Eleanor Roosevelt Middle School		MET	MET	SINA-3	SINA-3	MET
31 Dubuque	1 Keystone	1863 Dubuque Comm School	0409 Carver Elementary School		MET	MET	SINA-1	Watch	MET
31 Dubuque	1 Keystone	1863 Dubuque Comm School	0418 Audubon Elementary School	T	MET	MET	SINA-3	SINA-3	MET
31 Dubuque	1 Keystone	1863 Dubuque Comm School	0427 Bryant Elementary School		MET	MET	MET	MET	MET
31 Dubuque	1 Keystone	1863 Dubuque Comm School	0436 Eisenhower Elementary School		MET	MET	SINA-1	SINA-1	MET
31 Dubuque	1 Keystone	1863 Dubuque Comm School	0472 Fulton Elementary School	T	MET	MET	SINA-3	SINA-4	MET
31 Dubuque	1 Keystone	1863 Dubuque Comm School	0475 Hoover Elementary School		MET	MET	Watch	SINA-1	MET
31 Dubuque	1 Keystone	1863 Dubuque Comm School	0481 Irving Elementary School		MET	MET	Watch	Watch	MET
31 Dubuque	1 Keystone	1863 Dubuque Comm School	0494 John Kennedy Elementary School		MET	MET	Watch	SINA-3	MET
31 Dubuque	1 Keystone	1863 Dubuque Comm School	0499 Lincoln Elementary School	T	MET	MET	SINA-4	SINA-5	MET
31 Dubuque	1 Keystone	1863 Dubuque Comm School	0508 Marshall Elementary School	T	MET	MET	SINA-1	SINA-4	MET
31 Dubuque	1 Keystone	1863 Dubuque Comm School	0520 Prescott Elementary School	T	MET	MET	SINA-8	SINA-7	MET
31 Dubuque	1 Keystone	1863 Dubuque Comm School	0522 Segeville Elementary School		MET	MET	Watch	SINA-2	MET
31 Dubuque	1 Keystone	1863 Dubuque Comm School	0526 Table Mound Elementary School		MET	MET	SINA-3	SINA-1	MET
7 Black Ha	7 AEA 267	1908 Dunkerton Comm Scho	0172 Dunkerton High School		MET	MET	SINA-1	SINA-2	MET
7 Black Ha	7 AEA 267	1908 Dunkerton Comm Scho	0409 Dunkerton Elementary	T	MET	MET	SINA-2	Watch	MET
43 Harrison	13 Green Hills	1917 Boyer Valley Comm Sch	0172 Boyer Valley Middle/High School		MET	MET	SINA-3	SINA-2	MET
24 Crawford	13 Green Hills	1917 Boyer Valley Comm Sch	0418 Boyer Valley Elementary School	T	MET	MET	Removed	SINA-1	MET
16 Cedar	9 Mississippi Bend	1926 Durant Comm School D	0109 Durant High School		MET	MET	Watch	MET	MET
16 Cedar	9 Mississippi Bend	1926 Durant Comm School D	0409 Durant Elementary School	T	MET	MET	MET	Watch	MET
16 Cedar	9 Mississippi Bend	1926 Durant Comm School D	0418 Durant Middle School		MET	MET	Watch	SINA-1	MET
99 Wright	5 Prairie Lakes	1944 Eagle Grove Comm Sch	0109 Eagle Grove High School		MET	MET	SINA-2	Watch	MET
99 Wright	5 Prairie Lakes	1944 Eagle Grove Comm Sch	0209 Robert Blue School		MET	MET	SINA-4	SINA-3	MET
99 Wright	5 Prairie Lakes	1944 Eagle Grove Comm Sch	0418 Eagle Grove Elementary	T	MET	MET	MET	SINA-2	MET

St. Mark Youth Enrichment  
21<sup>st</sup> CCLC Continuation Grant Proposal 2014  
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**Early Risers, Step Up 21<sup>st</sup> CCLC Continuation Funding Project Abstract**  
**Applicant Agency: St. Mark Youth Enrichment (formerly St. Mark Community Center)**  
**Total Funding Request Amount: \$573,750, \$114,750/year, \$546.00/student**

St. Mark Youth Enrichment (St. Mark) is a non-profit agency that has served vulnerable youth and families in Dubuque, Iowa for 25 years. St. Mark is the only agency in Dubuque that offers daily structured academic assistance, youth mentoring, and character development at no cost to children who qualify for free and reduced meals. Currently, St. Mark programming is offered at five Title I elementary schools including Audubon, Fulton, Lincoln, Marshall, and Prescott. St. Mark can now sustain programming without 21<sup>st</sup> CCLC funding support at Fulton and Prescott schools, and in its on-site summer program.

As a 21<sup>st</sup> CCLC Cohort V grantee, St. Mark continues to achieve critical program goals and has sustained programming at the financial and attendance levels at grant end without additional federal aid. This particular continuation funding will enable St. Mark to continue providing essential expanded learning opportunities to more than 200 students every day while continuing working towards complete financial program sustainability.

St. Mark will continue to deliver exceptional before and after-school programming at three Title I SINA elementary school sites, including Audubon, Lincoln, and Marshall. In collaboration with the Dubuque Community School District (DCSD) and key stakeholders, St. Mark will serve 210 under-achieving students in grades K-5 through its “Early Risers” and “Step Up” programs that prioritize reading, science/technology, engineering, art & math (STEAM) activities, educational enrichment, and family literacy/engagement.

St. Mark and collaborative partners have identified a dramatic achievement gap in students from Audubon, Lincoln and Marshall elementary schools, many of whom are enrolled in St. Mark Early Risers and Step Up programs. These students are one- to- two-years behind their peers in academic and social development. Approximately half of these students have demonstrated low proficiency in reading and math skills. These students come from homes with twice the poverty rate as the rest of the Dubuque community elementary schools, experience twice the rate of single parenthood and are predicted to be 50% of future high school drop-outs and 50% of students referred to Juvenile Services

In order to meet identified needs, St. Mark works to achieve ongoing goals for programs, including:

1. All students enrolled in St. Mark programs will demonstrate increased proficiency in reading and mathematics.
2. All students enrolled in St. Mark programs will demonstrate competency in physical and social-emotional health, positive connection to community and school, and character development.
3. Families of students enrolled in St. Mark programs will demonstrate active engagement in the academic and social-emotional growth of their children. Students participate in curricula aligned with school-day learning led by certified teachers and paraprofessionals, including literacy and STEAM learning, homework help, enrichment centers, wellness activities, and character building. The staff to student ratio is 1:10. A variety of family literacy activities are offered annually.

St. Mark is a member of Dubuque’s 3<sup>rd</sup> Grade Reading Coalition that works to investigate local gaps in services to at-risk children and to determine best practices for after-school, school-ready Pre-K, and summer learning programming. Research compiled by this Coalition in the Dubuque

St. Mark Youth Enrichment

Community Solutions Action Plan reveals the detrimental effects of childhood poverty on learning and reading. St. Mark is the out-of-school time academic enrichment program provider that serves the greatest number of these vulnerable students.

St. Mark continues to cultivate its strong relationship with the DCSD to effectively manage multiple programs and to recruit and retain certified staff. St. Mark currently retains approximately 2/3 of its teaching staff annually and five site leads are committed to programming for fall 2015. St. Mark is acutely aware of the connection between professional development and program improvement, and staff recruitment/retention and continues to expand professional development opportunities. For the past five years, St. Mark has engaged a committed group of partners to serve on a 21<sup>st</sup> CCLC Cohort V grant advisory board. This group meets monthly to ensure effective management of the programs. All members have agreed to remain actively involved on this board if St. Mark is awarded continuation funding.

Since St. Mark was awarded 21<sup>st</sup> CCLC funding in 2009, staff has continued to develop and refine programming in order to best meet the needs of youth and families. 21<sup>st</sup> CCLC funding has enhanced St. Mark's ability to cultivate rich community partnerships and donors, engage more parents, diversify enrichment activities, and expand character-building/service learning into school neighborhoods and the larger community. St. Mark continues to demonstrate its ability to sustain programming for hundreds of children annually. Over the past 25 years, St. Mark's annual budget has grown from \$16,000 to approximately \$600,000 and has continued to operate academic programs and community outreach initiatives with a profitable financial record. St. Mark receives \$219,714 in in-kind support annually. Staff also continues to expand and streamline outreach strategies to recruit families/students, to share evaluation results with partners/community, to promote partners, and to share information with the Dubuque community about the critical expanded learning services St. Mark provides.

St. Mark has long-standing, loyal partnerships with numerous local collaborative partners including the DCSD, Audubon, Lincoln, and Marshall elementary school principals, school strategists and personnel, St. Mark Board of Trustees, Iowa State University Extension, Keystone Area Educational Association, Loras College, City of Dubuque, parents, youth, and local volunteers, as well as a variety of local businesses and organizations who contribute to sustainability and enrichment.

The continuation funding request reflects increased costs in every area. St. Mark continues to sustain more than a 50% gap in every budget area through cash and in-kind resources. The development team continues to build upon a comprehensive sustainability strategy that blends funding sources to best serve vulnerable students and families. The budget gap of 50% + reduction in funding will be met through both in-kind and cash support from the following sources: City of Dubuque Purchase of Service agreement; grants, including: Community Development Block grants, small and large neighborhood grants, family foundation grants, Dubuque Racing Association grants, business foundation grants (Prudential); multi-year business pledges; annual fundraising events including the Legacy of Learning dinner/auction and St. Mark's Annual Ice Golf Classic; cash donations from individuals, non-profits, and businesses and in-kind donations from individuals, businesses, colleges, AmeriCorps, DCSD, community partners, enrichment providers and other non-profits.

St. Mark Youth Enrichment (St. Mark), formerly called St. Mark Community Center, as the premier provider of expanded learning opportunities in Dubuque, will continue to deliver exceptional before and after-school programming at three Title 1 SINA elementary schools, including Audubon, Lincoln, and Marshall. In collaboration with the Dubuque Community School District (DCSD) and key stakeholders, St. Mark will serve under-achieving students in grades K-5 through its “Early Risers” and “Step Up” programs that prioritize reading, science/technology, engineering, art & math (STEAM) activities, educational enrichment, and family literacy/engagement.

As a 21<sup>st</sup> CCLC Cohort V grantee, St. Mark continues to achieve critical program goals and has sustained programming at the financial and attendance levels at grant end without additional federal aid. This particular funding will enable St. Mark to continue providing essential expanded learning to hundreds of students every day while continuing working towards complete financial program sustainability.

**2. Student Needs Assessment:** St. Mark, with key partners DCSD, Audubon, Lincoln, and Marshall elementary schools, and contracted evaluator Rachel Daack, surveyed parents and students from high-risk elementary schools to identify significant needs in order to continue to develop and improve programs. (2.2)

Utilizing academic proficiency data from targeted Dubuque Community schools, St. Mark staff listened to parent and student needs/concerns, reviewed the DCSD’s 2012-2013 (most recent) Comprehensive School Improvement Plan (CSIP), accessed the CFGD’s 3<sup>rd</sup> Grade Reading Community Solutions Action Plan (conducted/created 2012-2013), in addition to reviewing community survey data compiled by Every Child | Every Promise, to confirm the critical need for continued expanded learning programming and to continue cultivating superior before and after-school academic/enrichment programs. (2.1, 2.2)

According to research in Dubuque’s Third Grade Community Solutions Action Plan, the biggest challenge facing the community is the disproportionate achievement rates of minority students and students in poverty. Local students are achieving overall at a high level, but when data is disaggregated, results shift. Achievement rates drop significantly in regards to entitlement to Special Education, reading achievement, school attendance, school readiness and graduation rates for these students. (2.1)

*Student Poverty, Race/Ethnicity* – Students at targeted schools are from families who struggle financially and who are more racially diverse than the rest of the Dubuque community. Families at Audubon, Lincoln, and Marshall schools serve a disproportionate percentage of students who are eligible for free or reduced-price lunches and a larger number of students with IEPs.

Free and/or Reduced Price Lunch Eligibility and Racial Diversity	
School	% Lunch Eligibility/%Non-white
Audubon Elementary School	79.7%/26%
Lincoln Elementary School	76.4%/45%
Marshall Elementary School	66.4%/11.9%

According to the *Every Child Every Promise 2008 Dubuque Community Growth Chart*, the local child poverty rate increased 18.2% in three years while the State of Iowa rate increased 13.9%. Additionally, the number of female heads of households with children in Dubuque increased an alarming 24.7% in 2006-2007. Dubuque's median household income is \$46,285 and unemployment is 4.5%. The poverty rate has increased – especially child poverty which is at 13% and 20.6% for children younger than five. More than half of students who attend current St. Mark after-school programs at targeted schools come from single parent homes with one income. The Community Solutions Action Plan indicates that these parents often cannot afford enrichment programming for their children and they are frequently unable to provide access to technology or reading guidance – further increasing learning hardship for these at-risk students. Additionally, these students often suffer from inadequate nutrition. (2.1)

The effects of childhood poverty on learning and reading are well documented by leaders in the education field. In addition to social and developmental problems, these children often lack access to books/reading materials. They can be deficient in oral vocabulary and background knowledge critical to reading comprehension. Of the 14% of Dubuque students not meeting 3<sup>rd</sup> grade reading targets, 50% are entitled and the rest are overwhelmingly black, male and receive free and reduced lunch services. It is well documented that students who haven't mastered reading by 3<sup>rd</sup> grade are more likely to get stuck in a cycle of academic failure, drop out of school, and struggle throughout their lives. (2.1)

St. Mark's Early Risers and Step Up programs will continue to meet the needs of these targeted students by providing a safe environment with certified teachers and caring adult mentors for students in grades K-5 at three of Dubuque's most at-risk schools. St. Mark will provide homework help, academic mentoring, unique enrichment opportunities, family engagement/literacy, and access to tools and technology students need to reach their full potential. (2.1)

*Academics* - The DCSD enrolled 10,574 pre-Kindergarten to 12<sup>th</sup> grade students in 18 schools in fall 2013 with 4,610 elementary students in Kindergarten through grade 5. Enrollment at targeted elementary schools served by St. Mark is as follows: Audubon – 290, Lincoln – 290, Marshall – 319. St. Mark Early Risers and Step Up programs will serve up to 210 students entering grades K-5 from these Title 1 elementary schools daily from 7-8:30 a.m. and 3-5:30 p.m. St. Mark will provide programming for an additional two hours every Wednesday at each school to accommodate students and parents during the weekly early release. All students currently served by St. Mark have measurable need for academic assistance as demonstrated through test scores, grades and other DCSD data. All targeted students are one-to-two- years behind their peers in at least one academic area. All targeted schools are Schools In Need of Assistance (SINA) in both reading and math. The DCSD is a District in Need of Improvement (DINA).

Based on the DCSD's Kindergarten 2012 early literacy assessment, 63.6% of Audubon students, 60.8% of Lincoln students and 38.8% of Marshall students were not proficient in phonetic awareness. According to the 2012 First Grade Observation Study, 44.4% of Audubon students, 28.6% of Lincoln students and 15% of Marshall students were not meeting text level of 18 or higher this year. Averages of the 2012 2<sup>nd</sup> and 3<sup>rd</sup> Grade Basic Reading Inventory indicate that 28.2% of Audubon students, 41.9% of Lincoln students and 25% of Marshall students were not



reading independently at grade level reading comprehension.

The DCSD's CSIP includes goals to meet grade level expectations on required and standardized tests, to increase number of students testing "proficient" or better in reading comprehension and to increase number of students who improve their performance in mathematics in both Measure of Academic Progress tests and DIBELS.

In order to address student academic needs, St. Mark, with support from strong community partners, will engage students in homework help, focused literacy/reading learning, creative play, and STEAM 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. Weekly expanded enrichment sessions will take place every Wednesday during early release for two hours.

St. Mark serves students that struggle in school and are less engaged in the classroom, more prone to behavioral and social issues, and experience lower rates of attendance. Every Child, Every Promise data released in a "Summary of In-Depth Interviews with Parents and Service Providers," prepared by Vernon Research Group reported: "Participants feel that the Dubuque County's greatest gap is in youth services; keeping children off the streets and in programs that provide mentorship, positive social supports, recreational activities and education outside of the classroom." While four other non-profit providers offer child-care, homework help, and social activities for at-risk youth in Dubuque, no other organization provides the depth or breadth of structured academic enrichment, social-emotional focused development, and collaboration in connecting community partners directly with programming. St. Mark also prides itself on hiring staff and volunteers from the education, youth development, social work, and psychology fields. There is also a strong emphasis on providing staff with professional development opportunities that help them feel confident in meeting the academic, behavioral, and social-emotional needs of students. (2.1)

*Family Literacy Need* –With 90% of students served by St. Mark reading below grade level proficiency, there is a clear need for parent instruction and involvement in reading activities at home. Additionally, more than 100 parents participate in adult literacy or family reading courses every year through St. Mark or the Multicultural Family Center. St. Mark will address this need by meeting individually with parents of children during the registration process and by encouraging parents to participate in two evening literacy/reading to your child programs each semester. (2.1)

*Behavior, Social Skills and Juvenile Delinquency* – Although Dubuque County tends to have a significantly lower rate of crime, an alarming exception according to the Vernon Research Group's *Youth Assessment: Quantitative Research Report* is revealed in the following statistics:

2006	Dubuque Co.	State of Iowa Average
Juvenile violent crime incidents	123.6	94.1
Total juvenile arrests	3116.4	2794.1

Crime rates have continued to rise among minors in Dubuque. In addition to providing a safe place with caring adults and academic enrichment, there is a clear need for character building activities, social skill development, and tolerance education among local youth. St. Mark provides this on a weekly basis to students. (2.1)

**3.) Project:** St. Mark's Early Risers and Step Up programs will continue to foster student success by meeting goals and objectives shaped by needs identified in data from St. Mark, the DCSD, district and school CSIPs, the 3<sup>rd</sup> Grade Reading Community Solutions Action Plan, and the Every Child | Every Promise initiative. (3.1)

The programs will primarily serve low-performing K-5<sup>th</sup> grade students at targeted Title I schools as identified in the student needs statement. Program is also open to low-performing/free-reduced students entering grades K-5 in the Dubuque parochial schools. St. Mark and partners will work with Holy Family Catholic Schools to identify students and families in need of learning assistance. St. Mark aims to include a small percentage of average to above average performing students in the program because research indicates that low-performing students benefit from the example of and collaboration with these children. Program is no cost to students who qualify for free-and-reduced meals (3.1)

St. Mark Early Risers and Step Up objectives are rooted in the student needs assessment and geared toward improving academic performance – specifically related to reading/literacy and STEAM (Science, Technology, Engineering, Arts, Math); providing enrichment/character-building engagement activities; addressing family literacy/engagement; and narrowing achievement gaps at targeted schools and within identified low-performing populations. Program curriculum adheres to the district CSIP, corresponds with academic-year curriculum, and aligns with the *DCSD Benchmark Standards* established in 2000. Program site team staff continues to cultivate/hone objectives with five years of experience applying them in program. (3.1, 3.4)

Program site team staff, including certified teachers, paraprofessionals, AmeriCorps staff, and volunteer mentors, is keenly aware of the academic and social-emotional needs/learning abilities of each student based on regular communication with the DCSD 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 will track and evaluate student progress on a weekly basis to work with student needs and to ensure goals are being met. St. Mark staff examines the State's core standards, in addition to working with schools/teachers in K-5<sup>th</sup> grade to identify topics/concepts students learn in the classroom. This data enables staff to build curriculum around relevant topics in order to give low-performing students background, experience and additional assistance. (3.1, 3.2, 3.4)

The staff to student ratio in the programs is 1:10 before school and 1:7 after school. With volunteer mentors, the adult to student ratio is 1:5. All staff and volunteer mentors undergo background checks. Students with IEPs will receive one-on-one mentoring with paraprofessionals depending on their individual needs. Enrolled students benefit from enriching, experiential, exciting daily programming driven from the St. Mark needs assessment and research base. (3.1, 3.2, 3.4)

Early Risers: *M-F, 7-8:30 a.m.* Students participate in daily literacy activities, including reading independently on e-readers or books, and small group guided reading. Staff, volunteer mentors, or older students read to the youngest students in a group. Staff and volunteers work with any students who need homework help or tutoring. Program focuses on rotating weekly themes that range from *bugs/insects* and *farm/harvest* to *friends* and *weather*. Students visit interactive, fun learning centers where enrichment activities focus on the theme. This often includes wellness, science activities, math skills, small group art projects, Lego lab, games/puzzles and more. Games assist students in social skill learning with emphasis on following directions, group problem solving, and cooperative, creative play. Students participate in computer lab learning either via St. Mark portable laptop learning lab, or in school computer lab. Educational games and homework-related activities are permitted with emphasis on helping students become technologically savvy 21<sup>st</sup> century learners. Students receive a healthy breakfast at the close of program. (3.1, 3.2, 3.4)

Step Up: *M, T, Th, F 3-5:30 p.m., W – 1-5:30 p.m.* Students begin program with a healthy snack followed by wellness/physical movement activities. Homework help is provided daily, along with literacy and character development activities. Every day, students visit interactive learning centers and student-driven academic enrichment choices. These centers range from arts and creative play to cultural experiences and Lego story starters. Team-building and independent critical thinking skills are infused within activities. Enrichment activities include, but are not limited to, the following: art, board games, gardening, Lego simple machines, roller skating, computer lab, service learning, Spanish, super sports and swimming. 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 or those involved in skating will visit the local hockey arena and spend time with the players who discuss the importance of education. Community partners are also engaged as guest readers or guest experts. For example, Iowa State University extension visits each site to share expertise on nutrition and engages students in making a healthy snack. (3.1, 3.2, 3.4)

Attendance is recorded daily and students are requested to attend program on a regular basis. St. Mark expectation is that students attend at least 50% of program any given month; with a preferred even higher attendance rate. If a student attends less than 50% of program, he or she may be removed from the program roster to make room for other students in need. St. Mark offers attendance incentives including scholarship raffles to summer camps and karate classes, participation in the annual Sponsor Angels program that provides warm clothing to children in winter, and recognition certificates.

St. Mark works with collaborative community partners to develop superior enrichment curriculum aligned within the 14 21<sup>st</sup> CCLC program components, including science and nature with ISU Extension and Swiss Valley Nature Center; arts/music with local artists, Matter Creative, Bell Tower Theatre, and University of Dubuque; physical literacy with Dubuque Y; family literacy/engagement with NICC, Keystone Area Educational Association and Loras College; Spanish language immersion with the Multicultural Family Center and Loras College; drug and violence prevention with Helping Services and Riverview Center; and character building with Two-by-Two Character Education. (3.1, 3.2, 3.4)

Progression of learning activities is based on individual student performance using a variety of teaching methods. Evaluation of student progress is ongoing and measured by tracking test scores in addition to extensive communication with teachers and principals. (3.4)

St. Mark facilitates two family literacy programs each semester that parents are strongly encouraged to attend. These evening programs model and work with parents to educate them in how to best read to their children to foster a love of learning and reading at home. Every program includes a meal and each child receives new books to take home to build their family library. At least one program annually will now also include a family field trip to enhance the literacy focus through hands-on experience. Parents are also provided the opportunity to enroll in adult education and literacy courses through NICC. St. Mark provides information on the courses and covers the registration and materials cost. The classes provide basic skills instruction in daily life skills, math, reading, writing and listening, as well as English for Speakers of Other Languages and High School Equivalency Diploma. (3.2)

The following goals/objectives specifically address goals set by the DCSD CSIP including 1.) Prevention of academic based problems, 2.) Intervention as problems are noted; 3.) Enhancing motivation in the classroom and 4.) Establishing a process for engaging all students through classroom instruction. The goals/objectives address student learning competencies set forth by the DCSD's benchmark standards indicating high student achievement, character development/citizenship and communication/collaboration. They also embrace the DCSD's framework for 21<sup>st</sup> Century students including: digital-age literacy, inventive thinking, effective communication and high productivity. (3.1, 3.4)

- 1.) All students enrolled in St. Mark programs will demonstrate increased proficiency in reading and mathematics.
  - *75% of enrolled students will demonstrate proficiency in annual literacy assessments conducted by DCSD and St. Mark, including: Dibels, Basic Reading Inventory, Observation Study, St. Mark pre and post-tests.*
  - *75% of enrolled students will demonstrate proficiency in annual mathematics assessments conducted by DCSD and St. Mark, including Measure of Academic Progress, Iowa State tests, and St. Mark pre and post-tests.*
- 2.) All students enrolled in St. Mark programs will demonstrate competency in physical and social-emotional health, positive connection to community and school, and character development.
  - *All actively enrolled students will participate in wellness activities and character building enrichment activities on a weekly basis.*
  - *At least 75% of enrolled students will regularly attend program and school.*
  - *School-day teacher surveys will report 75% of St. Mark enrolled students demonstrate a motivation to learn and participate in the classroom.*
  - *When surveyed, 90% of St. Mark students will report feeling safe and connected to a trusting adult.*
- 3.) Families of students enrolled in St. Mark programs will demonstrate active engagement in the academic and social-emotional growth of their children.
  - *75 % of parents will participate in literacy engagement activities.*
  - *75 % of parents will report reading to child at home and checking homework.*

- *When surveyed, 75% of parents will identify two positive character skills that are practiced at home. (3.3)*

These goals and objectives build upon St. Mark's successful 25-year legacy of providing expanded educational programming. St. Mark has grown from serving 13 students in 1988 to now working with more than 200 students every day. Based on evaluation, students enrolled in St. Mark's 11 before and after-school programs and summer learning program, experience incredible academic and social success including 10-60% increases in math/reading test scores, improved homework completion rates and noticeable decreases in behavioral interventions. Programming was lauded by the City of Dubuque as a "Business of Promise" for delivering to local children the five promises identified for student success: Caring Adults, Safe Places, Healthy Start, Effective Education and Opportunities to Serve. St. Mark has demonstrated the ability to manage/administer similar programs and funding levels over two decades, including two 21<sup>st</sup> CCLC grants, dozens of other grant programs, and have completed all of the necessary evaluation, financial and administrative requirements. (3.5)

**Research Base:** St. Mark is a member of Dubuque's 3<sup>rd</sup> Grade Reading Coalition led by the Community Foundation of Greater Dubuque/Every Child | Every Promise. This coalition works to investigate local gaps in services to at-risk children and to determine best practices for after-school, school-ready Pre-K, and summer learning programming. Research compiled by this Coalition in the Dubuque Community Solutions Action Plan (referenced in Needs Statement) reveals the detrimental effects of childhood poverty on learning and reading. St. Mark is the out-of-school time academic enrichment program provider that serves the greatest number of these vulnerable students. In partnership with 24 local organizations, St. Mark continues to enhance its programming in order to best meet the needs of students.

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; a broad array of additional services designed to reinforce and complement regular academic programming; and literacy/related educational development services to participating families (all recommendations from the Afterschool Alliance and U.S. Dept. of Education). Additionally, the Afterschool Alliance and Foundations, Inc. recommend ways to maximize potential in the 21<sup>st</sup> Century Community Learning Centers to promote school success. These are long-time research-based practices that St. Mark follows, including: 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 partnering with communities.

In the past five years, St. Mark has begun purposeful integration of the Search Institute's 40 Developmental Assets. Research reveals that providing access to as many of the 40 assets as possible ensures a greater possibility that students will succeed in school and become happy, healthy, contributing members of society. Focus on external assets comes from receiving support from non-parental adults, learning in a caring school climate, opportunities to serve others,

interacting with positive adult role models, and participating in creative activities, along with family engagement events that set the stage for positive family communication and support. Focus on internal assets comes from fostering a love of learning through fun and engaging academic enrichment activities, support in homework completion, and daily reading. Programming also focuses on developing positive values, being socially and emotionally competent, and positive self-identification through character building curriculums and opportunities to work with and connect to other students and adults.

St. Mark is committed to building upon strong partnerships in a creative and strategic way in order to better connect school, community, and family resources while integrating excellent curricula, including Two by Two Character Education, ISU Extension Nutrition Education, DCSD's Bully Prevention, Literacy Training, Math Trail Blazers, and Behavior Modification and Love and Logic. Future curriculum plans include Handwriting without Tears K-5, Every Child Reads, Trauma Informed Care, ACES, Positive Behavior Interventions and Supports, CPI, Conscious Discipline and additional resources from Two by Two. (4)

**Management Plan:** St. Mark will continue to cultivate its strong relationship with the DCSD to recruit qualified teachers and paraprofessionals and for professional development opportunities.

St. Mark Early Risers and Step Up programs include fun academic activities aligned with school day academics and paired with creative, experiential enrichment learning. Recruitment for site-lead teachers and paraprofessionals will begin spring 2014. St. Mark currently retains approximately 2/3 of its teaching staff annually and five site leads are committed to programming for fall 2015.

Program site staff is organized as a team with a site lead who is the nucleus for communication with school staff, parents, and program coordinator. The lead works closely with the program coordinator to develop curriculum/enrichment that meets the needs of the students. The program coordinator oversees all aspects of program quality and reports to the director of programs. The director of programs hires, trains and supervises all site staff and volunteers, and oversees parent engagement. The director of programs works closely with program coordinators to develop and facilitate/manage all professional development and parent engagement. Program coordinators and the director of programs are highly qualified to implement results-oriented, quality programs. Staff members in these positions are certified teachers and educators or come from a background in youth development and mentoring. Program site staff is recruited from the schools where programs are held and from local colleges. A majority of these staff members are certified teachers and para-educators or college students working toward an education or youth development degree. Current staff consists of nine certified teachers, two student teachers, and five para-educators. (5.1, 5.3)

Staff members receive orientation from St. Mark and the DCSD with training in creative play, service-learning, and anti-bullying in addition to training in curriculum-writing/lesson planning, safety, and policies/procedures. Twenty hours of professional development includes the following: mandatory reporter, CPR certification, sexual abuse prevention, ADHD and other behavioral health, mental health first aid, Autism, intercultural communication, building trusting relationships, and Bridges out of Poverty. St. Mark is acutely aware of the connection between professional development and program improvement, and staff recruitment/retention. St. Mark

continues to require program leaders to attend the 21CCLC trainings such as Summer Institute, Beyond School Hours, and Impact After School conferences. Leadership staff will now be trained in Conscious Discipline, Two by Two Character Development Intermediate Program, literacy/math strategies, Trauma Informed Care, Adverse Childhood Experiences Study, poverty simulations, positive behavior interventions/supports, CPI de-escalation training, mental/behavioral health, and compassion fatigue. Leadership will be charged with passing this training and knowledge on to site staff, and creating action plans/evaluation tools to ensure its successful implementation in program.

Two hours are reserved at the beginning of each week for teachers and paraprofessionals to meet for preparation/discussion. Staff report directly to St. Mark program coordinators, director of programs and executive director, who ensure that program curriculum continues to align with school day curriculum. Additionally, leadership staff monitors student success throughout the school-year via communication with DCSD staff and tracking test scores/academic progress. Volunteer mentors that range in age from high school students to Foster Grandparents participate in supervised mentoring and literacy activities for Step Up and Early Risers. All mentors/staff undergo a background check. St. Mark is a leader in the Dubuque Mentoring Partnership and has an incredible network of support for recruiting and retaining volunteer mentors. Currently, St. Mark welcomes more than 200 mentors per year, including four Foster Grandparents and five AmeriCorps staff. (5.1)

Transportation is not required to travel from the school day to St. Mark programs because they all take place on site at Audubon, Lincoln, and Marshall before and after-school. In fact, before-school programs held on-site have consistently proven to increase attendance in both St. Mark program and school-day attendance for enrolled students. If students must travel to another building on a campus of a school facility or to a neighborhood service field trip – St. Mark personnel chaperone students. When students take field trips, either public transportation or the rental of a local trolley or bus is used. Permission slips are 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 a school site, St. Mark provides it via cab or RTA. (5.2)

Additional staff works one-on-one with entitled students and with English-Language Learners. Currently, 20.5% of students at Audubon, Lincoln and Marshall are entitled and 2.7% are English Language Learners. (5.2)

For the past five years, St. Mark has engaged a committed group of partners to serve on a 21<sup>st</sup> CCLC Cohort V grant advisory board. This group meets monthly to ensure effective management of the programs. All members have agreed to remain actively involved on this board if St. Mark is awarded continuation funding. (5.3)

Cost of the continuation of this St. Mark programming will exceed the amount of the grant request. In response to this, partners providing support using public funds are committed to contributing the following to program sustainability: *Dubuque Community School District*: staff and curriculum support, space/utilities for programming, professional development, effective communication with families and St. Mark. *City of Dubuque*: The 3<sup>rd</sup> Grade Reading Campaign is a top priority of the City. The City provides \$15K/year through a Purchase of Service

agreement to St. Mark programs. *ISU Dubuque County Extension*: staff support, enrichment activities. *Loras College*: Student mentors, work-study students, curriculum support, literacy enrichment activities. *Clarke University, Wartburg College, and University of Dubuque*: Student mentors, work-study students, enrichment activities. *NICC*: professional development, adult education and literacy courses. *Community Circle of Care*: professional development. *Dubuque Police and Fire Departments*: programming support. *Dubuque Community Y*: space, enrichment activities. *Keystone AEA 1*: professional development, curriculum support, supplies/materials. *Dubuque County Conservation Society and National Mississippi River Museum & Aquarium*: enrichment activities. (5.4)

Since St. Mark was awarded 21<sup>st</sup> CCLC funding in 2009, staff has continued to develop and refine programming in order to best meet the needs of youth and families. 21<sup>st</sup> CCLC funding has enhanced St. Mark's ability to cultivate rich community partnerships and donors, engage more parents, diversify enrichment activities, and expand character-building/service learning into school neighborhoods and the larger community. (5.4)

Since implementation of the grant, St. Mark daily program continues to follow the same model with a focus on academic achievement, mentoring/homework help, enrichment, wellness, character-building, and family literacy/engagement. St. Mark has increased STEAM (Science, Technology, Engineering, Art, Math) activities, and service learning opportunities with committed community partners. Dubuque Leisure Services no longer facilitates daily physical activity. Now, St. Mark staff plans and oversees this portion of program in coordination with curriculum. Program staff has refined and streamlined goals/objectives in order to best serve students and identify success indicators. According to school and student need, St. Mark created an amendment to dissolve the separation between K-3<sup>rd</sup>/4-5<sup>th</sup> graders and blended the Kids Connection and Moving Up programs into one program at which students select enrichment activities/stations based on interest vs. age. Additionally, an amendment was created to increase programming to include before-school programs in all three schools. In this, the same amount of students will be served in the continuation of program as in the final year of the grant because St. Mark is no longer requesting funding for summer program. While summer program continues to grow, St. Mark has cultivated community partner support and funding support from a donor that is specific to summer learning. Before school program is now called Early Risers and after-school program is called Step Up. (5.4)

St. Mark continues to demonstrate its ability to sustain programming for hundreds of children annually. Over the past 25 years, St. Mark's annual budget has grown from \$16,000 to approximately \$600,000 and has continued to operate academic programs and community outreach initiatives with a profitable financial record. St. Mark received 21<sup>st</sup> CCLC funding from 2003-2007 and from 2009-2014 and is able to financially sustain three additional programs at Prescott and Fulton elementary schools. These programs are considered "permanent" St. Mark services. St. Mark continues to work towards program sustainability in all five schools it serves. Major financial support continues to grow through a variety of initiatives. Outcomes achieved as a result of sustainability efforts include: Two major gifts secured through local family foundations, including one multi-year pledge; an increased focus on legacy gifts with three major bequests in the past two years; expansion of St. Mark annual fundraiser and addition of two annual fundraising events; a renewed three-year funding agreement with the City of Dubuque;



more than 10 private and foundation grants; and an expansion of community outreach/leadership through the Dubuque Mentoring Partnership and 3<sup>rd</sup> Grade Reading Initiative. St. Mark has grown its reputation as the leader in expanded learning programming. In 2012, St. Mark was awarded a grant from the American Advertising Federation of Dubuque to undergo a re-brand process in order to best represent the organization in the Dubuque community and share the message of St. Mark's critical service. Part of this process included an organizational name change to "St. Mark Youth Enrichment" to better represent the services St. Mark provides. This process continues to enhance St. Mark's prominence and leadership in the community and builds upon fundraising/sustainability efforts with a clean, dynamic, updated brand.

**Communication Plan:** Staff continues to expand and streamline outreach strategies to recruit families/students, to share evaluation results with partners/community, to promote partners, and to share information with the Dubuque community about the critical expanded learning services St. Mark provides.

An established database of current program attendees and their families is the first resource St. Mark staff utilizes for program recruitment outreach and information sharing. Project partner DCSD will provide extensive support in accomplishing an effective communication and outreach plan with families. In order to continue to recruit parents and youth with the most need, the DCSD will reach out to families based on student performance, achievement rate, and income status. The DCSD will contact these families via mail and in-person visits, and will refer them to St. Mark Director of Programs and site staff. St. Mark staff will follow up with families to enroll students in programming and will continue to disseminate info via a monthly parent newsletter. St. Mark's 25-year partnership with the DCSD ensures that target audiences are reached and served through the most effective means possible.

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. Staff members meet monthly with program coordinators and director of program to celebrate successes and work through challenges.

Parents are required to attend a parent information session prior to their children beginning program. Here they receive information on policies/procedures, attendance expectations, program contacts, schedules, and outlines, enrichment options, family engagement opportunities and expectations, drop off and pick-up procedures, communication tools, behavior parameters and expectations, and adult education and literacy courses.

The program has a formal process for regular and effective communication with students' teachers to provide individualized assistance in academic areas; and to inform and receive information from in-school teachers on students' academic and behavioral progress. Program coordinators meet with teachers, counselors and principals at the beginning of the school year to introduce themselves and the program. On-going, open communication is protocol. Rosters and site staff lists are provided to school principals who share them with teachers so that information can be provided to the appropriate staff on each student's individual needs, whether academic,

behavior, and/or social-emotional. For general communication, teachers and site staff utilize a communication board to share information. More specific information is shared via one on one contact through email, phone calls, or meetings. This is an area that both the schools and St. Mark continue to work on improving.

In order to best disseminate evaluation and program information to partners and community members at-large, St. Mark employs a variety of efforts including the following: hosting monthly advisory council meetings; hosting monthly "Lunch and Learn" sessions on-site for community and business leaders, releasing a quarterly newsletter (circulation: 1500); updating the organization website monthly with program news, calls to volunteers, and videos/photos of student activities; and releasing an annual report that highlights program, partners, finances and results/evaluation. St. Mark development team members also frequently attend local service club and networking meetings to share information about exciting enrichment programming and student success; and to raise funds and cultivate friendships. All materials will include recognition of 21<sup>st</sup> CCLC funds.

**Partnerships:** St. Mark has long-standing, loyal partnerships with numerous local collaborative partners including the DCSD, Audubon, Lincoln, and Marshall elementary school principals, school strategists and personnel, St. Mark Board of Trustees, Iowa State University Extension, Keystone Area Educational Association, Loras College, City of Dubuque, parents, youth, and local volunteers, as well as a variety of local businesses and organizations who contribute to sustainability and enrichment. 12 representatives from these listed partners will serve on a 21<sup>st</sup> Century Learning Advisory Committee, including all members who have served on this committee for the past five years.

Active and collaborative involvement of project partners to provide a unified system of service is evidenced in the attached Memorandums of Understanding and Letters of Support and collaborative signatures. St. Mark will continue to meaningfully engage partners over the lifetime of this continuation grant and beyond. A majority of our grant 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 Dubuque community to ensure that all students receive excellent education and enrichment opportunities. In addition to the major partners listed in this section, more than 10 local agencies that range from a children's art center, to a character education organization, are committed to providing staff and curriculum for standing four-hour Wednesday afternoon enrichment sessions. (7.2)

St. Mark and the DCSD have partnered for the last 25 years to provide out-of-school academic enrichment and mentoring to underserved students and to assist families in need of extra support. Both St. Mark and the DCSD understand that academic remediation and enrichment education are priorities in advancing the progress of students and schools. The DCSD provides space, utilities, janitorial services, essential communication/record sharing, and access to school facilities including classrooms, library, gymnasium, computer labs, and more to St. Mark at no charge. In order to provide the best quality programming, St. Mark executive director, director of programs, program coordinators and 5 Title I elementary school principals meet monthly. This

group, along with the district's early childhood coordinator and director of student services and Loras College's service learning coordinator will serve on the advisory committee.

Several regional colleges and universities have grown into resources and committed partners, particularly Loras College. Five professors from this neighborhood college will continue to write St. Mark enrichment programming into course syllabi for a variety of departments, classes and clubs including: Education, Social Work, Race & Ethnicity, Children's Literature and the Intercultural Dept. Loras College (and four additional local colleges/universities) provide St. Mark with excellent mentors, work-study students and the invaluable resources of time and curriculum development for cutting-edge, relevant enrichment programming. Iowa State University Extension has partnered with St. Mark for 14 years, providing dedicated staff to work with students in fun, experiential learning programs. This type of enrichment is vital, particularly during four-hour Wednesday enrichment sessions.

Volunteer mentors are long-time valued partners of St. Mark. Ranging in age from high school seniors to foster grandparents, St. Mark welcomes about 200 mentors annually. This number continues to grow. Mentors undergo background checks, an interview and orientation with the Director of Programs and must commit to at least one hour per week with the same child or small group.

The families served by St. Mark have been actively engaged since its inception in 1988. Parents are integral in determining student needs, program timing and effectiveness of operations. Parents must meet with the program coordinator prior to their student beginning in program. At this meeting, parents and coordinator discuss student needs, parent needs and program components. Parents agree to participate in the active education of their child and are surveyed at the end of every semester. A parent newsletter is distributed monthly. Parents are also contacted if their student receives an incident report during program. Program coordinators use this opportunity to inform the parent of the incident and to determine if anything has changed in their home environment that could be contributing to the undesirable choices/behavior. Appropriate information from this conversation is shared with site staff so that they can make any necessary adjustments to best meet the student's needs.

Students enrolled in St. Mark programs and changing student needs determine the design and implementation of programs. Surveys and "feedback sessions" are utilized after new themes and programs are implemented and program coordinators and curriculum writers develop and continue the use of curriculum that is effective and well-liked by students.

St. Mark was founded through collaborative community partnerships sharing a critical mission to reach vulnerable downtown youth and families. Core partners continue to support and empower St. Mark to impact hundreds of students every day. St. Mark staff is deeply aware of this community-centered team effort and continues to meaningfully engage and foster these partnerships through frequent, open communication and committee meetings; through partner "spotlights" in the quarterly newsletter; and through engaging in and recognizing the important work our partners invest in the Dubuque community. Some of our efforts include:  
*Colleges* – St. Mark provides orientation to students and presents opportunities to engage as staff, mentors, and enrichment providers.

*Businesses* – St. Mark provides monthly “lunch and learns,” and opportunities to serve through mentoring and guest reading/speaking.

*Parents* – St. Mark provides family literacy engagement activities and events focused on parenting/life skills in addition to constant open communication and requests for program feedback.

*Community members* – St. Mark provides community outreach through fun holiday events like the annual Jingle Bell Hop party that welcomes 800 community members, while providing service opportunities like sponsorship programs and mentoring activities.

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

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

**Evaluation:** St. Mark works with Rachel Daack, Ph.D., in program evaluation efforts. Daack is a Sociology professor and Statistician at Clarke University in Dubuque with extensive evaluation and consultation experience. She and her team are committed to providing qualitative and quantitative evaluation of St. Mark programs and partnership effectiveness. At the end of each program evaluation, Daack compiles statistics and results, and provides St. Mark with feasible bi-annual improvement recommendations. Rachel facilitates meetings with both the staff and executive board to discuss findings. She also meets with the executive director and program leadership to determine how to best utilize the information for program improvement. St. Mark will ensure that evaluation is in cooperation with the Department of Education and disseminated to all appropriate channels. Both ongoing monitoring and long-term evaluation techniques with staff and community partners are utilized in order to analyze and refine St. Mark programs. Additionally, St. Mark personnel and partners record outcome-based data for evaluation purposes focused on results in academic performance, attendance changes and behavioral adjustments. In partnership with Daack’s team, St. Mark program leadership and site teams regularly monitor the implementation of enrichment activities, literacy programs and levels of student learning and improvement. Surveys are completed by parents, students, mentors and staff at the conclusion of each semester. (8.1)

To gauge academic progress, St. Mark collects various test data in spring and fall to share with 21st CCLC advisory council. The evaluation team and advisory committee evaluate academic and enrichment curricula to ensure that all students are receiving “Results for Iowa Youth.” In order to allow St. Mark to gauge interest and effectiveness of enrichment curricula, all community partners involved complete program feedback forms annually. St. Mark staff maintains a daily attendance record at program and monitors this to evaluate attendance progress and positive connection to school. Program staff members record monthly logs that indicate student projects, assignments, and successes. St. Mark staff will deliver evaluation results to parents, schools and the community as a whole in the form of a report card every fall. This will convey progress through describing student achievement, St. Mark activities and initiatives, and community partner involvement. St. Mark personnel will also conduct self-evaluations and meet one-on-one with the executive director to evaluate performance, strengths, weaknesses and goals. (8.2)

**Budget narrative:** Based on continuation grant figures and sustained attendance in year five of its original grant, St. Mark requests a total of \$114,750/year for five years, totaling \$573,750 to continue before and after school programming at the three current 21<sup>st</sup> CCLC sites. The five year budget reflects expenditures for a total of 210 students served annually at three Title I eligible, SINA schools. 21<sup>st</sup> CCLC funding will supplement, rather than supplant, existing funds and will support programs currently offered by St. Mark both before and after school. These programs include Early Risers and Step Up before and after-school programs at Audubon, Lincoln, and Marshall schools five days per week. Annual costs to operate these programs are approximately \$337,350, plus an additional \$219,714 in in-kind donations.

As a 21<sup>st</sup> CCLC Cohort V grantee, St. Mark continues to achieve critical program goals. PPICS reports demonstrate meeting or progressing toward stated objectives. St. Mark has sustained programming at the financial and attendance levels at grant end without additional federal aid. This particular funding will enable St. Mark to continue providing daily essential expanded learning to hundreds of students while continuing to work towards complete financial program sustainability. St. Mark continues to financially sustain three additional programs at Fulton and Prescott – two Title 1 elementary schools, not included in grant proposal.

The total project budget reflects increased costs in every area. St. Mark continues to sustain more than a 50% gap in every budget area through cash and in-kind resources. Recruiting, hiring and retaining compassionate, high quality staff that have the skills to meet the needs of St. Mark students and families has increased personnel and professional development costs. Grant funding is now used to provide before school programming in all three schools instead of summer programming. Summer programming is now financially sustained through private donors and foundations. Dollars have been reallocated based on the number of students served at each site. Audubon and Lincoln sites both have the capacity to serve up to 60 students, and Marshall has the capacity to serve up to 90 students. Staff travel costs have increased because of expanded professional development. Materials costs have increased with implementation of evidence-based emotional intelligence and classroom management systems. Student access/transportation costs reflect the addition of two annual family field trips, and an increase in student field experiences. Administrative/Indirect costs have increased due to continued efforts to cultivate relationships, increase outreach events, and administration/marketing of programs.

St. Mark development team continues to build upon a comprehensive sustainability strategy that blends funding sources to best serve vulnerable students and families. The budget gap of 50%+ reduction in funding will be met through both in-kind and cash support from the following sources: City of Dubuque Purchase of Service agreement; grants, including: Community Development Block grants, small and large neighborhood grants, family foundation grants, Dubuque Racing Association grants, business foundation grants (Prudential); multi-year business pledges; annual fundraising events including the Legacy of Learning dinner/auction and St. Mark's Annual Ice Golf Classic; cash donations from individuals, non-profits, and businesses and in-kind donations from individuals, businesses, colleges, AmeriCorps, DCSD, community partners, enrichment providers and other non-profits. (9.2)

**Program personnel, benefits, staff travel:** \$409,075/5 years. Hiring certified, compassionate staff is essential to student success. This ensures best practices and top student performance improvement. 71.3% of funds are allocated for staff, including a director of programs, 2 program

coordinators, 6 site leads, and 15 para-educators. The director of programs is responsible for recruiting, hiring, supervising, and retaining staff and volunteers, and parent education/engagement. Coordinators are responsible for academic and social-emotional curriculum development and overall program quality. Salaries and benefits are included. The director of programs and program coordinators salaries are \$97,100 combined with an expected 3% yearly living wage increase. Support staff and para-educators will be paid \$9/hour and certified teachers will be paid \$13/hour. \$900 per year is allocated for family literacy staff who will work with program parents during education sessions. Staff travel consists of mileage, airfare, hotel accommodations, enrichment guests and presenter travel expenses. It is budgeted at \$6,309/year.

**Materials:** \$38,445/5 years. 6.7% of the budget is allocated for materials. Materials include: curriculum, software, books, workbooks, games, consumable materials, school supplies and incentives. \$800 /year has been allocated for family literacy activities including books for students to take home to build their personal libraries. St. Mark selects all materials in partnership with the DCSD and partners to ensure best practices and high quality. The DCSD, ISU Extension and Keystone Area Education Agency provide St. Mark with books and educational materials at no charge.

**Professional Development:** \$44,185/5 years. 7.7% of the budget is allocated for professional development, including ongoing training for all program team staff related to both academic and social-emotional needs. It includes safety certifications, best practices, staff in-services; dues; and teacher workshops. St. Mark takes advantage of staff training services from the Dubuque Community School District and Keystone AEA as an in-kind benefit.

**Student Access/Transportation:** \$25,245/5 years. 4.4% of the budget is allocated to student access/transportation. Students have access to weekly enrichment opportunities both on and off site. Providers spend time in engaging, hands-on learning, followed by a field experience in the community. Trolleys or public transportation are used. \$450/year is allocated to support transportation of families to the site for evening literacy sessions, math nights, and field trips.

**Evaluation:** \$19,505/5 years. Assessment and evaluation of St. Mark programming makes up 3.4% of the budget. Rigorous evaluation is key to program quality improvement and sustainability. Dollars are allocated to pay evaluator/consultant Rachel Daack, Ph.D, as well as administrative costs of tests and resource materials and required local/state evaluations.

**Administration:** \$37,295/5 years. Administrative costs make up 6.5% of the budget, including costs incurred by site executive director to carry out the programs, employee time to balance the budget, annual review of finances, bank expenses, office supplies, advertising, training needs and supplies, outreach, publicity, cell phones, printing costs and postage etc.

**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 75 volunteers donate 2 hours per week at rate of \$22.14/hr ([www.independentsector.org](http://www.independentsector.org)) for 34 weeks, totaling \$112,914. In-kind donations of space, utilities, and custodial services at three school sites total \$82,000. Materials utilized through Keystone AEA equates to \$8,000. Professional development, curriculum and behavior supports through DCSD, other non-profits, colleges, community partners and Keystone AEA adds \$9,000. In-kind donations related to enrichment activities and evaluation total \$7,800. (9.1)

## Memoranda of Understanding between St. Mark Youth Enrichment and Audubon Elementary School

This agreement is entered into effective July 1, 2014 through June 30, 2019 between St. Mark Youth Enrichment 21<sup>st</sup> CCLC Program and Audubon Elementary School.

**Audubon Elementary School agrees to:**

- a. Ensure that the before and after school programs are included in the CSIP (Comprehensive School Improvement Plan), aligned with school initiatives, and integrated into the school culture
- b. Identify and recruit students for participation based on need
- c. Communicate with teachers, school staff, and families to gain buy-in and support
- d. Assist with staff recruitment and support for the program
- e. Assign a school leader(s) to serve on the 21<sup>st</sup> Century Advisory Council and serve as a liaison/advisor to the program on academic and positive behavior supports
- f. Attend staff orientation and special events
- g. Ensure that utilities, rooms and adequate space (playground, gym, cafeteria, classrooms, computer labs, library, office, and storage) is available for program implementation
- h. Partner in appropriate data collection to meet the necessary reporting, compliance, and evaluation needs
- i. Welcome a SMYE program leader as part of your Site Council team
- j. Communicate academic, behavior, and social-emotional needs/challenges with SMYE program teams

**St. Mark agrees to:**

- a. Write the 21<sup>st</sup> CCLC grant applications/continuation proposals
- b. Monitor the program for grant compliance
- c. Partner to provide training on district policies/procedures, best practices, youth development, positive behavior management, district curriculums, cultural competency, and meeting the needs of under-served and at-risk youth and families
- d. Hire and supervise program coordinator, site team staff, volunteers, and community partners
- e. Implement before and after school programs that are in alignment with CSIP, district and school initiatives, and integrated into the school culture to include homework help, enrichment, and wellness
- f. Serve on appropriate 21<sup>st</sup> and school committees; advisory council, site council
- g. Maintain grant records for fiscal accountability and grant reporting
- h. Complete all evaluation reports
- i. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of student data
- j. A daily nutritious snack for students attending after-school program
- k. All materials and supplies needed to carry out these programs
- l. Family engagement activities such as literacy and math nights and family field trips

*Dawn Cogan* 1.14.14

Dawn Cogan  
 St. Mark Executive Director

Date

*Ed Glaser* 1-14-14

Ed Glaser  
 Audubon Elementary Principal

Date



## Memoranda of Understanding between St. Mark Youth Enrichment and Lincoln Elementary School

This agreement is entered into effective July 1, 2014 through June 30, 2019 between St. Mark Youth Enrichment 21<sup>st</sup> CCLC Program and Lincoln Elementary School.

**Lincoln Elementary School agrees to:**

- a. Ensure that the before and after school programs are included in the CSIP (Comprehensive School Improvement Plan), aligned with school initiatives, and integrated into the school culture
- b. Identify and recruit students for participation based on need
- c. Communicate with teachers, school staff, and families to gain buy-in and support
- d. Assist with staff recruitment and support for the program
- e. Assign a school leader(s) to serve on the 21<sup>st</sup> Century Advisory Council and serve as a liaison/advisor to the program on academic and positive behavior supports
- f. Attend staff orientation and special events
- g. Ensure that utilities, rooms and adequate space (playground, gym, cafeteria, classrooms, computer labs, library, office, and storage) is available for program implementation
- h. Partner in appropriate data collection to meet the necessary reporting, compliance, and evaluation needs
- i. Welcome a SMYE program leader as part of your Site Council team
- j. Communicate academic, behavior, and social-emotional needs/challenges with SMYE program teams

**St. Mark agrees to:**

- a. Write the 21<sup>st</sup> CCLC grant applications/continuation proposals
- b. Monitor the program for grant compliance
- c. Partner to provide training on district policies/procedures, best practices, youth development, positive behavior management, district curriculums, cultural competency, and meeting the needs of under-served and at-risk youth and families
- d. Hire and supervise program coordinator, site team staff, volunteers, and community partners
- e. Implement before and after school programs that are in alignment with CSIP, district and school initiatives, and integrated into the school culture to include homework help, enrichment, and wellness
- f. Serve on appropriate 21<sup>st</sup> and school committees; advisory council, site council
- g. Maintain grant records for fiscal accountability and grant reporting
- h. Complete all evaluation reports
- i. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of student data
- j. A daily nutritious snack for students attending after-school program
- k. All materials and supplies needed to carry out these programs
- l. Family engagement activities such as literacy and math nights and family field trips

*Dawn Cogan*      *1.14.14*

Dawn Cogan  
 St. Mark Executive Director

Date

*Donna Loewen*      *1-14-14*

Dr. Donna Loewen  
 Lincoln Elementary Principal

Date



## Memoranda of Understanding between St. Mark Youth Enrichment and Marshall Elementary School

This agreement is entered into effective July 1, 2014 through June 30, 2019 between St. Mark Youth Enrichment 21<sup>st</sup> CCLC Program and Marshall Elementary School.

**Marshall Elementary School agrees to:**

- a. Ensure that the before and after school programs are included in the CSIP (Comprehensive School Improvement Plan), aligned with school initiatives, and integrated into the school culture
- b. Identify and recruit students for participation based on need
- c. Communicate with teachers, school staff, and families to gain buy-in and support
- d. Assist with staff recruitment and support for the program
- e. Assign a school leader(s) to serve on the 21<sup>st</sup> Century Advisory Council and serve as a liaison/advisor to the program on academic and positive behavior supports
- f. Attend staff orientation and special events
- g. Ensure that utilities, rooms and adequate space (playground, gym, cafeteria, classrooms, computer labs, library, office, and storage) is available for program implementation
- h. Partner in appropriate data collection to meet the necessary reporting, compliance, and evaluation needs
- i. Welcome a SMYE program leader as part of your Site Council team
- j. Communicate academic, behavior, and social-emotional needs/challenges with SMYE program teams

**St. Mark agrees to:**

- a. Write the 21<sup>st</sup> CCLC grant applications/continuation proposals
- b. Monitor the program for grant compliance
- c. Partner to provide training on district policies/procedures, best practices, youth development, positive behavior management, district curriculums, cultural competency, and meeting the needs of under-served and at-risk youth and families
- d. Hire and supervise program coordinator, site team staff, volunteers, and community partners
- e. Implement before and after school programs that are in alignment with CSIP, district and school initiatives, and integrated into the school culture to include homework help, enrichment, and wellness
- f. Serve on appropriate 21<sup>st</sup> and school committees; advisory council, site council
- g. Maintain grant records for fiscal accountability and grant reporting
- h. Complete all evaluation reports
- i. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of student data
- j. A daily nutritious snack for students attending after-school program
- k. All materials and supplies needed to carry out these programs
- l. Family engagement activities such as literacy and math nights and family field trips

*Dawn Cogan*      1.14.14

Dawn Cogan  
 St. Mark Executive Director

Date

*Joe Maloney*      1/17/14

Joe Maloney  
 Marshall Elementary Principal

Date

Michelle M. Covey  
3199 Foxborough Court  
Dubuque, IA 52001

Iowa Department of Education  
Grimes State Office Building  
400 E 14<sup>th</sup> Street  
Des Moines, IA 50319-0146

January 13, 2014

Dear Grant Committee,

It is my pleasure to write a letter in support of the proposal for the 21<sup>st</sup> Century Grant extension.

As a parent, longtime volunteer in our school district, a former Dubuque Community School Board member, and a member of the St. Mark Youth Enrichment Board of Trustees, I have seen first-hand the needs of the students in our district and particularly those of the students in the SINA schools in our downtown area-those served by St. Mark. Typical students in the downtown area live in households with single parents or in households in which both parents must work to support the family. Frequently these parents are away from the home before and after school out of necessity. In these homes books and technology simply cannot be provided in the family budget.

For over 25 years, St. Mark Youth Enrichment has not only provided a safe place for these children to be, but a place where they get homework assistance, socialization, and enhancement activities in a positive nurturing atmosphere. The programs proposed in this grant application will allow this program to continue to provide that positive environment for children. Each program provides age appropriate, hands on interactive experiences designed for academic, social and personal growth and success. Literacy materials are abundant and technology enhances the instruction as an integral part of the programming.

In conclusion, I fully support the efforts of St. Mark Youth Enrichment as they seek an extension in funding for the before and after school programs which will provide many students with the necessary assistance and skill building activities to give them a better start on their way to success.

Sincerely,



Michelle M. Covey  
Board Chair

January 13, 2014

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 before and after school programs you have in place.

America's law enforcement leaders know from experience and the research that the school hours from 2 to 6 PM on school days are the prime times for juvenile crime. More than 7 in every 10 school age children are from households where both parents work or the sole parent is 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 Dubuque Police Department by giving these kids a safe, structured, supportive and supervised environment during critical after school hours.

Sincerely,



Mark Dalsing  
Chief of Police



Office of the Mayor  
City Hall  
50 West 13<sup>th</sup> Street  
Dubuque, IA 52001-4864  
[www.cityofdubuque.org](http://www.cityofdubuque.org)

January 13, 2014

To Whom It May Concern:

I am writing this letter in support of the grant extension for St. Mark Youth Enrichment.

St. Mark Youth Enrichment is a viable and growing non-profit in our community that benefits and impacts more than just the children who attend the before and after school program. Over the years, St. Mark has demonstrated that it is an organization invested in creating long-term positive effects for the entire community. As a partner, they work to increase literacy in the youth they serve as well as their families. They also push and effectively show their commitment to building a stronger and more diverse community.

Structured programs such as the ones that St. Mark Youth Enrichment provide, are essential to creating a vibrant and safe community that we have in Dubuque. Education and family support are two areas that we as a city focus on and the programs at St. Mark Youth Enrichment help us to meet our goals and vision.

I strongly encourage you to support the grant extension submitted by St. Mark Youth Enrichment. They offer an essential program to lower socio-economic students and their families in Dubuque.

Sincerely,

Roy D. Buol  
Mayor of Dubuque



January 13, 2014

To Whom It May Concern:

I am writing this letter in support of the grant extension submitted by St. Mark Youth Enrichment in Dubuque, IA. During the past few years, I have been able to see first-hand the difference the program is making in the community; in particular, by serving children who come from a lower socio-economic status. As a result, St. Mark Youth Enrichment successfully provides a structured and nurturing environment to at-risk students. In my opinion, many of the students would be unable to benefit from this type of support structure if St. Mark did not exist in Dubuque.

Each year, the focus on service learning in our institution increases. Experiential learning, which many Loras students are providing in the St. Mark program, gives them an opportunity to apply what they are learning by being involved in a meaningful partnership beyond the walls of the classroom. Consequently, we have a vested interest in maintaining the St. Mark program to serve those in our community who are less fortunate.

I strongly encourage and thank you for your consideration of the grant extension proposal submitted by St. Mark Youth Enrichment. They have helped countless at-risk students and their families in Dubuque. We at Loras are excited about the partnership we have and seek to build on this momentum in the future. Your continued support will ensure this and much, much more. Thank you.

Sincerely,

Jim Collins '84  
President



January 13, 2014

Abeni El-Amin  
Executive Director  
Multicultural Family Center  
1157 Central Ave  
Dubuque, IA 52001

Dear Department of Education,

On behalf of the Multicultural Family Center, I am writing this letter of support for St. Mark Youth Enrichment for their 21<sup>st</sup> Century grant extension application. St. Mark Youth Enrichment has and continues to provide valuable educational programming to low-income youth and families in Dubuque. As a partner with St. Mark Youth Enrichment, the Multicultural Family Center fully supports their pursuit of an extension of the 21<sup>st</sup> Century Grant.

Since the Multicultural Family Center opened in 2005, we have established a partnership with St. Mark. Also located in downtown Dubuque, the Multicultural Family Center serves many of the same families of St. Mark. The mission of the Multicultural Family Center is to empower all families and community members of Dubuque to reach their potential and reach unity out of diversity. In partnership with St. Mark we are able to meet the many needs of the families we both serve. We are grateful that St. Mark Youth Enrichment serves the educational needs of elementary students in the community, allowing the Multicultural Family Center to focus on older students and their families.

Sincerely,

[Electronic Signature]

Abeni El-Amin  
Executive Director



January 14, 2014

To Whom It May Concern:

The Dubuque Community School District lends enthusiastic support to St. Mark Youth Enrichment's bid for 21<sup>st</sup> Century Grant funding extension for the before and after school program offered to Dubuque students. This project is designed to give students a supportive, educational setting for before and after school hours and offers our downtown parents the security of adult supervision when their work schedules demand child care arrangements.

We agree that this program helps meet a desperate need for educational support for academics, education in personal health and welfare areas, violence and drug prevention, bullying reduction, character building and social skills. We look forward to continuing the partnership that was first established with St. Mark Youth Enrichment in the late 1980's and has continued to grow and expand to help meet the diverse needs of students and families in the downtown corridor.

We believe that continuing this innovative opportunity will not only have a direct impact and measureable impact on the lives of many Dubuque students, but also help meet the diverse needs of economically challenged students.

Sincerely,

Stan Rheingans  
Superintendent of Schools

**FORM A: SITE INFORMATION**

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

<b>21CCLC Site Name: Audubon Elementary School</b>		
<b>Site Address: 605 Lincoln Avenue</b>		
<b>City, State, Zip: Dubuque, IA 52001</b>		
<b>Phone: 563-552-3300</b>		
<b>Site Contact Person: Ed Glaser</b>		
Feeder School Name(s)	Building Number(s)	#of pupils from this school in 21CCLC program
Audubon Elementary School		60
<b>21CCLC Site Name: Lincoln Elementary School</b>		
<b>Site Address: 555 Nevada Street</b>		
<b>City, State, Zip: Dubuque, IA 52001</b>		
<b>Phone: 563-552-4050</b>		
<b>Site Contact Person: Dr. Donna Loewen</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
Lincoln Elementary School		60
<b>21CCLC Site Name: Marshall Elementary School</b>		
<b>Site Address: 1450 Rhomberg Avenue</b>		
<b>City, State, Zip: Dubuque, IA 52001</b>		
<b>Phone: 563-552-4100</b>		
<b>Site Contact Person: Joe Maloney</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
Marshall Elementary School		90
<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 21CCLC 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.

**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 21st Century Community Learning Centers Program was developed and will be carried out in active collaboration with the schools the students attend. Effective integration of the 21CCLC with the regular school day requires that there be a dedicated effort to achieve ongoing communication and articulation of issues between regular school and before and after school staff. Such efforts might include, but are not limited to, 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.



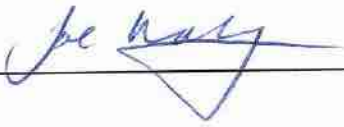
**Part N: Grant Termination (Additional conditions in appendix D)**

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


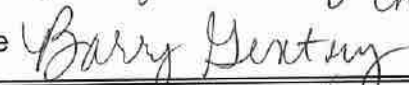




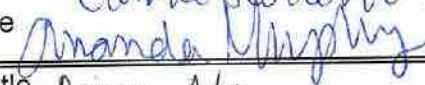
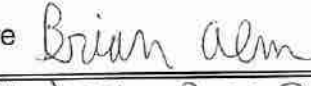

**Certification:** As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement 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
	Dubuque Community Schools
Signature of Site Principal for Each 21 <sup>st</sup> Century Community Learning Centers-Funded Site	Site Name
Donna Louwen	LINCOLN School.
	Audubon School
	MARSHALL 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 five (5) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Chelsea Ellingson, Division Director	Agency	March of Dimes
Signature		Address	350 N. Grandview St. 3332
		City/Zip	Dubuque, IA 52001
		Phone	589-2322
Name/Title	Barry Denton - SVP Chamber	Agency	Chamber of Commerce
Signature		Address	300 Main St
		City/Zip	DBQ IA
		Phone	543 1552
Name/Title	Sarah Khosner / owner	Agency	Main Street Chop House
Signature		Address	Main Street
		City/Zip	Duque, 52001
		Phone	
Name/Title	Every Child / Every Promise	Agency	Katie Foust
Signature		Address	700 Locust St. Suite 195
		City/Zip	Dubuque 52001
		Phone	588-2700
Name/Title	Todd Wassels / Director of Curriculum	Agency	Holy Family Catholic Schools
Signature		Address	2005 Kane St.
		City/Zip	Dubuque 52001
		Phone	563-582-5456
Name/Title	Rafarais Torres / Inter	Agency	St. Mark Community Center / Clarke University
Signature		Address	1201 Locust St / 1850 Clarke Drive
		City/Zip	Dubuque, IA 52001
		Phone	
Name/Title	Amanda Murphy / Inter Clarke Student	Agency	St. Mark Community Center / Clarke University
Signature		Address	1201 Locust St.
		City/Zip	Dubuque IA
		Phone	
Name/Title	Brian Alm	Agency	Staff
Signature		Address	Owen Court 2671 Apt. 66
		City/Zip	Dubuque 152002
		Phone	(563) 543-5684
Name/Title	Jessica Page - Prog + events chair	Agency	Young Professionals of Dubuque
Signature		Address	300 Main St
		City/Zip	Dubuque 52001
		Phone	543-1552

### 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 five (5) additional pages for signatures.**

Name/Signature		Agency Affiliation	
Name/Title	Donna Loewen / Principal	Agency	Lincoln Elem
Signature	Donna Loewen	Address	555 Nevada St
		City/Zip	Dubuque IA 52001 Phone 552-4050
Name/Title	Kristin Helle / Teacher	Agency	Lincoln Elem
Signature	Kristin Helle	Address	555 Nevada St
		City/Zip	Dubuque IA 52001 Phone 552-4050
Name/Title	Heather Pfaff	Agency	Lincoln Elem
Signature	Heather Pfaff	Address	555 Nevada St
		City/Zip	Dubuque IA Phone 552-4050
Name/Title	Stan Rheingans, Superintendent	Agency	Dubuque Community Schools
Signature	Stan Rheingans	Address	2300 Chaney Road
		City/Zip	Dubuque IA 52001 Phone (563) 552-3000
Name/Title	JOE MALONEY / PRINCIPAL	Agency	DBA SCHOOLS
Signature	Joe Maloney	Address	1450 RUMBERG AVE
		City/Zip	DUBUQUE Phone 552-4100
Name/Title	Abevi Et-Ahiny, Ed	Agency	MFC
Signature	Abevi Et-Ahiny	Address	1157 Central Ave
		City/Zip	Dubuque, IA Phone 563-582-3681
Name/Title	Jean Heiler / Secretary	Agency	Prescott Elementary
Signature	Jean Heiler	Address	1151 White St
		City/Zip	Dub Phone 552-4200
Name/Title	Nicole Borovic / health paraprofessional	Agency	Prescott
Signature	Nicole Borovic	Address	1151 White St
		City/Zip	Dub 52001 Phone 552-4208
Name/Title	Chris McCarron / Principal	Agency	Prescott
Signature	Chris McCarron	Address	1151 White Street
		City/Zip	Dubuque 52001 Phone 552-4200

### 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.

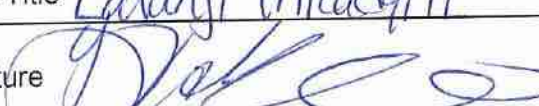

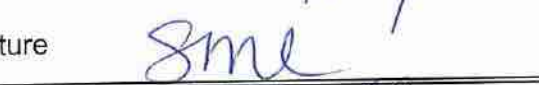
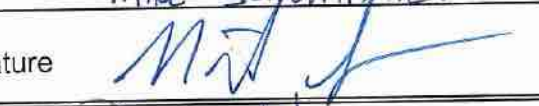
Applications only allowed up to five (5) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Mandy Holburne	Agency	Prudential
Signature	Amanda Holburne	Address	500 Main St.
		City/Zip	Dubuque, IA Phone 563-585-7058
Name/Title	Mark Ehlers	Agency	Dubuque Comm School
Signature	Mark Ehlers	Address	
		City/Zip	Dubuque 52062 Phone
Name/Title	Mark O'Brien	Agency	John Deere
Signature	Mark O'Brien	Address	18600 S. John Deere Rd
		City/Zip	Dubuque, IA 52001 Phone 563-587-6151
Name/Title	Dawn McCoy	Agency	McCoy Group
Signature	Dawn McCoy	Address	2099 South Park Ct.
		City/Zip	Dubuque IA Phone 563-556-3773
Name/Title	Dan Wellik	Agency	The Friedman Group
Signature	Dan Wellik	Address	980 Locust St., Suite 200
		City/Zip	Dubuque 52001 Phone 563-556-0272
Name/Title	Justine Rabbett	Agency	
Signature	Justine Rabbett	Address	3528 Keymeier Dr.
		City/Zip	Dubuque, IA 52001 Phone 563-581-9059
Name/Title	Rebecca Kuhle	Agency	University of Dubuque
Signature	Rebecca Kuhle	Address	1975 Bennett St.
		City/Zip	Dubuque 52001 Phone 563-495-2522
Name/Title	Peter Herber	Agency	Multicultural Family Center
Signature	Peter Herber	Address	1157 Central Ave
		City/Zip	Dubuque IA Phone 563-582-3681
Name/Title	Sarah Petersen	Agency	Multicultural Family Center
Signature	Sarah Petersen	Address	1157 Central Ave
		City/Zip	Dubuque, IA Phone 563-582-3681

### 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 five (5) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Latanji Threaddgill	Agency	Mom
Signature		Address	3445 Mya Rose Ct
		City/Zip	Dubuque IA Phone 563 582-5587
Name/Title		Agency	Student
Signature	Muylla Threaddgill	Address	3445 Mya Rose Ct
		City/Zip	Dubuque IA Phone 563 582-5587
Name/Title	Bonnie Harkness	Agency	Grandma
Signature		Address	924 Garfield
		City/Zip	Dub IA Phone 542-9109
Name/Title	Ashley Becker	Agency	Mother
Signature	Ashley Becker Chloé Hansen	Address	3287 Getty Terrace
		City/Zip	Dubuque IA Phone 564-6827
Name/Title	Shannon Lipper / mom	Agency	Mom
Signature		Address	2008 Golden Eagle Dr.
		City/Zip	52001 Phone 599-8238
Name/Title	<del>Tim Wardle</del> Gavin Wardle	Agency	Dad
Signature	Tim Wardle	Address	4523 Lark drive
		City/Zip	52001 Phone (563) 495-8589
Name/Title	Jennifer Phillips	Agency	Mom
Signature	Jennifer Phillips	Address	3846 Oneida
		City/Zip	DBQ 52001 Phone 563 590 4537
Name/Title	MIKE SCHUMACHER	Agency	DAD
Signature		Address	2067 HAPPY BACK CT
		City/Zip	DBQ 52001 Phone 563-584-1787
Name/Title	Dawn Hinzman	Agency	MOM
Signature	Dawn Hinzman	Address	1959 Lincoln Ave
		City/Zip	Dubuque IA Phone 564-8128 52001

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

<b>21CCCLC TOTAL FUNDING REQUEST</b> (Before and/or After School and Summer Program Funds)	
<b>Number of program sites included in this application:</b>  3	<b>Total number of students being served (all sites for one year):</b>  210
	<b>Total first-year funding request (all sites):</b>  \$114,750.00
	<b>Total five-year funding request (all sites):</b>  \$573,750

<b>FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION</b>						
NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.						
Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Year 4 Funding Request	Year 5 Funding Request	Total Funding Request (5-year total)
Audubon	\$33,275	\$33,275	\$33,275	\$33,275	\$33,275	\$166,375
Lincoln	\$33,275	\$33,275	\$33,275	\$33,275	\$33,275	\$166,375
Marshall	\$48,200	\$48,200	\$48,200	\$48,200	\$48,200	\$241,000
	\$	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$	\$
	\$	\$	\$	\$	\$	\$



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

**Applicant Agency:** St. Mark Youth Enrichment (formerly Community Center)

Site: Audubon Elementary School

**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: 60

Category	Year 1		Year 2		Year 3		Year 4		Year 5		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	21,629	266	21,629	266	21,629	266	21,629	266	21,629	266	\$109,475
Staff Travel	1,663	166	1,663	166	1,663	166	1,663	166	1,663	166	\$9,145
Materials	1,997	233	1,997	233	1,997	233	1,997	233	1,997	233	\$11,150
Professional Development (minimum 4% per year)	2,330	233	2,330	233	2,330	233	2,330	233	2,330	233	\$12,815
Student Access, Transportation etc. (maximum 8% per year)	1,331	133	1,331	133	1,331	133	1,331	133	1,331	133	\$7,320
Evaluation (about 4% per year)	998	133	998	133	998	133	998	133	998	133	\$5,655
Administrative/ Indirect Costs (maximum 8% per year)	1,997	166	1,997	166	1,997	166	1,997	166	1,997	166	\$10,815
<b>Totals</b>	\$31,945	\$1,330	\$31,945	\$1,330	\$31,945	\$1,330	\$31,945	\$1,330	\$31,945	\$1,330	\$166,375

**Required: One form D2 per site.** Please reproduce this page for each site included in the application. **CONTINUATION GRANTEES MUST ALSO SUBMIT FORM D4. SEE THE APPENDIX ON CONTINUATION GRANTS FOR THE FORM.**

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

**Applicant Agency:** St. Mark Youth Enrichment  
(formerly Community Center)

Site: Lincoln Elementary School

**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: 60

Category	Year 1		Year 2		Year 3		Year 4		Year 5		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	21,629	266	21,629	266	21,629	266	21,629	266	21,629	266	\$109,475
Staff Travel	1,663	166	1,663	166	1,663	166	1,663	166	1,663	166	\$9,145
Materials	1,997	233	1,997	233	1,997	233	1,997	233	1,997	233	\$11,150
Professional Development (minimum 4% per year)	2,330	233	2,330	233	2,330	233	2,330	233	2,330	233	\$12,815
Student Access, Transportation etc. (maximum 8% per year)	1,331	133	1,331	133	1,331	133	1,331	133	1,331	133	\$7,320
Evaluation (about 4% per year)	998	133	998	133	998	133	998	133	998	133	\$5,655
Administrative/ Indirect Costs (maximum 8% per year)	1,997	166	1,997	166	1,997	166	1,997	166	1,997	166	\$10,815
<b>Totals</b>	\$31,945	\$1,330	\$31,945	\$1,330	\$31,945	\$1,330	\$31,945	\$1,330	\$31,945	\$1,330	\$166,375

*Required: One form D2 per site. Please reproduce this page for each site included in the application. CONTINUATION GRANTEEES MUST ALSO SUBMIT FORM D4. SEE THE APPENDIX ON CONTINUATION GRANTS FOR THE FORM.*

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

**Applicant Agency:** St. Mark Youth Enrichment  
(formerly Community Center)

**Site:** Marshall Elementary School

**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:** 90

Category	Year 1		Year 2		Year 3		Year 4		Year 5		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	31,330	386	31,330	386	31,330	386	31,330	386	31,330	386	\$158,580
Staff Travel	2,410	241	2,410	241	2,410	241	2,410	241	2,410	241	\$13,255
Materials	2,892	337	2,892	337	2,892	337	2,892	337	2,892	337	\$16,145
Professional Development (minimum 4% per year)	3,374	337	3,374	337	3,374	337	3,374	337	3,374	337	\$18,555
Student Access, Transportation etc. (maximum 8% per year)	1,928	193	1,928	193	1,928	193	1,928	193	1,928	193	\$10,605
Evaluation (about 4% per year)	1,446	193	1,446	193	1,446	193	1,446	193	1,446	193	\$8,195
Administrative/ Indirect Costs (maximum 8% per year)	2,892	241	2,892	241	2,892	241	2,892	241	2,892	241	\$15,665
<b>Totals</b>	<b>\$46,272</b>	<b>\$1,928</b>	<b>\$46,272</b>	<b>\$1,928</b>	<b>\$46,272</b>	<b>\$1,928</b>	<b>\$46,272</b>	<b>\$1,928</b>	<b>\$46,272</b>	<b>\$1,928</b>	<b>\$241,000</b>

**Required: One form D2 per site. Please reproduce this page for each site included in the application. CONTINUATION GRANTEEES MUST ALSO SUBMIT FORM D4. SEE THE APPENDIX ON CONTINUATION GRANTS FOR THE FORM.**

### 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.)\*

Dupaco Community Credit Union – 3299 Hillcrest Rd, Dubuque, IA 52002 – 563-557-7600

Names on Account: Dawn Cogan, Michelle Covey, Janet Quick

Account balance on 1/17/14 is \$690,635.11 and is made up of:

Savings/Asset Builder \$26.10

Investors Choice \$589,068.67

Business Checking \$41,769.65

21<sup>st</sup> Century – S18.1 \$59,770.69

American Trust – 895 Main Street, Dubuque, IA 52001 – 563-582-1841

Capital Fund Drive \$72,101.20 (Restricted)

Apples for Students Checking & Savings \$47,527.08 (Restricted)

\* 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 D4 FOR CONTINUATION GRANTEES ONLY: 21ST CENTURY COMMUNITY LEARNING  
CENTERS GRANT WORKSHEET**

**Applicant Agency:** St. Mark Youth Enrichment (formerly Community Center)

**Site:** Audubon Elementary School

Directions: Please provide detailed information on how the budget gap of 50% reduction in 21CCLC funding will be met through in-kind or cash support. Please indicate in your budget narrative if the gap will be met through in-kind or cash support and from what organization. The "Continuation Grant 50%" column should reflect the total amount requested for your continuation grant over five years (current request). The "Gap 50%" reflects the difference between the original grant and continuation grant budgets. Number of students served should not change between grant periods.

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. **Number of Students Served:** 60

Category	21CCLC Continuation Grant 50%		In-Kind/Cash Gap 50%		Gap Narrative	
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy
Personnel	21,629	266	21,629	266	While this form reflects the requested information based on original budget amounts, the gap for personnel cost is greater than 50%. Gap will be met through the following: Purchase of Service City funding, grants, fundraising, and on-going pledges. In-kind funding from colleges who provide work-study students, curriculum, mentors and Dubuque Mentoring partnership that provides mentors.	
Staff Travel	1,663	166	1,663	166	St. Mark continues to meet this gap with cash from fundraising, donations, and on-going pledges.	
Materials	1,997	233	1,663	166	Gap is met through Community Foundation and Dubuque Racing Association funding, donations, and on-going pledges. It is also met through In-kind donations from individuals, other non-profits, businesses, community partners and Keystone AEA.	
Professional Development (minimum 4% per year)	2,330	233	2,330	233	Gap for professional development is met through a Community Foundation Impact grant, fundraising, donations, and on-going pledges. In-kind donations include support from DCSD, other non-profits, colleges, community partners and Keystone AEA.	

Category	21CCLC Continuation Grant 50%		In-Kind/Cash Gap 50%		Gap Narrative	
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy
Student Access, Transportation etc. (maximum 8% per year)	1,331	133	1,331	133	Student access gap is met through funding from Mediacom and City of Dubuque Large Neighborhood grants, fundraising, donations, and on-going pledges. In-kind donation support comes from non-profits, colleges, community partners, businesses, and Keystone AEA.	
Evaluation (recommended 4% per year)	998	133	998	133	Evaluation gap is met through cash from fundraising, donations, and on-going pledges. In-kind donations come from colleges and community partners.	
Administrative/ Indirect Costs (maximum 8% per year)	1,997	166	1,997	166	Administrative gap is met through cash from fundraising, donations, and on-going pledges.	
<b>Totals</b>	<b>\$31,945</b>	<b>\$1,330</b>	<b>\$31,945</b>	<b>\$1,330</b>		

**FORM D4 FOR CONTINUATION GRANTEES ONLY: 21ST CENTURY COMMUNITY LEARNING  
CENTERS GRANT WORKSHEET**

**Applicant Agency:** St. Mark Youth Enrichment (formerly Community Center)

Site: Lincoln Elementary School

Directions: Please provide detailed information on how the budget gap of 50% reduction in 21CCLC funding will be met through in-kind or cash support. Please indicate in your budget narrative if the gap will be met through in-kind or cash support and from what organization. The "Continuation Grant 50%" column should reflect the total amount requested for your continuation grant over five years (current request). The "Gap 50%" reflects the difference between the original grant and continuation grant budgets. Number of students served should not change between grant periods.

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. **Number of Students Served:** 60

Category	21CCLC Continuation Grant 50%		In-Kind/Cash Gap 50%		Gap Narrative	
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy
Personnel	21,629	266	21,629	266		While this form reflects the requested information based on original budget amounts, the gap for personnel cost is greater than 50%. Gap will be met through the following: Purchase of Service City funding, grants, fundraising, and on-going pledges. In-kind funding from colleges who provide work-study students, curriculum, mentors and Dubuque Mentoring partnership that provides mentors.
Staff Travel	1,663	166	1,663	166		St. Mark continues to meet this gap with cash from fundraising, donations, and on-going pledges.
Materials	1,997	233	1,663	166		. Gap is met through Community Foundation and Dubuque Racing Association funding, donations, and on-going pledges. It is also met through in-kind donations from individuals, other non-profits, businesses, community partners and Keystone AEA.
Professional Development (minimum 4% per year)	2,330	233	2,330	233		Gap for professional development is met through a Community Foundation Impact grant, fundraising, donations, and on-going pledges. In-kind donations include support from DCSD, other non-profits, colleges, community partners and Keystone AEA.

Category	21CCLC Continuation Grant 50%		In-Kind/Cash Gap 50%		Gap Narrative	
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy
	Student Access, Transportation etc. <small>(maximum 8% per year)</small>	1,331	133	1,331	133	Student access gap is met through funding from Mediacom and City of Dubuque Large Neighborhood grants, fundraising, donations, and on-going pledges. In-kind donation support comes from non-profits, colleges, community partners, businesses, and Keystone AEA.
Evaluation <small>(recommended 4% per year)</small>	998	133	998	133	Evaluation gap is met through cash from fundraising, donations, and on-going pledges. In-kind donations come from colleges and community partners.	
Administrative/ Indirect Costs <small>(maximum 8% per year)</small>	1,997	166	1,997	166	Administrative gap is met through cash from fundraising, donations, and on-going pledges.	
<b>Totals</b>	\$31,945	\$1,330	\$31,945	\$1,330		



**FORM D4 FOR CONTINUATION GRANTEES ONLY: 21ST CENTURY COMMUNITY LEARNING  
CENTERS GRANT WORKSHEET**

**Applicant Agency:** St. Mark Youth Enrichment (formerly Community Center)

**Site:** Marshall Elementary School

**Directions:** Please provide detailed information on how the budget gap of 50% reduction in 21CCLC funding will be met through in-kind or cash support. Please indicate in your budget narrative if the gap will be met through in-kind or cash support and from what organization. The "Continuation Grant 50%" column should reflect the total amount requested for your continuation grant over five years (current request). The "Gap 50%" reflects the difference between the original grant and continuation grant budgets. Number of students served should not change between grant periods.

**Restrictions:** Please refer to Section II C of the RFA for specific budget restrictions. **Number of Students Served:** 90

Category	21CCLC Continuation Grant 50%		In-Kind/Cash Gap 50%		Gap Narrative	
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy
	Personnel	31,330	386	21,629	266	While this form reflects the requested information based on original budget amounts, the gap for personnel cost is greater than 50%. Gap will be met through the following: Purchase of Service City funding, grants, fundraising, and on-going pledges. In-kind funding from colleges who provide work-study students, curriculum, mentors and Dubuque Mentoring partnership that provides mentors.
Staff Travel	2,410	241	1,663	166	St. Mark continues to meet this gap with cash from fundraising, donations, and on-going pledges.	
Materials	2,892	337	1,663	166	Gap is met through Community Foundation and Dubuque Racing Association funding, donations, and on-going pledges. It is also met through In-kind donations from individuals, other non-profits, businesses, community partners and Keystone AEA.	
Professional Development (minimum: 4% per year)	3,374	337	2,330	233	Gap for professional development is met through a Community Foundation Impact grant; fundraising, donations, and on-going pledges. In-kind donations include support from DCSD, other non-profits, colleges, community partners and Keystone AEA.	

Category	21CCCLC Continuation Grant 50%		In-Kind/Cash Gap 50%		Gap Narrative	
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy
	Student Access, Transportation etc. (maximum 8% per year)	1,928	193	1,331	133	Student access gap is met through funding from Mediacom and City of Dubuque Large Neighborhood grants, fundraising, donations, and on-going pledges. In-kind donation support comes from non-profits, colleges, community partners, businesses, and Keystone AEA.
Evaluation (recommended 4% per year)	1,446	193	998	133	Evaluation gap is met through cash from fundraising, donations, and on-going pledges. In-kind donations come from colleges and community partners.	
Administrative/ Indirect Costs (maximum 8% per year)	2,892	241	1,997	166	Administrative gap is met through cash from fundraising, donations, and on-going pledges.	
<b>Totals</b>	<b>\$46,272</b>	<b>\$1,928</b>	<b>\$46,272</b>	<b>\$1,928</b>		

## 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:

According to research in Dubuque's Third Grade Community Solutions Action Plan, the biggest challenge facing the community is the disproportionate achievement rates of minority students and students in poverty. Local students are achieving overall at a high level, but when data is disaggregated, results shift. Achievement rates drop significantly in regards to entitlement to Special Education, reading achievement, school attendance, school readiness and graduation rates for these students.

Students at targeted schools are from families who struggle financially and who are more racially diverse than the rest of the Dubuque community. Families at Audubon, Lincoln and Marshall schools have a disproportionate percentage of students who are eligible for free or reduced-price lunches and a larger number of students with IEPs.

The Community Solutions Action Plan indicates that these parents often cannot afford enrichment programming for their children and they are frequently unable to provide access to technology or reading guidance – further increasing learning hardship for these at-risk students. Additionally, these students often suffer from inadequate nutrition. Of the 14% of Dubuque students not meeting 3<sup>rd</sup> grade reading targets, 50% are entitled and the rest are overwhelmingly black, male and receive free and reduced lunch services.

St. Mark's Early Risers and Step Up programs will continue to meet the needs of these targeted students by providing a safe environment with certified teachers and caring adult mentors for students in grades K-5 at the three most at-risk schools. St. Mark will provide homework help, academic mentoring, unique enrichment opportunities, and access to tools and technology students need to reach their full potential.

Indicate which group is impacted:

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

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

- 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 Cogan

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**

	<b>Private School Consultation Meeting Log</b>	
	Date	1/17/14
	Time	2:30 pm
	Location	Holy Family School District

**Meeting called by:**  
**Attendees:** (Attach attendance sign-in sheet)

**Type of meeting:**

----- Agenda Topics -----		
<b>Welcome</b>	[Insert Name]	[Insert time allocation]
<p><b>Discussion:</b> 21<sup>st</sup> Century Grant - what it covers, the programs St. Mark provides and what before and after school programs entails</p> <p><b>Conclusions:</b> Todd with Holy Family is familiar with St. Mark programs and this grant.</p>		
<b>Action Items:</b>	<b>Person responsible:</b>	<b>Deadline:</b>
None	N/A	N/A
<b>Resources for Non-Public Schools</b>	[Insert Name]	[Insert time allocation]
<p><b>Discussion:</b> Holy Family already provides after school programming based on academic enrichment in their schools. At this time, additional resources aren't needed or requested.</p> <p><b>Conclusions:</b> Will continue to be in contact with Holy Family schools to stay in contact &amp; updated</p>		
<b>Action Items:</b>	<b>Person responsible:</b>	<b>Deadline:</b>
Follow up next year	Dawn Cogan	9/2015

[continues on next page]

<b>Consultation Procedures</b> [Insert Name] [Insert time allocation]		
Discussion: Discussed the procedure if a student at Holy Family Schools wanted to attend St. Mark programming		
Conclusions: St. Mark would provide transportation and be open to children at Holy Family Schools.		
Action Items: None at this time	Person responsible: N/A	Deadline: N/A
<b>Questions</b> All Staff [Insert time allocation]		
Discussion: No questions were posed at this time.		
Conclusions: Holy Family Schools will contact St. Mark if questions arise.		
Action Items: None at this time	Person responsible: N/A	Deadline: N/A

**Other Information**

<b>Resource persons:</b>	Todd Wessels, Director of Curriculum
<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.

B) Services were declined.

Private School Consultation Meeting Attendance -- 1/17/14

Jessica Page - St. Mark Youth Enrichment

~~Terrell~~ Holy Family Catholic Schools

Dawn Coppe - St. Mark Youth Enrichment