

## 21CCLC Request for Applications

Important! Do not use your browser back, forward, or refresh buttons. You will lose your progress on your application. Only use the navigation below and the “continue” buttons at the bottom of each page to navigate the application form. Your information will not be saved if you leave this page.

Application Information – Forms – Site Information – Financials – Basic Service Components – Proposal Narrative – Ready to Submit?

### Application Information

#### **Applicant Service as Fiscal Agent (Application Agency):**

St. Mark Youth Enrichment

#### **County:**

Dubuque

#### **Amount Requested: (Total for Year 1 from Form D1, Maximum of \$300,000)**

\$108,750

#### **Director of Agency:**

Dawn Cogan

#### **Contact Name: (Superintendent, Principal, Executive Director, etc.)**

Dawn Cogan, Executive Director

#### **Agency Name:**

St. Mark Youth Enrichment

#### **Address: (street address)**

1201 Locust St.

#### **City:**

Dubuque

#### **Zip Code: (5 digit zip code)**

52001

#### **Phone: (563)-582-6211**

**FAX:** NA

**Email Address:**

[dcogan@stmarkyouthenrichment.org](mailto:dcogan@stmarkyouthenrichment.org)

Is the Grant Contact/Project Director the same contact as the Director of Agency?

YES

NO

**Grant Contact/Project Director:**

Kaitlin Schmidt

**Contact Name:**

Kaitlin Schmidt, Director of Strategic Resources

**Agency Name:**

St. Mark Youth Enrichment

**Address:**

1201 Locust St.

**City:**

Dubuque

**Zip Code:**

52001

**Phone:** (563)582-6211

**FAX:** NA

**Email Address:**

[kschmidt@stmarkyouthenrichment.org](mailto:kschmidt@stmarkyouthenrichment.org)

**Unique Entity Identifier Number:** HZB5XTZNG9U3

**Data Collection and Evaluation Contact**

**Contact Name:**

Kaitlin Schmidt, Director of Strategic Resources

**Address:**

1201 Locust St.

**City:**

Dubuque

**Zip Code:**

52001

**Phone:** (563)-582-6211

**FAX:** NA

**Email Address:**

[kschmidt@stmarkyouthenrichment.org](mailto:kschmidt@stmarkyouthenrichment.org)

**Fiscal Contact (your school or organization's Chief Financial Officer/Business Manager)**

**Contact Name:**

Dawn Cogan, Executive Director

**Address:**

1201 Locust St.

**City:**

Dubuque

**Zip Code:**

52001

**Phone:** (563)-582-6211

**FAX:** NA

**Email Address:**

[dcogan@stmarkyouthenrichment.org](mailto:dcogan@stmarkyouthenrichment.org)

Are you a past grantee? YES  NO

**Only past grantees are required to fill out this section.**

**Please respond to the following questions.**

Essa 4203(14) describes how the State educational agency will evaluate the effectiveness of programs and activities carried out under this part. ESSA 4204.2 (E) a description of how the activities will meet the measures of effectiveness described in section 2305(b); ESSA 4205(1) IN GENERAL. – For a program or activity developed pursuant to this part to meet the measures of effectiveness, monitored by the State educational agency as described in section 4203(a)(14).

Have you ever been in non-compliance (received a letter notice from Iowa Department of Education stating non-compliance) with 21CCLC rules and regulations in the past three years?

YES

NO

Did you meet your attendance goals for the past two years? (21CCLC funded sites are required to meet their attendance goals at a rate of 70% in year one and 80% by year three)

YES

NO

Please provide your enrollment numbers for the last three years of your previous 21CCLC grant

2022-2023 School Year- 82  
2021-2022 School Year- 70  
2020-2021 School Year- 70

St. Mark programs were impacted by COVID-19 which resulted in lower enrollment and attendance numbers. St. Mark has stayed in communication with the Iowa Department of Education to share challenges related to lower enrollment, national staffing shortages, etc. St. Mark has gradually increased enrollment and attendance. 21stCCLC funding will support getting back to full capacity.

Please provide your average daily attendance for the last three years of your previous 21CCLC grant.

2022-2023 School Year- 57  
2021-2022 School Year- 41  
2020-2021 School Year- 38

Did you meet your academic goals for the past two years?

YES

NO

How many of your local evaluation goals did you meet over the past two years?

Over 75%  Over 50%  Less than 50%  None

Have much have office referrals been reduced over the past five years of your grant?

Over 75%  Over 50%  Less than 50%  None

Have you provided children with the required snack?

YES

NO

Have you exceeded the snack requirement, by providing a full meal?

YES

NO

How many parent engagement meetings did you have in the last year of your most recent 21CCLC grant?

Number of parent engagement meetings:

4

How many field trips did you provide in the last year of your most recent 21CCLC grant?

Number of parent engagement meetings:

1

Are you charging program fees to families?

YES

NO

After 5 years, how many community partners for sustainability have been recruited?

More than 50  More than 25  More than 10  Less than 10

Have you participated in required committee work in the last year? Attended:

All Meetings  Some meetings (3-5)  Rarely participated (1-2)  None

Have you attended required Professional Development in the last year? Attended:

All Meetings  Some meetings (5-9)  Rarely participated (1-4)  None

*These questions provide data on the effectiveness of an existing program. Monitored as required by ESSA and the Iowa Grant Agreement Performance Monitoring section.*

How have you provided notice to the community of your intent to apply? Examples: public school board meeting, public webpage notice, public advisory board meeting.

St. Mark has notified the community with the intent to apply for this funding through a direct communication to stakeholders and partners, a public school board meeting, and posting publicly on our website. <https://stmarkyouthenrichment.org/st-mark-applying-for-21st-century-grant-funding/>

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### Forms

#### Legal Status of Applicant\*

Please download the “Legal Status of Applicant” document, fill out the form, and upload the complete form using the button below.

*Supported formats: Word or PDF*

**Attached in email submission as “Legal Status of Applicant\_SMYE”**

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#### Request for Competitive Priority\*

It is the responsibility of the applicant to request and provide documentation of competitive priority in scoring of applications. In the downloadable form, 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.

Please download the “Request for Competitive Priority” document, fill out the form, and upload the complete form using the button below.

*Supported formats: Word or PDF*

**Attached in email submission as “Request for Competitive\_SMYE”**

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#### Minority Impact Statement\*

Please download the “Minority Impact Statement” document, fill out the form, and upload the complete form using the button below.

*Supported formats: Word or PDF*

**Attached in email submission as “Minority Impact Statement\_SMYE”**

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#### Private School Consultation Meeting Log\*

Please download the “Private School Consultation Meeting Log” document, fill out the form, and upload the complete form using the button below.

*Supported formats: Word or PDF*

**Attached in email submission as “Private School Consultation Meeting Log\_SMYE”**

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## Sustainability Planning Template and Previous Sustainability Form\* Sustainability Plan\*

Please download the “Sustainability Plan Form” document, fill out the form, and upload the complete form using the button below.

*Supported formats: Word or PDF*

**Attached in email submission as “Sustainability Plan Template\_SMYE”**

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### **Past Grantee Sustainability Form**

Existing 21CCLC programs are required to document efforts of sustainability according to federal law. This template serves as an opportunity for existing 21CCLC grantees to document what partners have committed to support through financial contributions, in-kind donations, volunteer time, and other goods and services. A lack of evidence of sustainability could be considered supplanting.

*Supported formats: Word or PDF. Only submit if you are a past grantee.*

**Attached in email submission as “Previous Sustainability Form\_SMYE”**

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## Community Partner Official Notice

Districts that are eligible for a community partner to apply in a high need urban area MUST provide the Iowa Department of Education with official notice of who that partner will be and a partnership and how it will benefit at-risk children in the community.

Failure to provide this official notice will result in ONLY the district application being accepted for grant review. The Community Partner application will not be read but will have the option of re-applying the following year.

**Required for community-based organizations only.**

*Supported formats: Word or PDF*

***Per conversation with Vic, this form was not needed due to it being related to multiple high schools in a district in an urban area seeking funding.***

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## **Assurances & Agreements Required of All Applicants\***

Please download the "Assurances & Agreements" document, fill out the form, and upload the complete form using the button below.

*Supported formats: Word or PDF*

**Attached in email submission as "Assurances & Agreements\_SMYE"**

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## **Collaborative Signatures \***

Please download the "Collaborative Signatures" document, fill out the form, and upload the complete form using the button below.

*Supported formats: Word or PDF*

**Attached in email submission as "Collaborative Signatures\_SMYE"**

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## **MOU Template\***

Please download the "MOU Template" document, fill out the form, and upload each completed form using the button below. Please upload at least 5 and up to 10 MOUs. If you have more than 10 MOUs, please cite the total number of MOUs in your narrative.

*Supported formats: Word or PDF*

**10 MOUs attached in email submission as the following:**

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- BCGGD\_SMYE\_MOU
- Challenge2Change\_SMYE\_MOU
- Dubuque Community Schools\_SMYE\_MOU
- ISU\_SMYE\_MOU
- LorasCollege\_SMYE\_MOU
- NEICScouts\_SMYE\_MOU
- NICC\_SMYE\_MOU
- NMRM\_SMYE\_MOU
- RisingStar\_SMYE\_MOU
- TrolleysofDubuque\_SMYE\_MOU
- WahlertCatholicHigh\_SMYE\_MOU

## Site Information

### 2022-2025 Site Profile

**School/Agency Name:**

### Target Schools\*

*School Name (can apply for up to 3 sites)    School-Wide Information    # of Youth Served*

	Grades	Total Enrollment	Free and Reduced Lunch Rate	Grades Served by Program	BS	AS	SUM
School 1 St. Mark at the Boys and Girls Club	K-5	1,804	65% (average for all eligible schools)	K-5		100	
School 2							
School 3							

Total \_\_\_\_\_ 100 \_\_\_\_\_

### Before School (BS) Site Operations\*

Please mark each field NA if it does not apply to your site

Estimated Start Date: NA

Estimated End Date: NA

Total Number of Service Days: NA

Start Time: NA

End Time: NA

Days of the Week: NA

Total hours of Before School Services per typical week: NA

## Afterschool (AS) Site Operations\*

Please mark each field NA if it does not apply to your site

Estimated Start Date: 9/2/2024

Estimated End Date: 5/16/2025

Total Number of Service Days: 145

Start Time: 2:30

End Time: 5:30

Days of the Week: M-F, 5 days

Total hours of After School Services per typical week: 15

## Summer (SUM) Site Operations\*

Please mark each field NA if it does not apply to your site

Estimated Start Date: NA

Estimated End Date: NA

Total Number of Service Days: NA

Start Time: NA

End Time: NA

Days of the Week: NA

Total hours of Summer Services per typical week: NA

## Family Engagement\*

All 21CCLC programs are required to host a minimum of four family-centered events each year. A general rule of thumb is one per quarter. Examples of events include back to school celebrations, literacy nights, family game nights, recreational events, guest speakers, and so on.

### Describe Frequency, Duration, and Dosage:

St. Mark will offer quarterly family events, typically 2 hours in length. Activities vary year to year but include fun and engaging experiences and a meal is typically provided at each offering. Experiences have included parent information sessions, holiday celebrations, a nature hike and picnic, and book BINGO night. These experiences bring families together and

offer a balance between exciting experiences and offering educational opportunities and modeling how to teach skills.

School Name	Total Number of Family Events	Estimated Total Number of Adult Family Members Served
St. Mark at the Boys and Girls Club	4	150

## Financials

### Coordination of Funds

The SEA monitors the coordination of federal, state, and local funds used in this program. Use of a combination of funding sources should be reflected in your application budget, local evaluation, and in the CASA claims reporting system.

### Funding Estimator

The Funding Estimator is provided as an Excel document and is designed to be a tool to determine the amount of funding needed to implement a successful program. The funding estimator does not need to be uploaded. It is just a resource. This tool is designed to assist you in determining an appropriate budget request. Your partner contributions should be documented and deducted from your accounting for an accurate estimation of request.

## Form D1: 21CCLC Application Funding Request Summary

### 21CCLC Total Funding Request\*

(Before and/or Afterschool and Summer Program Funds)

**Number of Program Sites included in Application:**

1

**Total number of students being served (all sites for one year):**

100

**Total first-year funding request (all sites):**

\$108,750

Copy the year one funding request into year two and three. In years four and five funding is reduced to 75 percent.

## Funding For Each Site Included In This Application\*

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

### School Year

Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3 year total)	Number of students served per site per year.
St. Mark at Boys and Girls Club	\$108,750	\$108,750	\$108,750	\$326,250	100

### Summer School

Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3 year total)	Number of students served per site per year.

### Form D2

Please submit a single spreadsheet with all your D2 forms tabulated. You must complete a form for each site you will operate under your 21CCLC grant.

**Attached in email submission as "D2\_SMYE"**

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### Form D3

Please submit a single spreadsheet with all your D3 forms tabulated. This form is new this year and provides a summary of your 21CCLC expenditures and partner contributions. You are only required to submit Year 1 of this form. The other tabs in the spreadsheet are provided for your information.

2 CFR 200.331 (b) requires states to conduct a risk assessment. Each quarter your claim is reviewed for the amount (over or below quarterly average) and for restricted categories (like PD). We are adding a quarterly attendance check. Your D1 number is the number of students

you proposed to serve and are receiving federal funds for. The Enrollment number is the actual number of student. The average daily attendance shows how many attend on a regular basis.

The Grant Application requires you to service 70% of the D1 number by the end of the year 1. The Grant Application requires you to serve 80% of the number by the end of year 3.

If your recruiting methods are effective and you maintain a student leadership group and engage them with telling other students about the activities offered in afterschool, you should have no trouble meeting this goal. If your program provides engagement activities and you develop positive relationships with the students, you should have no trouble with increasing regular attendance.

If you are having trouble with meeting your goals, you are responsible to contact the SEA for help. There are many options that can help increase enrollment, attendance and decrease referrals in this program.

Failure to meet your attendance goals can result in reduction in your federal funding. You award for the following year may be reduced due to insufficient attendance this year.

**Attached in email submission as "D3\_SMYE"**

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### **Form D4: 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. Please indicate if you are a public entity or a private/non-profit by checking the appropriate box below and then use the text box at the bottom of the page to answer the questions regarding fiscal resources for start-up costs and operational costs.

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).

Check this box if you are a private nonprofit organization, private for profit organization, community-based organization, or Tribal Council.

In the textbox below, please describe your funding sources that can be used to start up and operate the program for up to three months. For example, public entities should include their budget line item number, account numbers, or any other applicable references. Private organizations should describe cash, lines of credit, emergency loans, etc. Fiscal resource information should be specific (e.g., bank or lender names; name of the holder of the account).

\*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.

St. Mark Youth Enrichment fiscal resources are held at the following financial institutions with account access afforded to Brad Scardino, Board Chair, Sarah Reicks, Board Treasurer, Dawn Cogan, Executive Director. Balances, in the amount \$323,422.78, as of October 31, 2023:

Dupaco Community Credit Union – 3299 Hillcrest Rd, Dubuque, IA 52002 – 563.557.7600  
Savings: \$15,301.98      Checking: \$203,530.39

American Trust – 895 Main Street, Dubuque, IA 52001 – 563.582.1841  
Apples for Students Checking & Savings: \$832.44

Fidelity Bank - 4250 Asbury Road, Dubuque, IA 52002 - 563-557-2300

Checking: \$103,757.97    remove financial info before putting online.

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

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### Basic Service Components

If location for the program is different from the school where children attend, list both below:

School or Site/Building Name: Audubon, Lincoln, Marshall, Prescott, Irving, Hoover Elementary

Schools at the St. Mark After School Program held on site at the Boys and Girls Club of Greater Dubuque.

School or Site/Building Name: \_\_\_\_\_

School or Site/Building Name: \_\_\_\_\_

**Do you plan to provide any of the following to meet the nutrition/food access needs of students? (Check or highlight all that apply):**

- Full meal (best practice)
- Backpack program (<https://www.foodbankiowa.org/backpack>)
- Snack (required by federal statute)

**Do you plan to follow best practices?**

Yes, we will provide a free program to at-risk students in poverty as outlined in the guidance and consistent with the priority description in the application. All students on FRPL will attend for free. Only parents who can afford the program will pay a fee. Best Practice is that applicants serve a minimum of 50% of FRPL children at each school in the application to receive the bonus points.

No, we propose to charge parents fees. Note: According to Federal rules, program fees are considered income and must be disclosed and deducted from costs on the quarterly claim form. See Financial Guidance for details. Programs that charge fees must submit their enrollment forms on an annual basis to the SEA for an equity review.



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### Proposal Narrative

We STRONGLY encourage you to save the narrative sections of this application in a Word Document since you cannot save your grant progress and come back to it later. Character limits are noted for each section (4,000 characters is the equivalent to one page of text in Arial size 12 font).

#### Abstract (Not scored)

The abstract should include summaries of each of the narrative sections and provide documentation of competitive priority status, if being requested.

**The number of students served:** 100

**The total amount requested per year:** \$108,750

**The total amount per student:**

\$1,087.50

*(total amount requested divided by total number of students served)*

*Character limit: 8,000 (including spaces). Please note that some features like tabbing, inserting tables and graphics, and hyperlinks are unavailable.*

**Competitive Priority Status:**

St. Mark has requested competitive priority status for serving children from schools designated “comprehensive” or “targeted” in collaboration with Dubuque Community Schools. Audubon Elementary has a targeted status for Black/African American and low socio-economic status students, Lincoln Elementary is extended comprehensive year 2, and Marshall Elementary has a targeted status for low socioeconomic status students and for students with IEPs. Documentation from Iowa School Performance Scorecards and an MOU with Dubuque Community Schools is provided in the upload for competitive priority status.

Additionally, St. Mark is requesting competitive priority status for providing a full meal to students in partnership with the Boys and Girls Club of Greater Dubuque, MOU is provided as documentation.

**Student Needs:**

A wide variety of stakeholders were engaged in identifying needs and development of the program including Dubuque Community School leadership, parents, youth, community groups and partners. The need for supporting students after school in the Dubuque community is evident using objective data related to poverty and safety, social emotional growth, and academic achievement. For example, St. Mark works with schools that have the highest rates of poverty in the community. Additionally, school performance report card data indicates that Audubon, Lincoln, and Marshall Elementary each have achievement gaps in reading and math proficiency for low socio-economic status and Black/African American students. Social emotional support of students was also identified in the local community equity profile that surveyed the community, 60% of respondents disagreed or strongly disagreed with the statement “I am confident our schools are meeting the needs of students,” (Community Foundation of Greater Dubuque, 2023).

**Project Description:**

St. Mark will be offering our after school program, Monday-Friday, for 100 students, kindergarten-5th grade. The program will be held on site at the local Boys and Girls Club of Greater Dubuque. The program will be available for students attending elementary schools with 40% or higher free and reduced priced lunch; primarily students from Audubon, Lincoln, and Marshall Elementary.

Each classroom will follow a general schedule that will entail various high quality activities and lessons that incorporate literacy, STEM, arts, and social emotional skills. Examples include: program transition time for connection and expectations, physical literacy activities, daily literacy games and reading, center rotations of STEM, literacy and other enrichment activities. St. Mark will facilitate quarterly family engagement events that teach skills and tools to continue students’ learning at home.

The program will end each day with a dinner provided through the Boys and Girls Club of Greater Dubuque. The Boys and Girls Club participates in the USDA’s Child and Adult Care Food Program (CACFP) free at-risk meal program, and follows all USDA guidelines.

### **Research Base:**

St. Mark's proposed activities have been vetted by the using local and national best practice evidence and standards. St. Mark utilizes research to drive decisions on curriculum and activities, guide prioritization of professional development, collaborate with community partners and initiatives, and much more. As a current 21st CCLC grantee St. Mark stays closely connected to Iowa Afterschool Alliance and federal and state 21st CCLC guidance who regularly share strategies and research.

### **Management & Sustainability:**

St. Mark is a non-profit organization that achieves effective staffing with a multi-level approach that allows for sustainable program management. This includes The Board of Directors, Executive Leadership, Director of Programs, Program Coordinators, and part-time para educators. Staffing is structured to maintain an approximate 1:10 staff to student ratio. St. Mark has implemented ongoing efforts to recruit and retain the highest quality of staff and address nationwide staffing shortages.

St. Mark utilizes volunteers to enhance the experience of the program for students. A volunteer's primary role at St. Mark is to engage and connect with our students. Volunteers help strengthen our students' social emotional and educational development by sharing one-on-one or group focus time with students.

Students attending the St Mark after school program who attend Audubon, Lincoln, and Marshall Elementary will be transported from each of the school buildings to the Boys and Girls Club daily. St. Mark program will take place on site at The Boys and Girls Club which is safe, inclusive, and accessible. The building is fully ADA accessible and promotes a safe and supportive learning environment for all participants.

St. Mark has experience in sustaining and growing programs by effectively coordinating resources. St. Mark sustains partnerships with more than 50 community partners and actively seeks new partnerships that benefit the sustainability of programs. Current priorities to work towards sustainability following the reduction of 21st funds includes to grow the number of individual donors, planned giving, and appeals to develop a strong base of community support; increase revenue from special events and fundraisers; and expand fee-based programs in communities of means to support subsidizing costs of high-need programs. The requested 21st CCLC funds will be critical in supporting St. Mark to increase capacity, grow programs, and expand upon our efforts with the newly piloted program at the Boys and Girls Club.

### **Communication:**

St. Mark documented ongoing communication and outreach strategies in the uploaded Communications Templates, which details frequent and consistent efforts with parents, supporters, staff, partners, and the larger community.

### **Partnerships:**

St. Mark will meaningfully engage and maintain more than 50 partners who work side-by-side in the community to ensure that students receive excellent education and enrichment opportunities. Partner contributions include programming space, daily meals, transportation, evaluation, staffing, volunteers, family literacy, enrichment activities, and more.

**Evaluation:**

**Program Goals and Objectives:** St. Mark program measurable objectives have been established to measure 3 main program goals:

Goal 1: Programming will offer fun activities and enrichment opportunities that foster connection and a love for learning.

Goal 2: Students will demonstrate growth in reading and math.

Goal 3: Students will demonstrate growth in social emotional skills at program and at home.

St. Mark has demonstrated the ability to manage/administer similar programs and funding levels over two decades. An outside evaluator, Rachel Daack, Ph.D., is consulted on objectives, measurements such as surveys, and the summative evaluation conclusions.

**Budget Narrative:**

As calculated in the funding formula, St. Mark programs will be held for 145 days, serving 100 students after school, with a \$7.50 daily/per student cost. This results in our grant request totaling \$108,750 per year, and a total request of \$326,250 over the course of three years.

The following is a breakdown by line item:

- **Program expenses:** \$81,962/yr (75%)
- **Professional Development:** \$7,325/yr (7%)
- **Student Access:** \$8,700/yr (8%)
- **Evaluation:** \$2,063/yr (2%)
- **Admin Costs:** \$8,700/yr (8%)

Funding from 21st will supplement not supplant previous funding. Programs at Audubon, Lincoln, and Marshall have been partially supported by a 21st CCLC, Cohort 14 grant to reach 110 students, which ends June 2023. With current successful implementation of this grant and community partnerships, St. Mark has been able to secure support to sustain \$40,600 through partnerships. This also results in St. Mark sustaining services to 10 students, which is also approximately 10% of the total number of students.

7877/8000 characters

## Student Needs Assessments (20 possible points)

This section describes in detail the needs assessment, objective data, and resources available as well as a description of how these conclusions were reached. This section should include:

- Strong evidence utilizing objective data that very clearly defines the student need for a before and/or after school program (may include weekends, holiday, and summer).
- An evaluation of school and community resources available (including other accessible before and after school programming), and convincingly documents how proposed program will address student needs (including needs of students with working families).
- Evidence of how stakeholders (youth, parents, and partners) were identified and the results of those discussions that led to your decision to apply for funds and program development. Example: survey, focus groups, interviews.
- A description of the impact you are going to make with the youth to be served.
- Title program data.
- Achievement gap information.
- Total student population and the number you plan to serve from each school/site.
- A summary of transportation, safety, and accessibility components.

NOTE: The 21CCLC program puts forth sound measures of effectiveness to guide local grantees. All programs must indicate how each program activity satisfies the Measures of Effectiveness described in the law. For a program or activity to be compliant with this component of the law, monitored by the SEA as described in section 4203(a)(14), such program or activity shall –

1. Be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities;
2. Be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
3. If appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards;
4. Ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures;
5. And collect the data necessary for the measures of student success described in (D).

*Character limit: 12,000 (including spaces). Please note that some features like tabbing, inserting tables and graphics, and hyperlinks are unavailable.*

## **Student Need Narrative**

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### **Extensive evidence/objective data defines student need for program and needs are addressed (2.1):**

St. Mark's after school program helps address the needs for safe and engaging spaces for children outside of school hours, children's social and emotional health, and achievement gaps for at-risk students. The need for supporting students after school in the Dubuque community is evident using objective data related to poverty and safety, social emotional growth, and academic achievement. Data was gathered from public data sources like the US Census and Iowa School Report Cards as well local level needs assessments conducted by established community entities. Student and family needs were also ascertained from current program participants and through community groups and partnerships.

The after school program will serve 100 students with an environment filled with safety, love, and belonging. The program will happen on site at the Boys and Girls Club of Greater Dubuque, which is a result of a great partnership and pairing of complementary programs that expands upon the available options for families in out of school time care. Student needs will be addressed with targeted schools having transportation to the program, a daily meal offered, and students will have an option to stay for extended care, as late as 7:00 p.m. Furthermore, the partnership will support a pipeline of support for students and families to follow as they age out of the St. Mark program, since the Club serves students through high school.

#### **Poverty & Safe Environments:**

It is well established that our physical and emotional needs need to be met before focusing on learning and skill building. Physical needs are met by being fed and feeling physically safe and secure. Emotional needs are met by feeling safe, loved, and a sense of belonging through connections and trusting relationships. These needs are prevalent for the children and families in our community.

Dubuque County has an 8.8% food scarcity rate overall, and for children the rate is closer to 12% (Feeding America, 2018). One community member shared in the Dubuque Community Equity Profile, "Downtown is a food desert, plus the cost of food is increasing." To address the community need, students attending the St. Mark after school program will be offered a full meal each day.

St. Mark works with schools that have the highest rates of poverty in the community. Audubon, Lincoln, Marshall, and Prescott elementary schools are Title 1 schools, and all qualify for the community eligibility provision for 100% of students to receive free lunch. In particular Dubuque has the highest rate of concentrated poverty in the state of Iowa, according to U.S. Census analysis by Michael B. Sauter, Samuel Stebbins (2019), concentrated poverty is defined by more than 40% of a neighborhood's population living below the poverty line. Additionally, Census data shows that from 2010 to 2020 the racial minority population in the city of Dubuque has grown from 8.27% to 14.87%. Families in poverty and families of color are consistently under-resourced and have added barriers for social mobility. A local community equity profile conducted by the Community Foundation of Greater Dubuque found transportation, child care, poor internet access, and a lack of financial knowledge as key barriers to employment and moving out of poverty. Additionally, an MIT study conducted in June 2018 indicated

that 49% of Dubuque low income families turned away a job because they couldn't afford child care (Crowther, Kumar, & Xu, 2018).

Statewide data also shows that juvenile crime peaks in Iowa without safe places for students to go between 2pm-6pm on school days (Council for Strong America/Afterschool Fights Crime in Iowa, 2019). Promoting positive choices and engagement in learning at an early age will ultimately reduce crime in communities and help break generational cycles.

St. Mark's after school program is a free offering and provides physical safety through a secure environment and fosters emotional safety with connections to our staff. Our after school program will support families and children by filling child care gaps for working families, providing a safe environment for children, and developing students' skills.

**Academics (Title programs data from IDOE data on achievement gaps, 2.1):**

The St. Mark after school program will primarily serve Audubon, Lincoln, and Marshall Elementary Schools. Audubon Elementary's school rating category is 'Needs Improvement', and Lincoln Elementary is identified as a 'Priority' site. As previously discussed, students of color and students in poverty are at greater risk for adverse experiences as well as falling behind academically. There is a clear local need to support students in reading and math.

Research shows that students who have not mastered reading by 3rd grade are more likely to get stuck in a cycle of academic failure and dropout of school (The Annie E. Casey Foundation, 2013).

Furthermore, The Annie E. Casey Foundation states, "The challenges are greater for children of color, those with disabilities, and dual-language learners."

A local community equity profile shares that overall for the Dubuque Community School District, 64% of all Dubuque Community School District students are reading at grade-level. That number drops to 46% for students of low socio-economic status, 32% for Black students, and 11% for Pacific Islanders (Community Foundation of Greater Dubuque, 2023).

These gaps are consistent with the schools that the St. Mark after school programs will serve, as evidenced by the Iowa School Performance Profiles.

- At Audubon Elementary there is a 9% gap for Black/African American students in proficiency in math compared to peers, and students with IEPs are 22% behind in English and language arts proficiency.
- At Lincoln Elementary there is an average of 18% gap for Black/African American students in proficiency in math and English and language arts, and around 7% gap for students with a low socio-economic status, compared to their peers. There is a 30% gap for students with IEPs for math and English and language arts compared to their peers.
- At Marshall Elementary students with a low socio-economic status are 7% behind their peers in English and language arts proficiency and 9% behind in math proficiency

St. Mark will support these students' learning with homework help, focused literacy/reading, STEM activities, and creative play and enrichment activities that open their minds to new experiences and to discover a love for learning.

**Social Emotional Learning:**

As previously discussed, St. Mark primarily works with students who are in low to moderate income households. Experiences of living in poverty or close to the poverty line result in prolonged exposure of stress and insecurity while also increasing the risk of experiencing traumatic life events. Studies like Adverse Childhood Experiences show a correlation between the effect of traumatic experiences on brain development and social skills and the presence of struggles in academic achievement, mental health, healthy decision making, and beyond (CDC, 2016).

Promoting social emotional growth and brain health means students are more resilient to face future challenges. A study by the Aspen Institute found that supporting students' social and emotional development produces an 11-percentage-point gain in grades and test scores. Additionally, the Dubuque community and students are still dealing with the impacts of the pandemic and learning loss. According to the Iowa Behavioral Risk Factor Surveillance System, approximately 38% of Dubuque respondents had at least one day in the past 30 with poor brain health. Furthermore, in the local community equity profile that surveyed the community, 60% of respondents disagreed or strongly disagreed with the statement "I am confident our schools are meeting the needs of students," which included 69% of parents and 73% of educators who responded (Community Foundation of Greater Dubuque, 2023).

St. Mark believes in and implements an adult-first approach to social emotional learning. Adults must first have the skill set of self-regulation in order to create a feeling of safety for a child which is the first step for children to gain their own self-regulation skills. St. Mark programs will address students' social emotional needs by supporting them with highly trained staff equipped to manage behaviors and curriculum that is designed to teach skills and build resilience in students to overcome existing or future barriers.

**Evaluation of school and community resources available (2.1):**

Children in the City of Dubuque have vast needs that surpass any and all current services available. St. Mark partners with other youth serving organizations to reach students and collectively work towards common goals of closing achievement gaps. Such organizations include the Dubuque Community School District, Boys and Girls Club of Greater Dubuque, Dubuque Dream Center, Leisure Services, Multicultural Family Center, and the YMCA/YWCA. St. Mark and these organizations convene through various community groups to assess needs and determine target populations. Additionally, St. Mark partners with many other providers who offer enrichment activities through such programs bringing new experiences to youth in need.

While we work together to provide services, there are still students unserved. St. Mark currently has a waitlist of more than 20 students.

**A wide variety of stakeholders were engaged in identifying needs and developing program (2.2):**

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

**Community Groups and Partners:**

St. Mark and the Boys and Girls Club worked closely in identifying needs of students and developing a successful partnership to address those needs.

Additionally, St. Mark is an active member of several community initiatives that are dedicated to identifying needs and aligning programs to fill gaps. This includes the Dubuque Every Child Reads



initiative focused on getting students proficient in reading by 3rd grade. These networks of partners include stakeholders from the public & private schools, city government, healthcare, childcare, businesses, colleges, library, community based organizations, family resource agencies, community members, and funders. Partners actively contributed to assessing the needs of students as well as guidance on best practices that are incorporated into St. Mark's programs.

**District and School Collaboration:**

St. Mark works closely with the school district to align program focuses to overall improvement plans and within each school's narrow focus on specific needs. Student needs and program improvement are discussed openly and actionable steps are taken in partnership to ensure effective program development.

**Parents and Youth:**

In the process of planning to shift the after school program to be held on site at the Boys and Girls Club, we surveyed families to get input on changes and options for the program. With these changes many families who have previously attended chose to return. The most recent parent surveys from the past school year indicate that the top reasons why families choose St. Mark for after school programming is because of our good reputation and because children themselves want to attend.

St. Mark annually engages parents and youth currently attending programs at Audubon, Lincoln, and Marshall Elementary through surveys to uncover additional needs and guide program development and improvement. St. Mark also prioritizes student-led programs to ensure activities are relevant and exciting to students.

11,791/12,000 characters

**Project (24 possible points)**

This section describes in detail the program that is proposed to meet the needs reported in the previous section. This section should include:

- Your organization's expertise in providing out-of-school time programming. Your organization's ability to impact academics, enrichment, and overall youth development practices for the larger benefit of youth enrolled in your program.
- The proposed academic, enrichment, and family literacy/enrichment activities with links to your Student Needs Assessment, how they fit with the 14 eligible federal activities and what curricula you plan to use. Please note that the 21CCLC grant has a strong emphasis on literacy and math; these should be specifically addressed. Family literacy events should positively impact the students' families/students themselves and should align with the needs assessment.
- The days and hours of operation. Note that programs planning to serve youth in summer are expected to have a minimum of 30 days of service.
- Your plan to provide a snack (minimum) or full meal (preferred) for youth daily that meets USDA nutrition guidelines.
- Detail reasonable goals and objectives.

- Align with school day instruction through relationships with school day staff and/or state or national standards.

*Character limit: 16,000 (including spaces). Please note that some features like tabbing, inserting tables and graphics, and hyperlinks are unavailable.*

## **Project Narrative**

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St. Mark will be offering our after school program, M-F, for 100 students, kindergarten-5th grade. The program will be held on site at the local Boys and Girls Club of Greater Dubuque, located centrally between schools in the Dubuque downtown neighborhood. The program will be available for students attending elementary schools with 40% or higher free and reduced priced lunch (based on 2022-2023 enrollment); primarily students from Audubon, Lincoln, and Marshall Elementary.

Anticipated enrollment is as follows:

- Audubon Elementary- 15 students (81% FRPL)
- Lincoln Elementary- 20 students (71% FRPL)
- Marshall Elementary- 35 students (64% FRPL)
- Prescott Elementary- 10 students (80% FRPL)
- Hoover Elementary- 10 students (48% FRPL)
- Irving Elementary- 10 students (43% FRPL)

St. Mark will be partnering with community transportation services to transport students from Audubon, Lincoln, and Marshall Elementary schools to the Boys and Girls Club each day. These schools have the highest need in the community. Additionally, Prescott Elementary neighbors the Boys and Girls Club and students can be safely walked to the program.

### **Activities & curriculum are linked to needs assessment and academic goals (3.1):**

As identified in the student needs assessment, St. Mark after school program will address student and family needs by offering an accessible, safe, and engaging program at no cost to support working families and families in poverty. To address student gaps in achievement and social emotional needs, the program activities will align to best practices and continuously be responsive to the needs presented by students and families.

### **Accessible, safe, and engaging program:**

Students' feelings of security directly affect their ability to focus on learning. To support students having their physical needs met; St. Mark will create safe and welcoming environments in and outside of the classroom. There will also be a daily offering of dinner to address children's food security needs.

Students' emotional safety needs are supported by the use of a variety of social emotional curricula that promote routines and expectations to provide a sense of safety and predictability. This sense of safety and security will extend to the Boys and Girls Club for students who participate in extended programming options, including after they age out of St. Mark's program to attend the Club's program beyond 5th grade. These efforts in providing a safe environment for students are a critical component for students to have the ability to progress in their academic goals.

**Academics:**

Many students in the Dubuque community are behind in areas of reading and math. In the after school program, students have a multitude of opportunities to supplement learning based on their needs and interests. There will be daily time scheduled for literacy which can include any homework help if needed. Having daily reading of a minimum of 15 minutes for beginning readers beyond school time is proven to benefit student's skills and interest in reading.

Additionally, each day there will be time for learning center rotations that will incorporate a variety of activities and topics. These centers include all components of STEM and arts through various curriculum and games. Literacy is further woven throughout all activities to develop further skills of decoding, segmenting, and applying meaning as it applies to the lessons and activities.

Examples of curriculum St. Mark has used to implement academics include:

- Dolch & Fry sight words
- Literacy and Phonics games
- Walking classroom
- Write Brain Books
- Mindworks STEM
- Story-time STEM, Pint Size Science and other curricula from Scale Up STEM endorsed by the Iowa Governor's STEM Advisory Council
- Hand 2 Mind: STEM in Action

**Social Emotional Learning:**

Social emotional learning is reflected at every level of St. Mark, from the purposeful training the staff receive, to the physical tools utilized daily at site. The aim of these efforts is for students to build the 5 cognitive and behavioral competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making (from CASEL). Staff are trained in these skills and can then model self-regulation, positive relationships, and responsible choices with children through daily interactions, play, and structured activities.

Examples of curriculum St. Mark uses to implement social emotional learning practices include:

- Know, Choose, Give, a Six Seconds curriculum
- Conscious Discipline
- Two by Two Character Development
- MindUP

**Physical Literacy:**

Physical movement and literacy are an important part of a program that supports students' wellbeing and academic learning. "Physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person." (SHAPE America). Students have daily dedicated time to practice large motor skills through structured games and play. Additionally, movement is woven into other activities as it is proven to add benefits to learning such as, improving alertness, attention and motivation.

Examples of physical literacy curriculum include:

- Fitness Skillastics
- KidFit for motor skills
- MindUP

***Academic and enrichment activities support outcomes in literacy and math (3.2):***

A wide array of enrichment activities supports students' learning in literacy, STEM, and social emotional learning. Enriching and experiential learning are offered daily in the rotation through various learning centers. Additionally, enrichment activities are offered at least once a week by St. Mark staff and community partners. Hands-on, fun, engaging enrichment activities are an integral part of St. Mark's program and provide a positive incentive for students to regularly attend the program. Additionally, the activities keep students engaged and generate more enthusiasm for learning.

Many enrichment activities directly engage students in building literacy skills. For example, a local theater group coming in to do a reader's theater program. Furthermore, literacy is woven throughout most activities. Examples include enrichment providers often starting a lesson with a book that connects to the activity and students reading instructions to an activity.

Math themes are incorporated in many ways through enrichment activities. Students have the opportunity to learn and use practical math skills in the program. These skills are critical for daily life application and include learning about money, preparing food, understanding distance and measurements, and telling and managing time. One example of this in action is while students practice physical literacy skills through sports and games they are also practicing the math skills of spatial awareness, physics, and geometry.

***Extensive variety of high quality activities (3.2):***

Each classroom will follow a general schedule that will entail various high quality activities and lessons that incorporate literacy, STEM, arts, and social emotional skills.

An example daily (M-F) schedule for the after school program will be:

- 2:30-3:15 Program set up, school dismissal, transition, and transportation to Boys & Girls Club
- 3:15-3:30 Arrival at Boys & Girls Club and transition & group check-ins
- 3:30-4:00 Physical Literacy
- 4:00-4:15 Literacy time
- 4:15-5:00 Center Rotations (Additional literacy, SEL, STEM, Crafts, Enrichment, etc.)
- 5:00-5:20 Dinner
- 5:20-5:30 Dismissal
- 5:30-6:00 Extended programming for 1st/2nd graders
- 5:30-7:00 Extended programming for 3rd/5th graders

Throughout transitions from school buildings, transportation, and into the classrooms at the Boys and Girls Club students will be engaging with staff and practicing skills. The travel time from school buildings to the Boys and Girls Club is used as a purposeful time to transition from the school day, as students have opportunities to connect with one another, sing songs together, and decompress. To transition into the classroom, staff and students will connect during group "check-ins" where program staff and students review the day, discuss student's jobs, and focus on building relationships.

Physical literacy time is held for at least 30 minutes daily, and will be made up of both student-led free play and organized games and sports. For example, our local community policing department has often engaged students with games such as dodgeball. Free play lends to community and relationship building while organized games teach teamwork, grows social skills, encourage movement, and promote more engaged learning.

Time will be dedicated daily for students to read or engage in literacy focused games and activities. Literacy time includes options such as independent reading, buddy reading for younger students who are paired with an older student, full group reading, as well as additional literacy centers. The rate of homework assignments has significantly reduced in our Dubuque Community schools, but if needed, St. Mark staff will support students with any homework help at this time as well.

Center rotations are time dedicated for students to rotate through planned, hands-on learning, lessons, and enrichment activities. These rotations will touch on a wide array of topics but typically include literacy, STEM, social emotional, and wellness activities. Literacy is integrated throughout the different activities. For example, site words can be woven into a multitude of games like Boggle, site words JENGA, etc. Center rotations may also include arts and crafts, building with blocks/Legos/Magna-tiles, and other manipulatives.

Enrichment activities are incorporated into the center rotation time and are scheduled at least once a week. These activities typically involve community partners coming on site to provide a hands-on activity or lesson. Partners like, The National Mississippi River Museum and Aquarium, Iowa State University Extension, Challenge to Change Yoga, Hillcrest Family Services, Rising Star Theater, and Boy Scouts' Scoutreach schedule consistent sessions for school year programs that provide literacy, STEM, and wellness activities that cohesively build upon one another. Students also have the opportunity to go on field trips that take them out into their community and provide access to experiences that may otherwise not be available.

Social emotional learning is woven throughout all activities and is actively carried out in purposeful program structures. Trained staff assists in guiding daily interactions with students during enrichment activities and lessons. Program structures that promote social emotional wellbeing and a sense of safety include verbally and visually reinforced routines and expectations, having check-in time as a group, having job assignments to instill responsibility, etc. Staff model and teach skills to help students better identify and manage emotions, make responsible choices, have positive interactions with their peers, and resolve conflict. Enrichment activities are also offered that align with social emotional learning such as: yoga, nature exploration, health and wellness activities, and much more.

**Daily full meal provided (3.2):**

The program will end each day with a dinner provided through the Boys and Girls Club of Greater Dubuque. The Boys and Girls Club participates in the USDA's Child and Adult Care Food Program (CACFP) free at-risk meal program, and follows all USDA guidelines.

**Family literacy/engagement aligns with needs assessment & provide significant impact (3.3):**

The after school program will support families with resources and engage them in students' learning to deepen impact and help take learning into their own homes.

All families are initially engaged through parent information sessions and a family welcome event that allows families to familiarize themselves with the space and staff, learn about program expectations and opportunities for involvement in their child's growth, and ask any questions.

St. Mark will facilitate quarterly family engagement events that teach skills and tools to continue students' learning at home. The opportunities vary year to year but include fun and engaging experiences to promote higher attendance. Additionally, a meal is typically provided at each offering. Experiences in the past have included a nature hike and picnic, holiday celebrations, Book BINGO night, and wellness education with a 5210 curriculum. These experiences bring families together and offer a

balance between exciting experiences and offering educational opportunities and modeling how to teach skills.

Families will be provided information on Northeast Iowa Community College (NICC) to promote the adult education opportunities as well as information about family literacy activities at Carnegie Stout Public Library.

**Logical, clear, and measurable goals and objectives (3.4):**

St. Mark program goals and objectives are rooted in the student needs assessment and aim to improve students' engagement and enthusiasm in learning, academics, and social emotional growth.

**Goal 1: Programming will offer fun activities and enrichment opportunities that foster connection and a love for learning.**

- 75% of students will report liking the program and enjoying activities. Measured by staff survey responses and individual student report surveys.

**Goal 2: Students will demonstrate growth in reading and math.**

- 50% of staff will report that students demonstrated improvement in academics. Measured by staff survey responses and individual student report surveys.
- 50% of students will demonstrate growth in reading and math assessments. Measured by local, District assessment data.

**Goal 3: Students will demonstrate growth in social emotional skills at program and at home.**

- 50% of parents will report that their children demonstrated improvement in social emotional skills. Measured by parent survey responses.
- 50% of students will demonstrate growth in social emotional skills. Measured by the Devereux Student Strengths Assessment (DESSA).

**Programming links to school day instruction (3.5):**

St. Mark and Dubuque Schools share the same goal of supporting students' growth in academics and in 21st Century skills. The Dubuque Schools have a goal of broadening engagement and diverse learning opportunities for students as part of their current strategic plan. St. Mark provides an environment for more flexible, diverse, and experiential learning that supplements the instruction that happens during the school day. We embrace implicit learning to teach the same themes that are taught during the school day. This looks like teaching literacy, STEM, and social emotional learning through repetitive and ongoing play, games, movement, and interactions. Students are engaged and gain knowledge while not even knowing they are learning. This is implemented daily through the dedicated literacy time and rotation of learning centers and enrichment that are led by student interest.

Through our implementation of social emotional and hands-on learning, the after school program supports building skills such as critical thinking, creativity, collaboration, communication, problem solving, and decision making. The focus on these skills is in alignment with Dubuque Schools' goals to encourage the growth of 21st Century skills and their implementation of the Second Step curriculum.

**Experience in enhancing development of students (3.6):**

St. Mark has over 35 years of experience in providing out of school time educational programming that positively impacts academic and social emotional growth. The 2022-2023 school day assessment data shows that 92% of students made improvement in reading and math scores for students participating in afterschool programs in Dubuque and Dyersville; and 92% of students in the after school programs

improved or maintained within a high level of social emotional. We also have extensive experience working with more than 50 partners to provide engaging enrichment.

15990/16,000 characters

## Research Base (5 possible points)

This section describes in detail the research performed to support the program. This section should include:

- A description of the research including citations from multiple sources justifying your program design. Local evaluation data should be used when possible. If this data is not available, an explanation is required.

*Character limit: 4,000 (including spaces). Please note that some features like tabbing, inserting tables and graphics, and hyperlinks are unavailable.*

### Research Base Narrative

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#### **Extensive evidence from multiple sources of a strong research base for proposed activities (4.1)**

St. Mark's proposed activities have been vetted by using local and national best practice evidence and standards. Furthermore, St. Mark utilizes research to drive decisions on curriculum and activities, guide prioritization of professional development, collaborate with community partners and initiatives, and much more. As a current 21st CCLC grantee St. Mark stays closely connected to Iowa Afterschool Alliance and federal and state 21st CCLC guidance who regularly share strategies and research. Other research that provides a basis for programming includes:

- Every Hour Counts provides research and guidebooks on measuring program success, continuous improvement, and equitable systems, systems-level and program level, and youth level indicators for outcomes, etc. (Every Hour Counts (2021), <https://www.everyhourcounts.org/resource-library>).
- Longitudinal research supported by the Charles Stewart Mott Foundation has found proven benefits of after school programs, which include overall academic performance, increased school day attendance, and improvement in behavior. Additionally, factors linked to success are consistent attendance in after school, students reporting enjoying the program, and having caring afterschool program staff. (Vandell, D. L. (2021), <https://expandinglearning.org/research/vandell/> and <https://www.mott.org/news/articles/results-a-26-year-study-shows-early-care-and-afterschool-are-crucial-and-benefits-last/>).
- The American Institute of Research (AIR) and National Afterschool Association (NAA) provides research on quality standards in after school, including skills for after school professionals. (National Afterschool Association (2021) "Core Knowledge, Skills, and Competencies for Afterschool and Youth Development Professionals")
- CASEL and 6 Seconds inform best practices in social emotional learning, researching strategies for both adults and children to grow in the five social emotional competencies: self-awareness, self-management, social awareness, relationship skills, and responsible-decision making. Additionally, they provide extensive research on how social emotional learning benefits academic learning. (6 Seconds: The Emotional Intelligence Network (n.d.),

<https://www.6seconds.org/education/social-emotional-learning>) (CASEL (2023), <https://casel.org/fundamentals-of-sel/what-does-the-research-say/>).

***Extensive examples of how research will be implemented into program (4.1):***

St. Mark integrates what we learn from research-based best practices into the after school program. Insights on expanding or new practices and strategies related to literacy, math, STEM, social emotional skills, enrichment, physical literacy, and other related areas are discussed openly amongst the administrative and program staff to train site teams and implement practices and curriculum.

For example, instruction of sight words to impact reading skills has been magnified at 21st CCLC network. It is evidenced to improve reading proficiency in public research conducted by the Iowa Reading Research Center. Therefore, creative sight word games and activities using sight words have been implemented and emphasized in the program.

Through research we know that factors of students' success in after school programs are linked to enjoyment of the program and consistent attendance. Therefore, St. Mark measures students' and families' reported level of enjoyment of the program and its activities and prioritizes enriching and stimulating activities that encourage consistent attendance.

St. Mark's adult-first approach to social emotional learning is supported by research from CASEL, 6 Seconds, and the National Association for Afterschool. Research clearly demonstrates that the first step for children to gain their own social emotional skills is for the adults to first have these skills and create a feeling of safety for children.

3979/4000 characters

## **Management and Sustainability Plan (20 points)**

This section describes in detail how your program will be managed and the steps you are taking to ensure sustainability for programming after the grant funds are complete. This section should include:

- The plan to ensure effective staffing including a description of how you plan to recruit and retain high-quality staff, your leadership development plan, how staff will ensure alignment with school day instruction, and how the program will use volunteers including senior-aged volunteers to support youth.
- The plan to provide or ensure safe and inclusive transportation, building or site security, and accessibility. Note that rural sites will be given leeway by peer reviewers regarding transportation services. It is also allowable to have parents pick up their children from programming.
- The development and engagement of a stakeholder group that meets regularly to provide input and support to program leadership.
- A continuous improvement plan.
- Sustainability planning that includes a description of how your site will engage with community partners and how resources will be leveraged to support the program. Note: Applicants are required to upload a minimum of five Memorandum of Understanding (MOU) documents providing proof of engagement with partners.



- If you are a previous grant recipient, you must also provide a description and evidence of a minimum of five years of sustainability.

*Character limit: 16,000 (including spaces). Please note that some features like tabbing, inserting tables and graphics, and hyperlinks are unavailable.*

## **Management and Sustainability Plan Narrative**

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### **Effective Staffing Plan (5.1)**

#### **Leadership & Staffing Structure:**

St. Mark is a non-profit organization that achieves effective staffing with a multi-level approach that allows for sustainable program management. The Board of Directors govern overall organizational and fiscal sustainability. Executive leadership of St. Mark is made up of the Executive Director and Associate Director, who direct the vision, growth, and strategy of the organization. A full-time Director of Programs oversees all aspects of the vision and quality of the program, as well as student enrollment, program communication, program partnerships, aligning with best practices, and managing programming.

Day to day programming is facilitated by full-time Program Coordinators and part-time para-educators to maintain an approximate 1:10 staff to student ratio. Program Coordinators are responsible for the oversight and direct implementation of the after school program held on site at the Boys and Girls Club of Greater Dubuque. These coordinators “float” between the classrooms and oversee and guide general room management, staying on schedule, modeling skills with other staff and students, facilitating pickups, etc. Each program coordinator also oversees multiple dedicated focus areas such as supply purchasing, scheduling and coordinating enrichment, developing lesson plans, parent engagement, volunteer coordination, etc. Part-time para-educators are designated to each classroom and are responsible for implementing the schedule of program activities, engaging with students, reinforcing expectations, and modeling skills.

Additional St. Mark team members provide other administrative and programming support. For example, the Associate Director manages hiring and human resource processes, and the Director of Strategic Resources oversees grant management and evaluation processes.

#### **Leadership & Programming Communication:**

Communication on student needs, opportunities for continuous improvement, and school day alignment happens as needed on a daily basis and formally in weekly program team meetings between the Director of Program and Program Coordinators. Para-educators meet with Coordinators to strategize on these same focus areas each month.

#### **Recruitment & Retention of Quality Staff:**

St. Mark has implemented ongoing efforts to recruit and retain the highest quality of staff and address nationwide staffing shortages. St. Mark has a dedicated board committee focused on staff retention, recruitment, and resources which has supported proactively shifting staffing strategies to include more full time positions, as well as increased wages.

Structuring program leadership and coordinators as full-time positions has led to more effective staff retention, while also resulting in increased capacity to deepen social emotional strategies, maintain positive program culture, and sustain knowledge of best practices.

St. Mark annually recruits part-time para-educators throughout the year, and many return year after year. School day teachers and para-educators or college students working toward an education, social work, or youth development degree are recruited for paid positions with St. Mark or through paid internships and work study programs from local colleges.

#### **Effective Training & Ongoing Professional Development:**

St. Mark is acutely aware of the connection between professional development, retaining staff, and program quality. Our professional development plan is implemented to sustain knowledge and provide adequate training and tools to those who directly work with our students and families.

We believe in the investment of training and continuous learning opportunities for our teams to develop in the areas of: leadership, programming best practices, social emotional learning, non-profit sustainability practices, etc. St. Mark leadership and program coordinators are responsible for passing this training and knowledge on to site staff, and creating action plans/evaluation tools to ensure successful implementation in the program.

St. Mark will also participate in any 21st CCLC training opportunities such as the Impact Afterschool conference, as well as in best practice webinars and 21CCLC committees.

Prior to the start of the after school program, staff members participate in an orientation facilitated by the Director of Programs and Program Coordinators. Content for orientation includes an overview of the St. Mark mission, visions, goals of the program; review of the staff handbook including policies and safety procedures; overview of program structure and program elements such as academic curriculum, enrichment, volunteers, etc.; and best practices in active supervision and social emotional learning. Time is also spent on touring physical spaces and understanding what a day at the program actually looks and feels like, so that staff are prepared on day one when the students arrive.

Orientation is followed up with on-going learning opportunities for the programming team that build on what was taught and happens through daily modeling and skill building with the Coordinators.

Every St. Mark staff member is required to have both national and local background checks, Iowa child abuse registry check, and mandatory reporter training. Additionally, all Program Coordinators are currently trained in CPR and first aid.

#### **Volunteers Supporting High Quality Programming:**

St. Mark utilizes volunteers to enhance the experience of the program for students. A volunteer's primary role at St. Mark is to engage and connect with our students.

Volunteers help strengthen our students' social emotional and educational development by sharing one-on-one or group focus time with students.

Volunteers are recruited from college classes (capstone projects, literacy, math, and honors program courses), high school classes, community citizens, retired educators, amongst other groups.

St. Mark benefits from senior volunteer skills, talents, and life experiences. Their knowledge has helped successfully facilitate family engagement events and enrichment activities such as guest reading, community service, and crafts.

All volunteers complete a face-to-face orientation, reviewing program structure and expectations, and have background checks conducted before participating. Volunteers are used in addition to the staff, adding a further level of engagement and offer extra 1:1 attention with students in the program.

**Safe Student Transportation & Accessible Facilities & Services (5.2)**

Students attending the St Mark After School Program who attend Audubon, Lincoln, and Marshall Elementary will be transported from each of the school buildings to the Boys and Girls Club daily. These schools have some of the highest rates of free and reduced priced lunch in the community.

Transportation will be provided through Regional Transit Authority and the Trolleys of Dubuque. One staff person is on site at the elementary schools to facilitate students getting onto the buses or trolleys and accompanies them the entire route.

Prescott Elementary is also a high need elementary school and is located 1 block away from the Boys and Girls Club and St. Mark. Any students attending the after school program from Prescott would be able to be walked, accompanied by at least one St. Mark staff member.

All families are responsible for transportation from the program. Our registration form asks parents to detail pick up time, and identify any other individuals who are authorized to pick up their child from the program. Families will also have extended programming options through the Boys and Girls Club. If students must travel for a field trip, St. Mark personnel will chaperone students at all times. The Trolleys of Dubuque are typically used for field trip transportation. We will continue to work with community partners to address additional transportation needs.

St. Mark program will take place on site at The Boys and Girls Club which is safe, inclusive, and accessible. The building is fully ADA accessible and promotes a safe and supportive learning environment for all participants. The Boys and Girls Club facility utilizes Raptor, a visitor management system to screen everyone entering the building.

Additionally, St. Mark has a policies and procedures committee that reviews all safety procedures and ensures policies are in place and communicated to parents, staff, and partners. Printed copies are made available in all handbook materials.

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

**Sustainable Organization & Leadership Structure (5.3):**

As previously mentioned, St. Mark has diligently worked on strategies for sustainability of our team, such as full time positions, increased wages, and strategic professional development. For example, while having full time program coordinator positions comes with increased expenses, we have seen success in retaining talent within our organization, improving morale, deepening skill sets, and sustaining knowledge.

**Engaging Stakeholders Monthly (5.3):**

St. Mark will engage with stakeholders at least monthly to provide input and support program leadership. The Director of Programs and Program Coordinators facilitate individual meetings with stakeholders from schools such as principals, school liaisons, counselors, amongst others. Discussions include assessing adequate resources, evaluating outcomes and alignment with District partners, monitoring student participation, problem solving on student needs, etc. On a quarterly basis St. Mark's executive leadership meets with District leadership to discuss bigger picture strategy, program needs, and opportunities for collaboration.

Monthly meetings also occur with the Boys and Girls Club to ensure effective partnership. St. Mark meets with other partners and stakeholders regularly, such as the Regional Transit Authority, Trolleys of Dubuque, and enrichment providers. These meetings are focused on improving partnerships and efficient implementation of the program elements as well as expanding partnerships, strategies, and practices for sustainability.

**Previous Grantee 5-Year History of Sustainability & Increased Partnerships (5.1 & 5.4B)**

St. Mark is a previous grant recipient of 21st CCLC funding with more than 5 years of history working toward sustainable programs. St. Mark formed as a non-profit in 1988, and is celebrating its 35th anniversary this year. St. Mark has witnessed tremendous growth. Our annual, organizational budget has more than doubled since 2011, which is attributed to expanded programming and increased program costs to respond to greater student needs and staffing challenges.

21st CCLC funds have supported St. Mark becoming a leader in the implementation of social emotional learning. St. Mark has sustained and grown these efforts in many ways: such as evolving from just one social emotional curriculum to a comprehensive model implemented at program sites, effectively measuring impact of social emotional learning by integrating assessments, and staff have become certified in multiple social emotional approaches and expanding the level of impact by training others in our model and best practices. The sustained student outcomes reflect this focus. In 2017, 81% of students maintained or grew their social emotional skills in a typical or strength range and in 2023 this number is now 92%.

St. Mark sustains partnerships with more than 50 community partners and actively seeks new partnerships that benefit the sustainability of programs. Most notably, St. Mark has developed a large partnership with the Boys and Girls Club to support sustainability. St. Mark will have its own dedicated, independent space within the Boys and Girls Club that will benefit both programs and is a part of a greater strategic vision to collectively reach more children while reducing costs, increasing efficiency, moving toward self-sufficiency, and also offering new and extended services to families.

**Effective Combined & Coordinated Resources for Use of Public Funds (5.4A)**

St. Mark has experience in sustaining and growing programs by effectively coordinating resources. Since the pandemic, St. Mark has been able to sustain the baseline level of programming of what was within our staffing capacity. The requested 21st CCLC funds will be critical in supporting St. Mark to increase capacity, grow programs, and expand upon our efforts with the newly piloted program at the Boys and Girls Club.

With 21st CCLC funds St. Mark will effectively combine and coordinate a variety of community partners and resources for the most responsible use of public funds. Strategies include a diverse funding base,

strong and dependable community partnerships, strategic networking, and dynamic leadership at all levels, and a culture of innovation and inclusion.

St. Mark's diverse financial support continues to grow through:

- Federal, state, and local grant dollars to improve and expand our programs. These grant funds make up 40% of our budget and provide a stable base to support specific elements of the program that helps inform decisions on allocating other resources.
- Donations secured by cultivating new and engaging existing donors make up 25% of the budget.
- Fundraising events hosted annually in the spring and winter account for 13% of our budget.
- Community outreach initiatives that provide school supplies to 3,600 students and warm winter clothing to more than 200 children in need each year make up 9% of our budget.
- Nominal programs fees (non 21st locations) make up 12% of budget.
- Misc. income and fees for providing training and educational services to other organizations account for the remaining 1% of our budget.
- Community partnerships and networks are nurtured to help build our capacity and open doors to sustainability for St. Mark. We benefit from financial and in-kind support, visibility, stronger collaborations, and sharing resources that benefit us and our families.

**Extensive Sustainability Plan & Continuous Improvement Beyond Funding (5.4A)**

Due to a strong focus on sustainability, St. Mark currently operates programs that do not rely on 21st CCLC funding and has demonstrated an ability to sustain following the reduction or end of previous 21st CCLC program funds. St. Mark has sustained operating two summer programs that previously were supported with the Cohort 10, 21st CCLC funding. St. Mark also offers two additional after school programs serving around 75 students; one self-sustaining program in Peosta, and another in Dyersville which had previously been funded through 21st CCLC funds.

Current priorities to work towards sustainability following the reduction of 21st funds includes to grow the number of individual donors, planned giving, and appeals to develop a strong base of community support; increase revenue from special events and fundraisers; and expand fee-based programs in communities of means to support subsidizing costs of high-need programs. This work is supported by St. Mark board members, and committees are formed to continuously work toward sustainability.

Continuous improvement will be accomplished with regular meetings with stakeholders, feedback from families and students, using annual assessment tools and program outcome results to lead data-driven decisions, and continuously staying in alignment with best practices in our field.

15,688/16,000 characters

## Communication Plan (5 possible points)

This section describes in detail how your plan to perform your communication and outreach strategies to meet the needs of your program. This section should include:

- Your plan to share program information with the larger community including frequency of share and your potential reach. Example: Monthly newsletter to be shared via the website to a reach of 1000 people.
- Your plan to share your Local Evaluation document with the larger community.
- Your plan to communicate with individual groups, such as parents or stakeholders. Example: Weekly Program Memo to be shared with 100 parents via text message. Quarterly Meeting Agenda and Notes to be posted on the bulletin board and sent via email to 150 parents and stakeholders.

Note: Methods should include a website, social media, and online resources such as a program calendar. Please use this downloadable template to complete your communication plan.

[\(Download Template\)](#)

[\(+ Upload Completed Form\)](#)

**Attached in email submission as “21CCLC Communications Template\_SMYE”**

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## Partnerships (10 possible points)

This section describes in detail how your program will access and utilized community partners to support youth and families in your program for maximum impact. This section should include:

- A description of your partners. Note: Partners can include but are not limited to: businesses, education agencies, faith-based organizations, community-based organizations, non-profit groups, for-profit groups, and volunteers. Evidence of these partnerships will be uploaded as MOUs.
- A description of existing organizational and/or programmatic partnerships and the partners’ roles in programming and/or sustainability. Note: Application must distinguish between a partnership and a contractor. Contractor simply provides services for payment while a partnership provides services without payment or at a reduced cost (e.g. in-kind contributions). Peer reviewers will take into consideration that partners may be unique in rural settings.
- A description of how you plan to recruit new partners for meaningful contributions over the life of the grant as well as how you plan to maintain your existing partnerships. This should also be addressed in your Sustainability Plan in the previous section.

*Character limit: 8,000 (including spaces). Please note that some features like tabbing, inserting tables and graphics, and hyperlinks are unavailable.*

## **Partnerships Narrative**

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### **Description of meaningful existing organizational and/or programmatic partnerships and their impactful role in programming and/or sustainability (7.1):**

St. Mark has strong partnerships throughout the Dubuque Community. The following partners support St. Mark's programming and sustainability which are further detailed in the attached Memorandums of Understanding.

**The Boys and Girls Club of Greater Dubuque:** St. Mark has expanded partnership with the Boys and Girls Club to have programming space in their facility and the collaboration will provide additional resources to our families. These resources include now being able to feed students a hot dinner before they go home, extended program hours for students, and connecting them to a program they can attend beyond 5th grade. With this partnership we will have better access to programming space while also creating a purposeful transition from children's school day into our program.

**Transportation Partners:** Transportation services are being provided through St. Mark's partnership with the Trolleys of Dubuque and Region 8 Regional Transit Authority. These two transportation services are providing daily transportation to the Boys and Girls Club for schools with the highest need. The Trolleys of Dubuque also provides transportation for off-site enrichment and field trip experiences. The partnership with RTA is documented with a letter of support in supplemental materials. due to their services being a public offering rather than a contracted arrangement.

**Dubuque Community School District:** Meaningful collaboration with Dubuque schools exists through ongoing communication with families about St. Mark's programming, recruiting staff, and data sharing to monitor student growth. The District will have representation on the stakeholder advisory committee to ensure alignment with the goals and strategies.

**Wahlert Catholic High School:** Students from Wahlert's service learning class engage with St. Mark students throughout the year. They write to students as pen pals, visit the program monthly to engage with students, and have hosted a family event at a Miracle League park that neighbors the high school.

**Loras College:** St. Mark leverages the many colleges located in Dubuque and the tristate area. In particular, Loras College coordinates with St. Mark to connect college students with work study opportunities within the after school program. These colleges also provide volunteers that engage with students during program time and offer their hours of their time in-kind.

**Northeast Iowa Community College (NICC):** NICC supports St. Mark by posting open staff positions and hosting job fairs for St. Mark to recruit staff from. NICC also supports family literacy by offering adult education and literacy programs to any St. Mark's parents. Their offerings are free of charge and include Adult Basic Education, English for Speakers of Other Languages, and High School Equivalency Diploma.

**Enrichment Providers:** St. Mark partners with several community organizations that offer programming activities for St. Mark students. Partners contribute both staffing and materials for enrichment sessions often at reduced or no cost. Over time St. Mark has built strong relationships with many organizations

that choose to partner year after year and also provide consistent offerings throughout the school year. These partners include: The National Mississippi River Museum & Aquarium, Iowa State Extension, Challenge to Change Yoga, Hillcrest Family Services, Rising Star Theater Company, and Boy Scouts of America Northeast Iowa Council.

**Monthly meetings and service with community group boards or committees (7.2):**

St. Mark participates in a variety of community groups in an effort to stay connected to community needs and engagement opportunities. At least monthly we are engaged in any number of these community groups:

- Women's Giving Circle
- Dubuque Noon and Morning Optimists
- Back to School Bash Committee
- Let's Connect, Council for Prevention of Child Abuse
- Community Partnerships for Protecting Children (CPPC)
- Community Volunteer Partnership
- Carnegie Stout Public Library Advisory Board
- Child Health Advisory Group
- Dubuque Area Youth Engagement, Conservation and Environmental Education (DAYECEE)
- Women's Leadership Network
- Every Child Reads
- Inclusive Dubuque
- Downtown Neighborhood Association
- 21st CCLC Evaluation Committee
- Workforce Solutions Committee

St. Mark will engage with stakeholders at least monthly. St. Mark meets with stakeholders such as principals, school liaisons, counselors, the Boys & Girls Club, transportation partners to discuss student needs, resources, and strategies. On a quarterly basis St. Mark's executive leadership meets with District leadership to discuss bigger picture strategy, programmatic needs, and opportunities for collaboration.

**Plan for meaningfully engaging more than 25 partners over the lifetime of the grant including recruiting and maintaining relationships (7.2):**

St. Mark will meaningfully engage and maintain more than 50 partners who work side-by-side in the community to ensure that students receive excellent education and enrichment opportunities. Over the lifetime of this grant and beyond St. Mark will continue to recruit new partners. Cultivating strategic partnerships is built into director and coordinator roles and includes recruitment of new partners is done through established relationships, active participation in network groups, collecting feedback, and ensuring partnerships are a win-win for St. Mark and those we work with.

5540/8000 characters



## Evaluation (15 possible points)

This section should describe in detail the plan to collect and analyze data to measure the effectiveness of program goals, activities, and partnerships. This section should include:

- Your proposed goals and outcomes pertaining to literacy and math for youth.
- Your proposed goals and outcomes pertaining to additional organizational goals. Example: growth in STEM engagement or goals connected to specific enrichment activities.
- Evidence that a local evaluator is in place with information about their capacity, expertise.

Note: Best practice is five measurable goals.

*Character limit: 8,000 (including spaces). Please note that some features like tabbing, inserting tables and graphics, and hyperlinks are unavailable.*

### Evaluation Narrative

#### **Experience with successful evaluations and evaluators in place for comprehensive, rigorous evaluation**

##### **(8.1):**

St. Mark has demonstrated the ability to manage/administer similar programs and funding levels over two decades, including three 21st CCLC grants, dozens of other grant programs, and have completed all of the necessary evaluation, financial, and administrative requirements. St. Mark will continue to provide all requested data and program information to the Iowa Department of Education.

Ongoing and cumulative and comprehensive evaluation is overseen by the Director of Strategic Resources who has experience in meeting all 21st Century grant reporting expectations for more than 8 years and chairs the 21st Evaluation Support Committee.

An outside evaluator, Rachel Daack, Ph.D., is consulted on objectives, measurements such as surveys, and the summative evaluation conclusions. St. Mark has ongoing consultation meetings with the evaluator and St. Mark provides the pertinent data and access to survey tools, and will then objectively analyze the data and will compile the findings in an executive summary with feasible suggestions for improvement.

#### **Evaluation results will be used to refine, improve, and strengthen the program and build community support (8.2):**

St. Mark adopts the Results Based Accountability framework that supports utilizing meaningful data to make decisions on program improvement and expansion. The Results Based Accountability strategies focus on asking three types of questions; 'How much did we do?', 'How well did we do it?', and 'Is anyone better off?'. This structures the work St. Mark does by emboldening data-driven decision making and allows St. Mark to share outcomes and results with the community to leverage greater support.

Data, results, and program suggestions based on surveys and assessments are analyzed by the outside evaluator, and given to the St. Mark admin team in the form of an executive summary. Collectively this feedback is utilized to develop action items to address the suggestions and a plan for continuous improvement is created and implemented based on the data and feedback provided.

**Evaluation procedures are clearly and strongly aligned with project goals, objectives, and activities (8.2):**

St. Mark uses both ongoing monitoring and long-term evaluation techniques. St. Mark program coordinators will regularly monitor the implementation of enrichment activities and levels of student learning and improvement. St. Mark staff also maintains daily attendance records.

St. Mark's evaluation procedures are fully aligned with student goals and objectives:

**Goal 1: Programming will offer fun activities and enrichment opportunities that foster connection and a love for learning:** Is measured by student's feedback in surveys. These surveys gauge to ensure that students find the program and activities engaging and find motivation to learn. St. Mark analyzes attendance data to make sure that students are attending regularly. St. Mark also monitors the scheduling of enrichment activities to aim to have at least one activity per week.

**Goal 2: Students will demonstrate growth in reading and math:** Is measured by the data received from local and state level reading and math assessment data requested from the Dubuque Community School District. This data is used to ascertain students' level of growth and proficiency levels. Reading and math activities are built into the daily schedule to ensure students have opportunities to practice skills in the program.

**Goal 3: Students will demonstrate growth in social emotional skills at program and at home:** Is measured by the Devereux Student Strengths Assessment (DESSA). DESSA is aligned with the CASEL's 5 social emotional competencies, aligning with the skills that St. Mark focuses on cultivating through program interactions and activities. The assessment is completed 4 times in the school year which helps staff to have an ongoing understanding of student's strengths and areas of improvement.

Additional, comprehensive surveys provide an overall understanding of strengths and areas to improve the program. Surveys are distributed to parents, partners (including school admin and teaching staff) students, staff, volunteers, and individual student reports completed by program coordinators. Surveys for all the above stakeholders request responses for any quantitatively and qualitatively observed improvement of students; academic and social areas in comparison to the beginning of the school year, feedback regarding St. Mark's organization, efficiency, collaboration, and impact on students' lives. St. Mark also offers the students in the program an opportunity to evaluate their own progress in the program as well as the program itself.

**Detailed plan including timelines and strategies (8.2):**

The overview of the annual, August-July, timeline for the evaluation plan is provided below which includes required evaluation elements for IDOE:

- **August:** Site staff are trained on evaluations processes. Previous school year student enrollment data is entered into the 21 APR system. Begin writing the local evaluation for the previous school year.
- **September: The after school program begins.** Previous school year partner list and a log of professional development is provided to IDOE and Iowa Afterschool Alliance.
- **October:** DESSA, assessment 1 is completed.
- **November:** Prior year's local evaluation is completed, and is posted on St. Mark's website.
- **December:** DESSA, assessment 2 is completed. Mid-year review of data and student progress is conducted.

- **January:** Outcome data is entered into the 21 APR system. 21st CCLC Statewide Evaluation survey is completed.
- **February:** DESSA, assessment 3 is completed.
- **April/May:** Survey distribution for all stakeholders are distributed. DESSA, assessment 4 is completed. **The after school program ends.**
- **June:** Request district and state assessment data for reading, math, attendance, etc. Consult with the outside evaluator on evaluation services including survey results and data analysis of preliminary results.
- **July:** Consult with outside evaluator on final conclusions and recommendations and present summary of results and feedback to St. Mark team. Create and disseminate summary outcomes report with photos and share with stakeholders.

***Public notice to community and sharing outcomes to be easily understood (8.2):***

The public was given notice of this grant application through direct communications with stakeholders, a public post on our website, and at a public school board meeting.

Program outcomes are summarized in an outcomes report in a visually appealing format that can be easily understood by the public. These outcomes are shared directly with stakeholders. Additional methods of dissemination of outcomes include press releases, posting on our website and social media, and sharing with networking groups and coalitions. The comprehensive local evaluation will also be created that aligns with the 21st CCLC requirements and made publicly available on St. Mark’s website.

***8.3 Applicant met all objectives over the last two years***

St. Mark was successful in measuring and meeting all objectives for the Dubuque after school program for the last two years. Local objectives fall within three overarching goals around engagement in learning activities, growth in reading and math, and social emotional growth. Highlights of program success from previous local evaluations include:

- 89% of students improved or maintained in their proficiency category in reading and 82% of students improved or maintained in math proficiency category in math.
- 65% of students improved or maintained a strength level of social emotional skills as measured by the Devereux Student Strengths Assessment.
- Additionally, the rate of students maintaining or improving in social emotional skills has increased by 10% since 2017.

Additionally, for students attending more than 270 days an average of 61% of students meet the GPRA measures for reading and math progress.

7996/8000 characters

**Budget Narrative (10 possible points)**

This section should describe in detail the plan to utilize funds from the grant to support your program. This section should include:

- A detailed justification for each line item from Form D2, including how each expenditure is necessary and reasonable and how each expenditure aligns with proposed activities.
- Application must describe how the program seeks to supplement, rather than supplant, current funding.

- A description of partner contributions. Add dollar amount and in-kind contributions in budget.

Note: Sustainability must be extensively documented in the budget narrative, showing the partner contributions.

*Character limit: 8,000 (including spaces). Please note that some features like tabbing, inserting tables and graphics, and hyperlinks are unavailable.*

## **Budget Narrative**

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### **Budget Expenses: Justifiable, Reasonable, and Aligned with Activities (9.1)**

As calculated in the funding formula, St. Mark programs will be held for 145 days, serving 100 students after school, with a \$7.50 daily/per student cost covered by the grant. This results in our grant request totaling \$108,750 per year, and a total request of \$326,250 over the course of three years.

The following is a breakdown by line item:

- **Program expenses:** \$81,962/yr (75%)
- **Professional Development:** \$7,325/yr (7%)
- **Student Access:** \$8,700/yr (8%)
- **Evaluation:** \$2,063/yr (2%)
- **Admin Costs:** \$8,700/yr (8%)

All expenses are allocated to the student program, with \$0 of 21st CCLC funds allocated to family literacy. There will be family engagement activities happening as a part of the program, but these will be supported by St. Mark general funds and/or businesses and service clubs that like to partner to support these offerings.

Further details for each line item are provided below.

**Program expenses:** 75% of the budget is allocated to programming expenses.

The majority of this, \$76,962, will be used to hire and cover instructional hours of the certified, compassionate staff essential to student success. This includes program coordinators and para-educators. St. Mark's staffing costs have nearly doubled since the pandemic. This was done in effort to increase salaries and wages to address nation-wide staffing shortages and ensure we are recruiting and retaining the highest quality team.

\$500 is allocated for contracted services. This is for enrichment activities with costs. Students have access to weekly enrichment opportunities that bring activities that may otherwise not be

accessible for the students we work with. St. Mark partners with many organizations that offer enrichment activities in-kind, at no cost, which helps keep these costs minimal.

\$3,500 is allocated for materials and supplies which includes curriculum, books, consumable materials, and academic enrichment supplies. St. Mark strategically purchases quality, reusable curriculum and supplies to keep these costs reasonable.

\$1,000 of program expenses are allocated to 'Other' for staff travel. These funds are used for mileage of staff's travel to facilitate various components of the program, i.e. picking up program materials, travel to meetings, etc.

**Professional Development:** 7% of the budget is allocated for professional development.

Most of the professional development expenses, \$4,761.25, are for contracted services to cover the registration fees to attend training which includes training and conferences that provide learning in academic and social-emotional fields, as well as leadership practices.

\$366.25 is allocated for materials and supplies for learning materials including books to further learning in best practices.

Other professional development expenses total \$2,197.50. This includes expenses for lodging, meals, and travel.

**Student Access:** 8% of the budget is allocated to student access.

The total 8%, \$8,700 is allocated for transportation expenses. This includes the costs of the Trolleys of Dubuque that provide a portion of the daily transportation to the program, as well as providing transportation for field trip activities.

**Evaluation:** 2% of the budget is allocated for evaluation expenses.

\$450 is allocated for contracted services to pay an outside evaluator/consultant.

\$151 is allocated for materials for assessment materials.

\$1,462 is allocated for 'Other' evaluation expenses which include data management software that is critical to measure student attendance and conduct surveys.

**Admin Costs (9.2):** 8% of the budget is allocated for administrative expenses.

The total 8%, \$8,700 is allocated for administrative costs and time to carry out functions of the program. For example, this includes employee time to balance the budget, preparation of evaluations, office supplies, marketing and outreach, printing costs, planning time, etc. The requested use of grant funds for admin costs does not exceed 8%. However, St. Mark administrative costs far exceed the 8%, \$8,700 requested in the grant budget, demonstrating St. Mark's in kind contribution to these costs.

### **Sustainability and In-Kind Partner Contributions (9.1)**

St. Mark has utilized the sustainability planning templates and the budget 'Form D3' to demonstrate the contributions of partners to support sustainability efforts. Additionally, St. Mark's sustainability efforts also include strategies to secure material, financial, and human resources as described in the Management & Sustainability narrative.

As 'Form D3' demonstrates St. Mark's after school program expenses exceed the funding requested from 21st CCLC. Additionally, without partnerships and in-kind contributions that are demonstrated, the costs of the program would be even greater. With the quality of the program St. Mark provides there is a daily cost of \$28 per student. The 21st CCLC grant will help fund \$7.50 of per student daily costs. St. Mark secures the remaining funds through effectively coordinating resources that include special events and general fundraising efforts, local grant funds, and fee-based programs in communities with the financial resources to support subsidizing costs of high-need programs.

Collaborative partners provide tremendous in-kind support; including volunteers, enrichment offerings, evaluation services, space, etc. The estimated total of partnership contributions demonstrated in the MOUs is \$40,600 and has supported St. Mark being able to sustain a portion of past 21st CCLC grant funds.

In particular, St. Mark's partnership with the Boys and Girls Club strategically supports our plans for sustainability. Their contributions of sharing facility space for the after school program to take place and providing meals to students at no cost for St. Mark or the family is valued at \$24,500. St. Mark anticipates sustaining services to students at the end of the 5 year grant timeframe through this partnership and creating connections for families to attend the Boys and Girls Clubs programs when they move beyond 5th grade.

Other partner contributions include:

- Transportation services provided in-kind by the Region 8, Regional Transit Authority are valued at \$13,000.
- Partners that support enrichment offer their programming activities at no cost, valued at \$1,950. These partners include The National Mississippi River Museum, Wahlert Catholic High School, Rising Star Theater, and Challenge to Change.
- Loras College provides consistent volunteers valued at \$1,150.

With further partnerships that are estimated for the course of the grant, St. Mark anticipates cultivating more than \$138,000 in partner contributions.

### **Evidence of Supplementing vs. Supplanting (9.2)**

Funding from 21st will supplement not supplant previous funding. Programs at Audubon, Lincoln, and Marshall have been partially supported by a 21st CCLC, Cohort 14 grant to reach

110 students, which ends June 2023. With current successful implementation of this grant and community partnerships, St. Mark has been able to secure support to sustain \$40,600 of expenses which is 31% of St. Mark's Cohort 14 original grant award. This also results in St. Mark sustaining services to 10 students, which is also approximately 10% of the total number of students. St. Mark would have anticipated sustaining more than 10%. However, as a result of the COVID-19 pandemic, St. Mark is still building back to pre-pandemic level of student participation and staffing levels. The costs sustained for the 10 students is further evidenced in the community partnerships contributions demonstrated in the 'Previous Sustainability Form' that total \$40,600; covering the full programming cost of \$28/student/day.

7784/8,000 characters

### **Supplemental Materials**

Applicants are allowed to upload supplemental materials to support your application, Examples of acceptable supplemental materials include: charts, graphs, infographics, pictures, flow charts, and other similar materials. Applicants are asked to scan all documents into a single file and are limited to 2 pages.

*(+ Upload Supplemental Materials)*

**Attached in email submission as "Supplemental Materials\_SMYE"**

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## Legal Status of Applicant

### Eligibility

State Education Agencies (SEAs)

#### Who May Apply (specifically):

Awards are made to SEAs. Local education agencies (LEAs) and nonprofit organization may apply to states for subgrants. For profit organizations are not included.

<https://www2.ed.gov/programs/21stcclc/eligibility.html>

### 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
- Nonprofit Organization-

Number of years in operation 35

Enter Federal Employer ID Number: 42-1338364 **OR**

Enter School District Code:

*(If applicable)* Enter Child Care License #:

### COMMUNITY TYPE

Please use the U.S. Census definitions below to identify the population size of your community.

<https://www.census.gov/quickfacts/fact/table/US/PST045217>

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



## **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. Funds will be spent under the guidelines for federal grants (EDGAR).

<https://www2.ed.gov/about/offices/list/osdfs/edgar2008.pdf>

### **Part C: Supplement, not Supplant**

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

### **Part D: Fiscal Control and Accounting Procedures**

As the designated applicant agency representative, I certify that an annual fiscal audit will be conducted and adequate, accurate attendance records will be kept for the 21st Century Community Learning Centers Program. I further certify that the collaborative will 1) submit periodic program and fiscal reports as required by the state fiscal agent, including but not limited to, the number of pupils served, and expenditure of funds for which they were granted; 2) maintain records and provide access to those records when requested by the state fiscal agent; 3) maintain all supporting documentation of the status and results of the initiative for up to three years from the date of submission of the final expenditure report. 4) Follow the financial rules for this program as outlines in IDOE guidance provided.

### **Part E: Control of Funds**

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

### **Part F: Program Accountability**

The request for applications program manager or fiscal agent is responsible to notify the Iowa Department of Education immediately any time a deviation occurs or necessity arises to alter any of the goals, program elements, budget or other sections as stated in the request for applications. Program agrees to provide a minimum of 60 hours contact time a month and 30 days of summer school (if applicable). You are required to meet 70% of your attendance goals in year one of funding and 80% by year three. Failure to meet your attendance goals could result in a reduction of funding.

### **Part G: Evaluation and Data Collection**

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

#### **Part H: Program Site**

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

#### **Part I: Collaboration with Schools**

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

#### **Part J: Notice to the Community**

As the designated applicant agency representative, I certify that the community to be served by the 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.

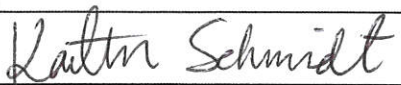
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As the designated Applicant Agency, I certify that I have consulted with the private and public school(s) within the boundaries of the school(s) that this application proposes to serve. I certify that the proposal meets the requirement that grantees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

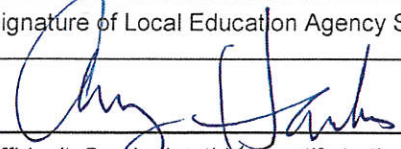
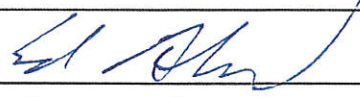
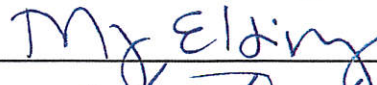

#### **Part N: Grant Termination (Additional conditions in Appendix C)**

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	St. Mark Youth Enrichment
<p><i>Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812</i></p>	

**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
<p><i>Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812</i></p>	
Signature of Site Principal for Each 21 <sup>st</sup> Century Community Learning Centers-Funded Site	Site Name
	Audubon Elementary
	Lincoln Elementary
	Marshall Elementary
<p><i>Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of</i></p>	

*the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812*

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

## 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.

Indicate which group is impacted:

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

**Describe the positive impact** expected from this project: The school year program sites are offered for students from Title 1 schools and schools with a free and reduced priced lunch rate of more than 40%. Therefore, the majority of students that St. Mark Youth Enrichment serves live in low income. Furthermore, students of a racial minority are disproportionately positively impacted by St. Mark's programs. Information from current programs shows that 35% of students identify as a race other than white. This rate of students of color in the St. Mark program is a much higher proportion in comparison to the Dubuque community as a whole where 11.6% identify as non-white and 4.2% of the population is African American (according to 2022 Census Quick Facts data). In addition, 6% of students have an Individualized Education Plan (IEP), 42% of students are female, and 67% of students live in female led households. St. Mark's programs provide a positive impact by offering academic enrichment while fostering social-emotional growth. The academic services promote student success during the school day, connect students and families to the broader community, and set them up for future achievement in all areas of their lives.

St. Mark has partnered with the local groups such as My Brother's Keeper initiative, Inclusive Dubuque, and Every Child Reads that promotes the success of young people from cradle to career, particularly students in poverty and students color. This partnership has allowed St. Mark to consciously consider the efforts that can be made to positively impact minorities and close achievement gaps.

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

Indicate which group is impacted:

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

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.

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

Present the rationale for determining no impact.

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

Name: **Kaitlin Schmidt**

Title: Director of Strategic Resources

## 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.

## 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. **To indicate your selection, double click the checkbox, choose "Checked" from the pop-up menu, and click "OK".** Examples of documentation are provided. **Please compile this document and your documentation into a single file to upload.**

Application proposes to serve children and youth in ***schools designated "Comprehensive" or "Targeted" on Iowa School Performance Profiles*** AND is jointly submitted as a collaboration between local educational agencies receiving funds under Title I and a community-based organization or other public or private entity that contributes to the program. Best Practice is that applicants serve a minimum of 50% of FRPL children at each school in the application to receive the bonus points. NOTE: This collaboration cannot include vendors. *Up to 5 additional points awarded.*

Documentation (2 pieces required). Examples of documentation: 1. Original signatures of joint applicants AND MOUs recognizing joint submission. 2. Look up your school on Iowa School Performance Profiles at <https://www.iaschoolperformance.gov/ECP/Home/Index>.

Indicate your documentation sources here and compile these documents into a single file to upload.

1. ***Signed Assurances & Agreement Form & MOU with Dubuque Community Schools***
2. ***Iowa School Performance status of Audubon, Lincoln, and Marshall Elementary Schools***

Application proposes to serve a county with more than 17% child poverty. *Up to 5 additional points awarded.*

Documentation (1 piece required per county served) Examples of documentation: Look up your count at <https://datacenter.kidscount.org/data/tables/1239-child-poverty?loc=17&loct=5#detailed/5/2715-2813/false/37,871,870,573,869,36,868,867,133,38/any/2685>

Indicate your documentation sources here by inserting your county/counties child poverty rate, secure a print-out and compile these documents into a single file to upload.

County: Child Poverty Rate:

County: Child Poverty Rate:

County: Child Poverty Rate:

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

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

Indicate your city populations here, secure a print-out and compile these documents into a single file to upload.

City to be served: Population:

City to be served: Population:

City to be served: Population:



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NOTE: Up to 5 additional points awarded for each category. When an application is received for multiple districts/buildings, the points will be determined by the number of districts/buildings that qualify for the points. If you are applying for more than one county, or community, provide data for each site in your application. The IDOE reserves the right to reduce points if schools do not meet all required criteria.

Application proposed to serve a full meal daily and provide evidence of this partnership with a school food system or local food bank. *Up to 5 additional points awarded.*

**Partnership is with the Boys and Girls Club of Greater Dubuque, documented with a signed MOU.**

Applications serving middle school and/or high school students and who plan to implement a Career and Technical Education component with evidence of a partnership with a local college or university. *Up to 5 additional points awarded.*

## **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. Funds will be spent under the guidelines for federal grants (EDGAR). <https://www2.ed.gov/about/offices/list/osdfs/edgar2008.pdf>

### **Part C: Supplement, not Supplant**

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

### **Part D: Fiscal Control and Accounting Procedures**

As the designated applicant agency representative, I certify that an annual fiscal audit will be conducted and adequate, accurate attendance records will be kept for the 21st Century Community Learning Centers Program. I further certify that the collaborative will 1) submit periodic program and fiscal reports as required by the state fiscal agent, including but not limited to, the number of pupils served, and expenditure of funds for which they were granted; 2) maintain records and provide access to those records when requested by the state fiscal agent; 3) maintain all supporting documentation of the status and results of the initiative for up to three years from the date of submission of the final expenditure report. 4) Follow the financial rules for this program as outlines in IDOE guidance provided.

### **Part E: Control of Funds**

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

### **Part F: Program Accountability**

The request for applications program manager or fiscal agent is responsible to notify the Iowa Department of Education immediately any time a deviation occurs or necessity arises to alter any of the goals, program elements, budget or other sections as stated in the request for applications. Program agrees to provide a minimum of 60 hours contact time a month and 30 days of summer school (if applicable). You are required to meet 70% of your attendance goals in year one of funding and 80% by year three. Failure to meet your attendance goals could result in a reduction of funding.

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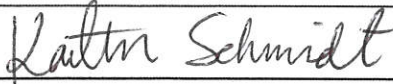
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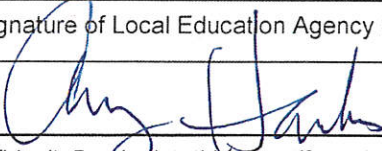

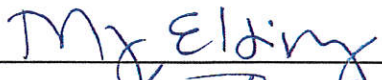

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Signature of Site Principal for Each 21 <sup>st</sup> Century Community Learning Centers-Funded Site	Site Name
	Audubon Elementary
	Lincoln Elementary
	Marshall Elementary
<i>Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of</i>	

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# Memorandum of Understanding (MOU)

*MEMORANDUM OF UNDERSTANDING (MOU) between*

*St. Mark Youth Enrichment (PROGRAM)*

*and*

*Dubuque Community Schools (PARTNER)*

This is an agreement between "Program", hereinafter called St. Mark Youth Enrichment and "Partner", hereinafter called Dubuque Community Schools.

## **I. PURPOSE & SCOPE**

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to complying with grant requirements, expanding access to programming for more youth, sharing and coordinating resources, and support in evaluating the program. In particular, this MOU is intended to demonstrate ongoing partnership of both parties in an effort to support student needs.

## **II. BACKGROUND**

### **St. Mark Youth Enrichment:**

Mission: The mission of St. Mark Youth Enrichment is to provide innovative programs and services that cultivate the educational and social-emotional growth of youth and families.

Vision: To enrich the life of every child.

### **Dubuque Community Schools:**

Mission: To develop world-class learners and citizens of character in a safe and inclusive learning community.

Vision: Unfolding the potential of every student by empowering the teacher/student relationship through:

- Promoting the roles and responsibilities we all have in the 21st century learning process;
- Removing barriers;
- Creating an environment where character and citizenship count;
- Leveraging content knowledge to become critical thinkers and problem solvers; and
- Providing multiple pathways to unlocking student potential.

### **History of Partnership:**

St. Mark Youth Enrichment and Dubuque Community Schools have partnered extensively for several years by collaboratively offering out-of-school-time services for students. St. Mark has facilitated the 21st CCLC after school and summer programming that has benefitted Dubuque Community School students primarily from the Audubon, Lincoln, and Marshall schools for more than 10 years.

### **III. PROGRAM RESPONSIBILITIES UNDER THIS MOU**

St. Mark Youth Enrichment shall undertake the following activities:

- a) Write 21st CCLC grant applications and monitor the program for grant compliance including maintaining grant records for fiscal accountability and grant reporting, and will complete all required evaluation reports;
- b) Serve on appropriate 21st CCLC and school committees;
- c) Will request data annually in May with appropriate parent releases and use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of student data;
- d) Partner to provide training or guidance on best practices, youth development, positive behavior management, cultural competency, meeting the needs of at-risk youth and families, and aligning with district curriculums whenever possible;
- e) Hire and supervise programming staff; which all will be employees of St. Mark during the duration of this agreement;
- f) Will verify that all staff participating in the grant have the proper certifications;
- g) Implement enrichment programs that are in alignment academic goals, and district and school initiatives;
- h) Provide all materials and supplies needed to carry out these programs;
- i) Provide family engagement activities such as family field trips, literacy/math nights, and invitations to join in enrichment activities;
- j) Meet the District insurance requirements listed in Exhibit A;
- k) Will indemnify, protect and defend against all claims, demands and expenses arising from or relating to this agreement, including, without limitation, claims and demands related to injuries to St. Mark's staff or volunteers;
- l) Allow Dubuque Community School District to terminate this agreement at the District's discretion and without cause;
- m) Must maintain confidentiality and assure compliance with FERPA.

### **IV. PARTNER RESPONSIBILITIES UNDER THIS MOU**

Dubuque Community Schools shall undertake the following activities:

- a) Ensure that out of school programs are included in the CSIP (Comprehensive School Improvement Plan) and aligned with school initiatives;
- b) Inform families of the St. Mark out of school time enrichment program;
- c) Post job descriptions and application links to help St. Mark recruit quality, certified staff
- d) Assign school leader(s) to serve on the 21st Century Advisory Council as defined by the grant and serve as a liaison/advisor to the program on academic and positive behavior supports.
- e) Will facilitate student school day dismissal and transition of student until under the supervision of St. Mark staff.
- f) Provide appropriate data to meet the necessary reporting, compliance, and evaluation needs of the grant.

### **V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:**

1. Modification: Changes to the terms of this Agreement will be valid only if the change is made in writing and approved by mutual agreement of authorized representatives of the parties hereto.
2. Termination: Each Party shall have the right to terminate the Memorandum of Understanding by giving three months written notice to the other Party at any time or immediately by joint consent.

**VI. FUNDING**

This MOU does not include the exchange of funds between the two parties.

**VII. EFFECTIVE DATE AND SIGNATURE**

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from 7/1/2024 to 6/30/2027.

The Program and Partner indicate agreement with this MOU by their signatures.

**Signatures and dates**

St. Mark Youth Enrichment

Kaitlin Schmidt  
12/8/23 Date

Dubuque Community Schools

Kas D  
11/13/23 Date



Reporting Year: 2023

# Audubon Elementary School

DUBUQUE COMM SCHOOL DISTRICT

KEYSTONE AEA

📍 [605 Lincoln Ave., Dubuque, Iowa 52001](#)

📞 [\(563\) 552-3300](#)

## ABOUT

### Principal

Ed Glaser

### Enrollment

255

### Grade Levels

KG, 01, 02, 03, 04, 05

### School Type

Elementary

### County

Dubuque County

## OVERALL PERFORMANCE

### NEEDS IMPROVEMENT

### ESSA Performance Category

Comprehensive Status: **Met**

Targeted Status: **Targeted**

Black/African American, Low Socio-Economic Status (FRL)

ESSA Support: **Targeted Year 2**



State Average: 54.81

### Understanding Overall Performance

The overall performance includes both an overall score and performance rating for all Iowa schools across a number of performance measures. In addition, the Every Student Succeeds Act performance category identifies schools who are struggling or who have student groups who are underperforming. The overall score provides a single number which is the sum of the measures below. It provides a snapshot of school performance, but may not tell the entire story about performance of students in that school.

## DEMOGRAPHICS

[SHOW/HIDE](#)

Reporting Year: 2023

# Lincoln Elementary School

DUBUQUE COMM SCHOOL DISTRICT

KEYSTONE AEA

📍 [555 Nevada Street, Dubuque, Iowa 52001](#)

📞 [\(563\) 552-4050](#)

## ABOUT

### Principal

Megan Elsinger

### Enrollment

235

### Grade Levels

KG, 01, 02, 03, 04, 05

### School Type

Elementary

### County

Dubuque County

## OVERALL PERFORMANCE

**ACCEPTABLE**

### ESSA Performance Category

Comprehensive Status: **Met**

Targeted Status: **Met**

ESSA Support: **Extended Comprehensive Year 2**

**50.9**

OUT OF 100

**State Average: 54.81**

### Understanding Overall Performance

The overall performance includes both an overall score and performance rating for all Iowa schools across a number of performance measures. In addition, the Every Student Succeeds Act performance category identifies schools who are struggling or who have student groups who are underperforming. The overall score provides a single number which is the sum of the measures below. It provides a snapshot of school performance, but may not tell the entire story about performance of students in that school.

## DEMOGRAPHICS

**SHOW/HIDE**

## PERFORMANCE IN EACH AREA

Accountability View

**Accountability view:** This view provides information about the performance of students who are included in the accountability score (N>=20).



## PERFORMANCE DETAIL

Measure	Raw Score	Standard Score	Weighting Percentage	Total Points
<u>Assessment Participation Mathematics</u>	98.17	5.00	<b>5.00</b>	5.00
<u>Assessment Participation English Language Arts</u>	100.00	5.00	<b>5.00</b>	5.00
<u>Average School Achievement English Language Arts</u>	44.59	44.59	<b>7.88</b>	3.51
<u>Average School Achievement Mathematics</u>	44.76	44.76	<b>7.88</b>	3.52
<u>Conditions for Learning Composite</u>	49.16	49.16	<b>20.25</b>	9.95
<u>Growth Mathematics</u>	37.00	37.57	<b>20.25</b>	7.61
<u>Growth English Language Arts</u>	59.00	57.85	<b>20.25</b>	11.71

Measure	Raw Score	Standard Score	Weighting Percentage	Total Points
<u>Percent Proficient Mathematics</u>	54.55	38.77	<b>6.75</b>	2.62
<u>Percent Proficient English Language Arts</u>	44.00	29.15	<b>6.75</b>	1.97
				<b>50.90</b>
				Total Points

*\*Summing the Weighting Percentage column may not equal 100 due to rounding calculations.*

Reporting Year: 2023

# Marshall Elementary School

📍 [1450 Rhomberg Ave., Dubuque, Iowa 52001](#)

[DUBUQUE COMM SCHOOL DISTRICT](#)

📞 [\(563\) 552-4100](#)

KEYSTONE AEA

## ABOUT

**Principal**

Joe Maloney

**School Type**

Elementary

**Enrollment**

306

**County**

Dubuque County

**Grade Levels**

KG, 01, 02, 03, 04, 05

## OVERALL PERFORMANCE

### NEEDS IMPROVEMENT

**ESSA Performance Category**

Comprehensive Status: **Met**

Targeted Status: **Targeted**

Low Socio-Economic Status (FRL), Students with Disabilities (IEP)

ESSA Support: **Targeted Year 1**



**State Average: 54.81**

### Understanding Overall Performance

The overall performance includes both an overall score and performance rating for all Iowa schools across a number of performance measures. In addition, the Every Student Succeeds Act performance category identifies schools who are struggling or who have student groups who are underperforming. The overall score provides a single number which is the sum of the measures below. It provides a snapshot of school performance, but may not tell the entire story about performance of students in that school.

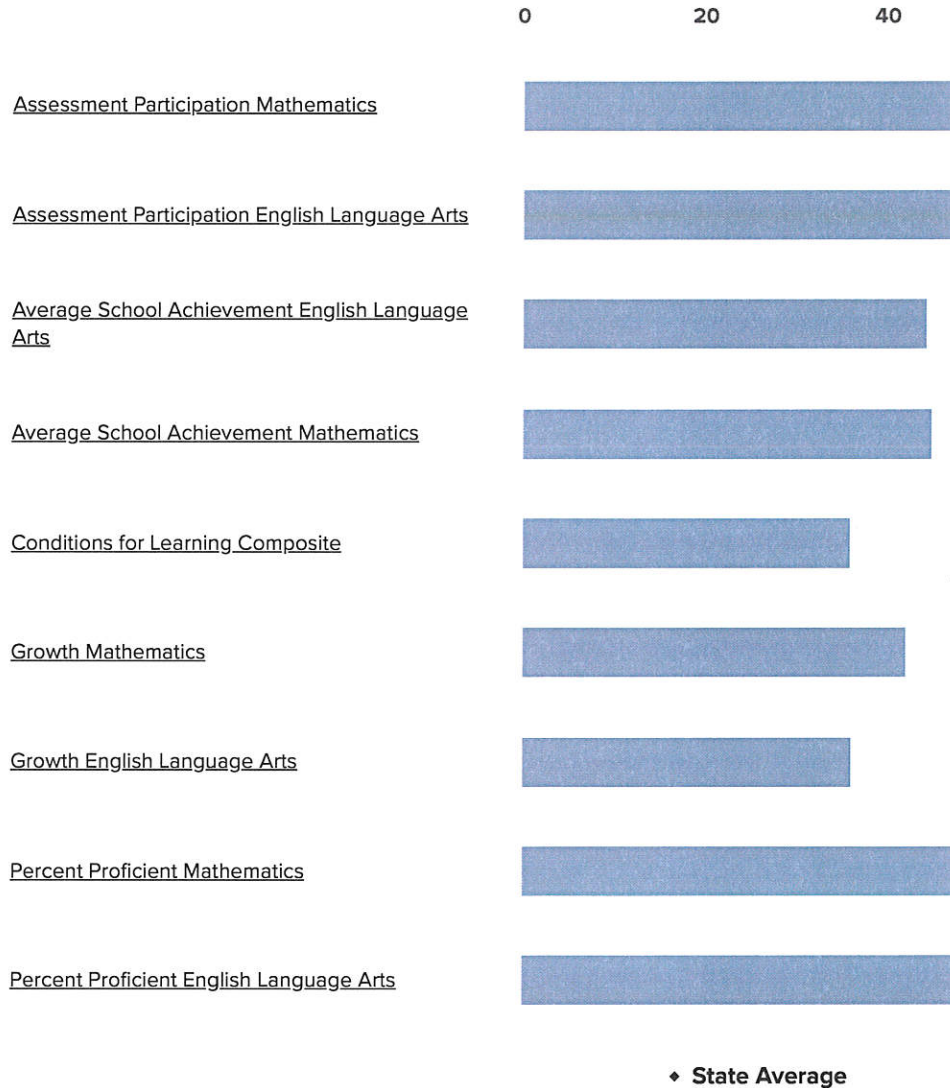
## DEMOGRAPHICS

[\*\*SHOW/HIDE\*\*](#)

## PERFORMANCE IN EACH AREA

Accountability View

**Accountability view:** This view provides information about the performance of students who are included in the accountability score (N>=20).



## PERFORMANCE DETAIL

Measure	Raw Score	Standard Score	Weighting Percentage	Total Points
<u>Assessment Participation English Language Arts</u>	100.00	5.00	<b>5.00</b>	5.00
<u>Assessment Participation Mathematics</u>	100.00	5.00	<b>5.00</b>	5.00
<u>Average School Achievement English Language Arts</u>	44.16	44.16	<b>7.88</b>	3.48
<u>Average School Achievement Mathematics</u>	44.79	44.79	<b>7.88</b>	3.53
<u>Conditions for Learning Composite</u>	35.84	35.84	<b>20.25</b>	7.26
<u>Growth Mathematics</u>	42.00	42.13	<b>20.25</b>	8.53
<u>Growth English Language Arts</u>	36.00	35.45	<b>20.25</b>	7.18

Measure	Raw Score	Standard Score	Weighting Percentage	Total Points
<u>Percent Proficient Mathematics</u>	56.00	39.78	<b>6.75</b>	2.69
<u>Percent Proficient English Language Arts</u>	48.99	32.99	<b>6.75</b>	2.23
				<b>44.88</b>
				Total Points

*\*Summing the Weighting Percentage column may not equal 100 due to rounding calculations.*

# Memorandum of Understanding (MOU)

*MEMORANDUM OF UNDERSTANDING (MOU) between*

*St. Mark Youth Enrichment (PROGRAM)*

*and*

*The Boys and Girls Club of Greater Dubuque PARTNER*

This is an agreement between "Program", hereinafter called St. Mark Youth Enrichment and "Partner", hereinafter called The Boys and Girls Club of Greater Dubuque.

## **I. PURPOSE & SCOPE**

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to sharing and coordinating resources for the program. In particular, this MOU is intended to outline agreements for programming space, meals, staffing, and extending programming for St. Mark students.

## **II. BACKGROUND**

### **St. Mark Youth Enrichment:**

**Mission:** The mission of St. Mark Youth Enrichment is to provide innovative programs and services that cultivate the educational and social-emotional growth of youth and families.

**Vision:** To enrich the life of every child.

### **The Boys and Girls Club of Greater Dubuque:**

**Mission:** To provide the Dubuque-area youth with programs that promote health and wellness, educational, social and cultural, and leadership and character development skills. We place an emphasis on areas with the greatest potential impact, in an environment that enables our members to become responsible, productive, and positive citizens.

### **History of Partnership:**

St. Mark Youth Enrichment and the Boys and Girls Club have a long history of partnership. We are neighboring organizations, located on the same block in Dubuque, Iowa. For more than 8 years the Boys and Girls Club has supported St. Mark's summer program by providing additional classroom space while supporting students with their meal programs, providing breakfast, and lunches. This partnership has expanded to support St. Mark's after school program starting in the 2023-2024 school year.

## **III. PROGRAM RESPONSIBILITIES UNDER THIS MOU**

St. Mark Youth Enrichment shall undertake the following activities:

- a) Monitor the St. Mark school year program;
- b) Supervise staff, volunteers, and community partners connected to St. Mark school year program;
- c) Implement a sign-off sheet for students to transition to the Boys and Girls Club of Greater Dubuque following St. Mark school year programs ending at 5:30pm;
- d) Complete evaluation reports specific to school year program;
- e) Ensure space provided is cared for and cleaned up after program use;
- f) Provide all materials, information, and supplies needed to carry out our programs.



#### IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

The Boys and Girls Club of Greater Dubuque shall undertake the following activities:

- a) Ensure that utilities, rooms, adequate space, and necessary information are available for program implementation. Agreed upon space for St. Mark school year programming: Tutoring Room, Archery Room, Basement Room at end of hallway downstairs, Upstairs Gym until 4:45pm;
- b) Supervise staff, volunteers, and community partners connected programs with the Boys and Girls Club of Greater Dubuque;
- c) Provide representation to assist families in completing memberships for the Boys and Girls Club of Greater Dubuque;
- d) Provide aftercare services to interested students in 3rd thru 5th grade, in alignment with BGC member guidelines;
- e) Provide dinner to students in the St. Mark School Year program;
- f) Partner in appropriate data collection to meet the necessary reporting, compliance, and evaluation needs.

#### V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

1. Modification: Changes to the terms of this Agreement will be valid only if the change is made in writing and approved by mutual agreement of authorized representatives of the parties hereto.
2. Termination: Each Party shall have the right to terminate the Memorandum of Understanding by giving three months written notice to the other Party at any time or immediately by joint consent.

#### VI. FUNDING

This MOU does not include the exchange of funds between the two parties.

#### VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from 7/1/2024 to 6/30/2027.

The Program and Partner indicate agreement with this MOU by their signatures.

#### Signatures and dates

St. Mark Youth Enrichment

Kaitlin Schmidt  
11/15/23 Date

Boys & Girls Club of Greater Dubuque

Tom F. S. O. E.  
11-3-23 Date

## 21CCLC Communications Template

Use this template to describe the communications and outreach strategies connected to your program.  
 Example: Parent Newsletter, Monthly, Electronic copy and hard copy posted on site, parents of youth/100, to be sent on the first Friday of the month.

**Please insert your strategies here:**

Outreach strategy	Frequency	Method	Target Audience and Proposed Impact	Notes
Enrollment Information Session	Annually and as needed	In-person	Parents/guardians  100% attendance for 100 students in the program	This meeting is a mandatory, in-person session to complete enrollment paperwork and learn about the program. A calendar of St. Mark programming dates is provided in the parent handbook and frequently referred to throughout other communication.
Registration / Student Recruitment	Annually and as needed	Direct e-mail communication to families that have previously attended. Posted on website and social media. Provided to schools to share through their communication channels.	Parents/guardians Schools  200+ audience	Families who have previously attended have a 2 week window to register before the registration information is shared publically.
As needed communication	As needed	Email Text messages through Social Media	Parents/guardians Staff School partners  200+ audience	As needed communication includes programming announcements, family engagement opportunities, issue alerts, cancellations, etc.
Family Newsletter	Monthly	Email	Parents/guardians Staff School partners  200+ audience	The newsletter shares updates on the 3rd Friday of every month. Purpose is to keep parents and

				stakeholders up-to-date, share exciting opportunities, calendar of events, and important action items.
Sharing Program Evaluation & Outcomes	Annually	Email Posted on Website	Stakeholders: such as school partners, funders, and supporters Parents/guardians Staff and volunteers  200+ audience	The local evaluation required for 21 <sup>st</sup> CCCLC grantees is posted on the website. St. Mark shares a summary report with photos via email to other stakeholders.
Stakeholder Newsletter	Monthly	Email	Recent supporters, Funders, and Volunteers  300+ audience	Shares on the impact of giving or support of the program. Shares stories from program.
Stakeholder Advisory Meetings	Monthly	In-person or virtual meetings	School partners Boys & Girls Club RTA/Trolleys Other partners on an ongoing and as needed basis  20+ audience	Focus on continuous improvement, effective program implementation, student strategies, etc.
St. Mark Board of Trustees Meetings	Quarterly	In-person or virtual meetings	St. Mark Board Members St. Mark Executive Leadership  16 audience	Focus on program and organizational strategies and sustainability.

**(Required) Website where your local evaluation will be posted (reminder: each year's evaluation should be found here)**

<https://stmarkyouthenrichment.org/program-outcomes/>

**Social media links for your school/site/program:**

St. Mark website home page:

Facebook: <https://www.facebook.com/StMarkYouthEnrichment>

Instagram: <https://www.instagram.com/smyenrichment/>

## Sustainability Planning Template and Previous Sustainability Form

### Sustainability Plan

Please fill in the table with the information provided by the MOUs. (See Appendix G in the Instruction Packet for a sample MOU document and note that MOUs are required to complete your application)

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
Dubuque Community School District	Data Collection Student and staff recruitment	DCSD Staff help with the transition from school day to the St. Mark program.	NA- Offering of existing publically available services	St. Mark After School at the Boys and Girls Club
The Boys and Girls Club of Greater Dubuque	Space, meals, and connection to extended program options for families.	NA	\$36,975	St. Mark After School at the Boys and Girls Club
Trolleys of Dubuque	Daily transportation and field trip transportation	NA	(Vendor)	St. Mark After School at the Boys and Girls Club
Northeast Iowa Community College	Connection to family literacy programming and staff recruitment opportunities	NA	NA- Offering of existing services	St. Mark After School at the Boys and Girls Club
Loras College	Staff and volunteer recruitment	10 ongoing volunteers	\$1,125	St. Mark After School at the Boys and Girls Club
National Mississippi River Museum & Aquarium	Enrichment	1-2 staff to facilitate enrichment.	\$500	St. Mark After School at the Boys and Girls Club
Wahlert Catholic High School	Volunteers, enrichment, and family engagement opportunities	10-20 high school student volunteers for designated activities.	\$500	St. Mark After School at the Boys and Girls Club
Rising Star	Enrichment	1-2 staff to	\$500	St. Mark After

Theatre		facilitate enrichment.		School at the Boys and Girls Club
Challenge to Change Inc.	Enrichment	1-2 staff to facilitate enrichment.	\$500	St. Mark After School at the Boys and Girls Club
Northeast Iowa Council, Boys Scouts of America	Enrichment	1-2 staff to facilitate enrichment.	\$500	St. Mark After School at the Boys and Girls Club
<b>TOTAL:</b>	<b>\$40,600</b>			

## Previous Sustainability Form

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

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

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

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

How many years of funding did you receive?  10 years  5 years

Did you have a gap in funding before this application?  Yes  No

If there was a gap in funding did you maintain your program for the children-

At the same level  At a reduced level  The program ended

Provide a summary narrative of your previous 21<sup>st</sup> Century Community Learning Centers Grant work:

St. Mark currently operates programs that do not rely on 21st CCLC funding and has demonstrated an ability to sustain levels of programming following the reduction or end of previous 21st CCLC program funds. St. Mark has sustained operating two summer programs that previously were supported with the Cohort 10, 21st CCLC funding. St. Mark also offers two additional after school programs serving around 75 students; one self-sustaining program in Peosta, and another in Dyersville which had previously been funded through 21st CCLC funds

St. Mark has facilitated Cohort 9 and Cohort 14 21<sup>st</sup> CCLC grants that have partially supported before and after school programs for schools, Audubon, Lincoln, and Marshall elementary. The Cohort 14 grant aiming to reach 110 students through after school programs ends June 2023.

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value		
Dubuque Community School District	30+ years	Financial	NA	NA		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: NA				
		In-Kind	NA	NA		
		Please describe the contribution being made in detail: Dubuque Schools also support with fulfillment of data requests required for reporting on program and grant outcomes.				
		Equipment and/or Supplies	NA	NA		
		Please describe contribution in detail: NA				
		Facilities	NA	NA		
		Please provide description of facilities contributed: NA				
		Staff	3	NA- apart of the contracted hours of school staff.		
		Please describe what staff will be doing: Dubuque Schools' staff will help with supervision during dismissal from the school day for students to transition into the St. Mark after school program.				
		Volunteers	NA	NA		
		Please describe what volunteers will be doing: NA				
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: NA				
		Total Value of Partnership:			\$0.00 Services provided by Dubuque Schools are existing and/or publically available services.	

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
The Boys and Girls Club of Greater Dubuque	8+ Years	Financial	NA	NA	
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: NA			
		In-Kind	\$4.25 / meals	\$36,975	
		Please describe the contribution being made in detail: The Boys and Girls Club of Greater Dubuque will be providing daily meals for students in the St. Mark after school program. Value is estimated on a \$4.25 cost per meal.			
		Equipment and/or Supplies	NA	NA	
		Please describe contribution in detail: NA			
		Facilities	4	NA	
		Please provide description of facilities contributed: Daily use of 3 classroom spaces designated for the St. Mark after school program as well as gym space for large motor and enrichment activities.			
		Staff	NA	NA	
		Please describe what staff will be doing: NA			
		Volunteers	NA	NA	
		Please describe what volunteers will be doing: NA			
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: NA			
		Total Value of Partnership:			\$36,975



Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
Loras College	10+ Years	Financial	NA	NA	
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: NA			
		In-Kind	NA	NA	
		Please describe the contribution being made in detail: NA			
		Equipment and/or Supplies	NA	NA	
		Please describe contribution in detail: NA			
		Facilities	NA	NA	
		Please provide description of facilities contributed: NA			
		Staff	4-6 staff	NA	
		Please describe what staff will be doing: St. Mark recruits from Loras college for students for positions that are paid in full by St. Mark. Staff are hired as para-educators and are tasked with engaging with students and supporting the implementation of the planned programming and activities.			
		Volunteers	~10	\$1,125	
		Please describe what volunteers will be doing: Volunteers' primary responsibility is to engage and connect with students.			
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: St. Mark incurs costs of background checks.			
		Total Value of Partnership			\$1,125

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
National Mississippi River Museum & Aquarium	10+ years	Financial	NA	NA	
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: NA			
		In-Kind	6-9 sessions each school year.	\$500	
		Please describe the contribution being made in detail: The National Mississippi River Museum & Aquarium provide ongoing enrichment activities for students in the after school program. These activities are provided at no cost. Activities have included bringing in live animals for students to learn and interact with and a variety of science related topics related to biology, conservation, etc.			
		Equipment and/or Supplies	NA	NA	
		Please describe contribution in detail: NA			
		Facilities	NA	NA	
		Please provide description of facilities contributed: NA			
		Staff	NA	NA	
		Please describe what staff will be doing: NA			
		Volunteers	NA	NA	
		Please describe what volunteers will be doing: NA			
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: NA			
		Total Value of Partnership			\$500

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
Wahlert Catholic High School	2+ years	Financial	NA	NA	
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: NA			
		In-Kind	NA	NA	
		Please describe the contribution being made in detail: NA			
		Equipment and/or Supplies	NA	NA	
		Please describe contribution in detail: NA			
		Facilities	NA	NA	
		Please provide description of facilities contributed: NA			
		Staff	NA	NA	
		Please describe what staff will be doing: NA			
		Volunteers	10-20	\$500	
		Please describe what volunteers will be doing: 10-20 high school students are designated to activities as part of a service learning class. Students have supported a pen pal program with students, hosting family engagement and enrichment activities, etc.			
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: St. Mark incurs costs of background checks.			
		Total Value of Partnership			\$500

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
Rising Star Theatre	1+ years	Financial	NA	NA	
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: NA			
		In-Kind	6-9 sessions each school year.	\$500	
		Please describe the contribution being made in detail: Rising Star Theatre is a new partnership that has brought in theater enrichment for students in the after school program, engaging students in literacy and arts. These activities have been provided at no cost to St. Mark.			
		Equipment and/or Supplies	NA	NA	NA
		Please describe contribution in detail: NA			
		Facilities	NA	NA	NA
		Please provide description of facilities contributed: NA			
		Staff	NA	NA	NA
		Please describe what staff will be doing: NA			
		Volunteers	NA	NA	NA
		Please describe what volunteers will be doing: NA			
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: NA			
		Total Value of Partnership			\$500

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
Challenge to Change Inc.	5+ years	Financial	NA	NA	
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: NA			
		In-Kind	6-9 sessions each school year.	\$500	
		Please describe the contribution being made in detail: Challenge to Change has partnered with St. Mark for many years to bring yoga and mindfulness activities to students. Activities have also incorporated literacy through mindfulness books. These sessions have been provided at no cost to St. Mark.			
		Equipment and/or Supplies	NA	NA	
		Please describe contribution in detail: NA			
		Facilities	NA	NA	
		Please provide description of facilities contributed: NA			
		Staff	NA	NA	
		Please describe what staff will be doing: NA			
		Volunteers	NA	NA	
		Please describe what volunteers will be doing: NA			
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: NA			
		Total Value of Partnership			\$500

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
Northeast Iowa Council, Boys Scouts of America	5+ years	Financial	NA	NA	
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: NA			
		In-Kind	3-6 sessions each school year, plus additional lessons/learning material.	\$500	
		Please describe the contribution being made in detail: St. Mark has been connected to the Boy Scouts over the years, and the partnership has grown over the last couple of years. Through their Scoutreach program activities have been brought into the after school program that range from STEM, literacy, and character building. Additionally, they have provided lessons and activity bundles that can be carried out by St. Mark staff. There have been no costs for St. Mark students to benefit from these activities.			
		Equipment and/or Supplies	NA	NA	
		Please describe contribution in detail: NA			
		Facilities	NA	NA	
		Please provide description of facilities contributed: NA			
		Staff	NA	NA	
		Please describe what staff will be doing: NA			
		Volunteers	NA	NA	
		Please describe what volunteers will be doing: NA			
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: NA			
		Total Value of Partnership			\$500

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

With past successful implementation of 21<sup>st</sup> CCLC funding and community partnerships, St. Mark has been able to secure support to sustain \$40,600 of expenses which is 31% of St. Mark's Cohort 14 original grant award. This also results in St. Mark sustaining services to 10 students, which is also approximately 10% of the total number of students. Therefore, funding from 21st will supplement not supplant previous funding.

The \$40,600 is represented from current, core partners that have helped sustain a consistent level of programming as well as supporting the current piloting of the after school program being held at the Boys and Girls Club of Greater Dubuque. The costs sustained for the 10 students are further detailed in the community partnerships contributions demonstrated in the tables above that total \$40,600. These contributions are also included in the budget form D3.

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

In the most recently reported school year, 2022-2023 St. Mark reported a total of 33 active community partners. Partners supporting the after school program for Audubon, Lincoln, and Marshall Elementary schools were valued at \$65,794.56, through contributions in evaluation services, programming and activity services, volunteer staffing, programming space, etc. This value had included Dubuque Community Schools in-kind contribution of daily programming space, which starting in current 2023-2024 school year is no longer being contributed as the after program is being held at one location: The Boys and Girls Club of Greater Dubuque. St. Mark pulls from a list of community partners of more than 50 partners to continually offer new and exciting program activities and fill gaps in resources for families.

Explain any challenges you had with securing community partners.

St. Mark has had great success in securing community partners and is a leader in our local community for collaborating. St. Mark will meaningfully engage and maintain more than 50 partners who work side-by-side in the community to ensure that students receive excellent education and enrichment opportunities. Over the lifetime of this grant and beyond St. Mark will continue to recruit new partners.



**Private School Consultation Meeting Log**

**Date 10/23/2023**

**Time 11:15 AM**

**Location: Zoom Virtual Meeting**

**Meeting called by:** Kaitlin Schmidt, St. Mark Youth Enrichment

**Type of meeting:** Virtual meeting

**Attendees:** Kaitlin Schmidt (St. Mark), Danielle Willis (St. Mark), Phil Bormann (Holy Family)

(Attach attendance sign-in sheet)

----- **Agenda Topics** -----

**Welcome** Kaitlin Schmidt 1 min

Discussion: Discuss the 21<sup>st</sup> Century Community Learning Centers grant and the expectation for consultation with non-public schools.

Conclusions: St. Mark shared the purpose of the consultation meeting to fulfill grant requirements and to offer comparable services will to Holy Family schools if needed. This is to ensure equitable opportunity for participation. There were no questions of further comments.

Action Items:

NA

Person responsible:

NA

Deadline:

NA

**Resources for Non-Public Schools** Kaitlin Schmidt & Phil Bormann 5-10 min

Discussion: Discuss current program offerings and needs of both St. Mark and Holy Family.

Conclusions: St. Mark shared about the current after school program available for Dubuque schools including the new approach of holding the program at the Boys and Girls Club (instead of on site at schools), meals being provided, extended options beyond 5:30, etc.

Phil shared that before and after school programs are currently offered at St. Columbkille, Resurrection, Our Lady of Guadalupe, Holy Ghost, and St. Joseph for families to attend with a fee. They also offer summer camp programs. The Dubuque Dream Center also has Holy



<u>Family students that attend Dream Center school year programming.</u>		
<u>Action Items:</u> NA _____	<u>Person responsible:</u> NA _____	<u>Deadline:</u> NA _____

<b>Consultation Procedures</b>	Kaitlin Schmidt	10 minutes
<u>Discussion: Is there a need and/or interest for participation in St. Mark's offerings?</u>		
<u>Conclusions: St. Mark clarified that the programming offered and to be supported by the 21<sup>st</sup> CCLC grant funds will be for students that qualify for free and reduced priced lunch.</u>		
<u>Phil shared that there are families that qualify and that the program could be a benefit if there were any families interested.</u>		
<u>There are unknown logistics such as how to target students in need, the number of students who might have a need for the program, interest in attending a program at the Boys and Girls Club, etc. St. Mark will schedule a meeting to discuss further and plan on how students could have opportunity to register for future program years.</u>		
<u>Action Items:</u> St. Mark and Holy Family will plan to meet in February 2024 to discuss more clearly what interest families would have in the option for programming on site and potential to include Holy Family in any future enrollment processes.	<u>Person responsible:</u> St. Mark Team: Dawn Cogan, Amanda Avenarius, and Amelia Foley _____	<u>Deadline:</u> February, 28 <sup>th</sup> 2024 _____
<b>Questions</b>	All Staff	[Insert time allocation]
<u>Discussion: Discuss any further questions and/or next steps</u>		
<u>Conclusions: Kaitlin shared that next steps would be to review the meeting log notes and ensure both St. Mark and Holy Family came to the same agreement. Additionally next steps will be to connect additional St. Mark team members with Phil to further discuss what future Holy Family students involvement could look like within St. Mark's after school program at the Boys and Girls Club. No further questions were asked.</u>		

<u>Action Items:</u>	Person responsible:	Deadline:
<u>Send Consultation Meeting Log and request Phil's approval and signature</u>	<u>Kaitlin Schmidt</u>	<u>10/27/2023</u>

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

Outcome of Consultation	The private school <u>will</u> participate.	The private school <u>will not</u> participate.
Participation		X
		* (at this time, open for future consideration)

Other Information

<b>Resource persons:</b>	<b>St. Mark Youth Enrichment</b> Executive Director: Dawn Cogan <a href="mailto:dcogan@stmarkyouthenrichment.org">dcogan@stmarkyouthenrichment.org</a> Associate Director: Amanda Avenarius <a href="mailto:aavenarius@stmarkyouthenrichment.org">aavenarius@stmarkyouthenrichment.org</a> Director of Programs: Amelia Foley <a href="mailto:afoley@stmarkyouthenrichment.org">afoley@stmarkyouthenrichment.org</a> Director of Strategic Resources: Kaitlin Schmidt <a href="mailto:kschmidt@stmarkyouthenrichment.org">kschmidt@stmarkyouthenrichment.org</a> Director of Early Childhood: Danielle Willis <a href="mailto:dwillis@stmarkyouthenrichment.org">dwillis@stmarkyouthenrichment.org</a>
<b>Special notes:</b>	Kaitlin will be anticipating being on parental leave approximately January-March 2024 and will connect Phil to a different point of contact during that time.

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.

Non-Public School Consultation Meeting Attendance 10/23/2023

Attendance & Meeting Log Signature Sheet

Signature

Phone Number

Email

Date



563-582-5456

pbormann@holymfamilydbq.org

11/1/23

Phil Bormann, Chief Administrator, Holy Family Schools

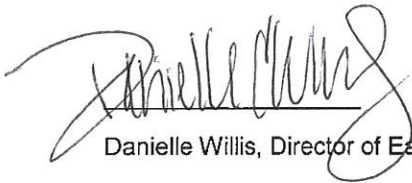


563-590-7551

kschmidt@stmarkyouth  
enrichment.org

11/1/23

Kaitlin Schmidt, Director of Strategic Resources, St. Mark Youth Enrichment



563-231-1932

dwillis@stmarkyouthenrichment  
-org

11/1/23

Danielle Willis, Director of Early Childhood, St. Mark Youth Enrichment



Connecting People to Life's Destinations

November 28, 2023

Dear Department of Education,

On behalf of Region 8 Regional Transit Authority, I am writing this letter of support for St. Mark Youth Enrichment for their 21<sup>st</sup> Century grant application. St. Mark Youth Enrichment has and continues to provide valuable programs that that cultivate the educational and social-emotional growth of youth and families.

As a local nonprofit that also works with community members, we appreciate St. Mark's commitment to enhancing the quality of life and ensuring they are making a meaningful difference in the lives they touch each day. RTA fully supports their pursuit of a 21<sup>st</sup> Century grant to ensure all families have access to fun and safe learning spaces when school is not in session.

RTA has an established partnership with St. Mark Youth Enrichment. We currently partner with St. Mark to provide transportation through the general public program.

We are grateful that St. Mark Youth Enrichment serves the educational and social needs of elementary students in the community. RTA looks forward to on-going collaboration with St. Mark as they provide after school programs in the Dubuque community.

Sincerely,

A handwritten signature in black ink, appearing to read "Chandra Ravada", with a long horizontal flourish extending to the right.

Chandra Ravada  
Director of Transportation, Planning, and Transit Services  
7600 Commerce Park  
Dubuque, IA 52002  
Ph: (563) 588-4592

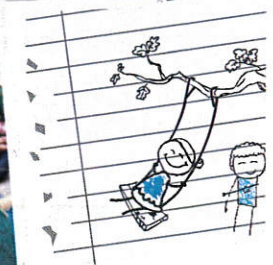
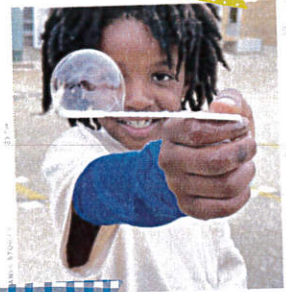
# St. Mark Youth Enrichment After School Programs

## School Year 2022-2023 Outcomes Report Summary

To measure success we follow a results based accountability model which asks not only how much did we do and how well did we do it, but so what? Is anyone's life better off because of what we do?

### How much did we do?

- 173 students were enrolled.
  - 82 in Dubuque schools
  - 91 in Western Dubuque schools



### How well did we do?

- Staff are trained in St. Mark's social emotional model and state wide best practices.
- Daily interactions and activities through lesson and play model social emotional skills with students.
- 85% of students attended program regularly (more than 60% of days).

### Is anyone better off?

- School day assessment data shows that 92% of students made improvement in reading and math scores for students participating in after school programs in Dubuque and Dyersville.
- 92% of students in the after school programs improved to or maintained within a high level social emotional skills as measured by the Devereux Student Strengths Assessment.



**"My children are more comfortable and confident at school, especially around older peers."**

-St. Mark Parent



The mission of St Mark Youth Enrichment is to provide innovative programs and services that cultivate the educational and social-emotional growth of youth and families.

For more information visit [www.stmarkyouthenrichment.org](http://www.stmarkyouthenrichment.org) or call Kaitlin Schmidt at 563-590-7551



# Memorandum of Understanding (MOU)

**MEMORANDUM OF UNDERSTANDING (MOU) between**

St. Mark Youth Enrichment (PROGRAM)

and

The Boys and Girls Club of Greater Dubuque PARTNER)

This is an agreement between "Program", hereinafter called St. Mark Youth Enrichment and "Partner", hereinafter called The Boys and Girls Club of Greater Dubuque.

## **I. PURPOSE & SCOPE**

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to sharing and coordinating resources for the program. In particular, this MOU is intended to outline agreements for programming space, meals, staffing, and extending programming for St. Mark students.

## **II. BACKGROUND**

### **St. Mark Youth Enrichment:**

Mission: The mission of St. Mark Youth Enrichment is to provide innovative programs and services that cultivate the educational and social-emotional growth of youth and families.

Vision: To enrich the life of every child.

### **The Boys and Girls Club of Greater Dubuque:**

Mission: To provide the Dubuque-area youth with programs that promote health and wellness, educational, social and cultural, and leadership and character development skills. We place an emphasis on areas with the greatest potential impact, in an environment that enables our members to become responsible, productive, and positive citizens.

### **History of Partnership:**

St. Mark Youth Enrichment and the Boys and Girls Club have a long history of partnership. We are neighboring organizations, located on the same block in Dubuque, Iowa. For more than 8 years the Boys and Girls Club has supported St. Mark's summer program by providing additional classroom space while supporting students with their meal programs, providing breakfast, and lunches. This partnership has expanded to support St. Mark's after school program starting in the 2023-2024 school year.

## **III. PROGRAM RESPONSIBILITIES UNDER THIS MOU**

St. Mark Youth Enrichment shall undertake the following activities:

- a) Monitor the St. Mark school year program;
- b) Supervise staff, volunteers, and community partners connected to St. Mark school year program;
- c) Implement a sign-off sheet for students to transition to the Boys and Girls Club of Greater Dubuque following St. Mark school year programs ending at 5:30pm;
- d) Complete evaluation reports specific to school year program;
- e) Ensure space provided is cared for and cleaned up after program use;
- f) Provide all materials, information, and supplies needed to carry out our programs.

#### IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

The Boys and Girls Club of Greater Dubuque shall undertake the following activities:

- a) Ensure that utilities, rooms, adequate space, and necessary information are available for program implementation. Agreed upon space for St. Mark school year programming: Tutoring Room, Archery Room, Basement Room at end of hallway downstairs, Upstairs Gym until 4:45pm;
- b) Supervise staff, volunteers, and community partners connected programs with the Boys and Girls Club of Greater Dubuque;
- c) Provide representation to assist families in completing memberships for the Boys and Girls Club of Greater Dubuque;
- d) Provide aftercare services to interested students in 3rd thru 5th grade, in alignment with BGC member guidelines;
- e) Provide dinner to students in the St. Mark School Year program;
- f) Partner in appropriate data collection to meet the necessary reporting, compliance, and evaluation needs.

#### V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

1. Modification: Changes to the terms of this Agreement will be valid only if the change is made in writing and approved by mutual agreement of authorized representatives of the parties hereto.
2. Termination: Each Party shall have the right to terminate the Memorandum of Understanding by giving three months written notice to the other Party at any time or immediately by joint consent.

#### VI. FUNDING

This MOU does not include the exchange of funds between the two parties.

#### VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from 7/1/2024 to 6/30/2027.

The Program and Partner indicate agreement with this MOU by their signatures.

#### Signatures and dates

St. Mark Youth Enrichment

Kathrin Schmidt  
11/15/23 Date

Boys & Girls Club of Greater Dubuque

Tom F. Sullivan  
11-3-23 Date

# Memorandum of Understanding (MOU)

*MEMORANDUM OF UNDERSTANDING (MOU) between*

*St. Mark Youth Enrichment (PROGRAM)*

*and*

*Challenge to Change Inc. (PARTNER)*

This is an agreement between "Program", hereinafter called St. Mark Youth Enrichment and "Partner", hereinafter called Challenge to Change.

## **I. PURPOSE & SCOPE**

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to enhancing students' learning through enrichment.

## **II. BACKGROUND**

### **St. Mark Youth Enrichment:**

Mission: The mission of St. Mark Youth Enrichment is to provide innovative programs and services that cultivate the educational and social-emotional growth of youth and families.

Vision: To enrich the life of every child.

### **Challenge to Change:**

Challenge to change creates positive change through yoga + mindfulness. Through evidence-based yoga and mindfulness programming, Challenge to Change, Inc. provides preventative social and emotional skills benefiting the mind, body, and emotional state to people of all ages.

### **History of Partnership:**

Over time St. Mark has built a strong relationship with many organizations that choose to partner year after year and provide consistent enrichment opportunities throughout the school year. St. Mark students benefit from engaging learning experiences, while the Challenge to Change is able to grow their reach and increase student access to their offerings.

## **III. PROGRAM RESPONSIBILITIES UNDER THIS MOU**

St. Mark Youth Enrichment shall undertake the following activities:

- a) Provide an appropriate space to accommodate the needs of the activities;
- b) Collaborate with the Challenge to Change to determine program dates and times;
- c) Provide site staff during each activity;
- d) Communicate the goals of St. Mark's programs and model expectations for social emotional learning.
- e) Sharing partner's resources and offerings with families as appropriate.



#### IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Challenge to Change shall undertake the following activities:

- a) Provide enrichment activities focused on health, wellness, and social emotional learning, and other relevant areas;
- b) Provide well thought out lesson plans and materials for students;
- c) Collaborate with St. Mark to determine program dates and times;
- d) Provide staff/volunteer to facilitate agreed upon programs.

#### V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

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#### VI. FUNDING

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#### VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from 7/1/2024 to 6/30/2027.

The Program and Partner indicate agreement with this MOU by their signatures.

#### Signatures and dates

St. Mark Youth Enrichment

Kaitlin Schmidt  
11/15/23 Date

Challenge to Change Inc.

Rachel Humwood  
11/7/23 Date

## 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. The signatures provided here are partners you do not have an MOU with.




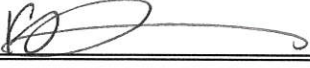
Applications only allowed up to one (1) additional page for signatures.

Name/Signature	Agency Affiliation	
Name/Title <i>Jeremy Jensen - Chief</i>	Agency <i>Dubuque Police Dept</i>	
Signature <i>[Signature]</i>	Address <i>770 Iowa St</i>	
	City/Zip <i>Dubuque</i>	Phone <i>(563) 589-4410</i>
Name/Title <i>Chelsea Cox - Foundation DBQ Schools</i>	Agency <i>Foundation of DBQ Public Schools</i>	
Signature <i>Chelsea Cox</i>	Address <i>700 Locust Suite 195</i>	
	City/Zip <i>DBQ 52001</i>	Phone <i>563-588-2700</i>
Name/Title <i>Mary-Jean-Francois - Lom. VP of Impact Foundation of Greater DBQ</i>	Agency <i>Community Found. of Greater Dubuque</i>	
Signature <i>Mary-Jean-Francois</i>	Address <i>700 Locust St.</i>	
	City/Zip <i>Dubuque, IA 52001</i>	Phone <i>563 588 2700</i>
Name/Title <i>Mary-Jean-Francois - VP Impact</i>	Agency	
Signature <i>[Signature]</i>	Address	
	City/Zip	Phone
Name/Title <i>Debi Butler</i>	Agency <i>Brain Health Now</i>	
Signature <i>Debi Butler</i>	Address <i>898 Mid-Carmel Rd</i>	
	City/Zip <i>Dubuque</i>	Phone <i>563-210-0304</i>
Name/Title <i>Lindsay James</i>	Agency <i>State of Iowa</i>	
Signature <i>Lindsay James</i>	Address <i>PO Box 3086</i>	
	City/Zip <i>Dubuque 52001</i>	Phone <i>563-235-4278</i>
Name/Title <i>Alex Baum - Director ADL Community Foundation</i>	Agency <i>Community Foundation Greater Dubuque</i>	
Signature <i>Alex Baum</i>	Address <i><del>195</del> 700 Locust St., Suite 195</i>	
	City/Zip <i>Dubuque 52001</i>	Phone <i>563.588.2700</i>
Name/Title <i>Pam Jochem, Senator</i>	Agency <i>Iowa Legislature</i>	
Signature <i>Pam Jochem</i>	Address <i>2368 Jackson</i>	
	City/Zip <i>DBQ 52001</i>	Phone <i>563-588-2980</i>
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone

## 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. The signatures provided here are partners you do not have an MOU with.

**Applications only allowed up to one (1) additional page for signatures.**

Name/Signature	Agency Affiliation	
Name/Title <i>Kelly R Krause / Education Officer</i>	Agency <i>Community Foundation of Greater Dubuque</i>	
Signature 	Address <i>700 Locust St.</i>	
	City/Zip <i>Dubuque, 52001</i>	Phone <i>920-585-6045</i>
Name/Title <i>Nancy Van Milligen, President + CEO</i>	Agency <i>Community Foundation of Greater Dubuque</i>	
Signature 	Address <i>700 Locust St #195</i>	
	City/Zip <i>DUBUQUE IA</i>	Phone <i>563-590-2400</i>
Name/Title <i>Paula Pascher Licht / Director of community Bully # Impact</i>	Agency	
Signature 	Address	
	City/Zip	Phone
Name/Title <i>Kristine Duehr / Office Manager</i>	Agency <i>United Way Dubuque Area Tri-States</i>	
Signature 	Address <i>215 W 6th St.</i>	
	City/Zip <i>Dubuque 52001</i>	Phone <i>563-588-1415</i>
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone

# Memorandum of Understanding (MOU)

*MEMORANDUM OF UNDERSTANDING (MOU) between*

St. Mark Youth Enrichment (PROGRAM)

*and*

Dubuque Community Schools (PARTNER)

This is an agreement between "Program", hereinafter called St. Mark Youth Enrichment and "Partner", hereinafter called Dubuque Community Schools.

## **I. PURPOSE & SCOPE**

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to complying with grant requirements, expanding access to programming for more youth, sharing and coordinating resources, and support in evaluating the program. In particular, this MOU is intended to demonstrate ongoing partnership of both parties in an effort to support student needs.

## **II. BACKGROUND**

### **St. Mark Youth Enrichment:**

Mission: The mission of St. Mark Youth Enrichment is to provide innovative programs and services that cultivate the educational and social-emotional growth of youth and families.

Vision: To enrich the life of every child.

### **Dubuque Community Schools:**

Mission: To develop world-class learners and citizens of character in a safe and inclusive learning community.

Vision: Unfolding the potential of every student by empowering the teacher/student relationship through:

- Promoting the roles and responsibilities we all have in the 21st century learning process;
- Removing barriers;
- Creating an environment where character and citizenship count;
- Leveraging content knowledge to become critical thinkers and problem solvers; and
- Providing multiple pathways to unlocking student potential.

### **History of Partnership:**

St. Mark Youth Enrichment and Dubuque Community Schools have partnered extensively for several years by collaboratively offering out-of-school-time services for students. St. Mark has facilitated the 21st CCLC after school and summer programming that has benefitted Dubuque Community School students primarily from the Audubon, Lincoln, and Marshall schools for more than 10 years.

**VI. FUNDING**

This MOU does not include the exchange of funds between the two parties.

**VII. EFFECTIVE DATE AND SIGNATURE**

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from 7/1/2024 to 6/30/2027.

The Program and Partner indicate agreement with this MOU by their signatures.

**Signatures and dates**

St. Mark Youth Enrichment

Karlton Schmidt

12/8/23 Date

Dubuque Community Schools

Kat D

11/13/23 Date

# Memorandum of Understanding (MOU)

*MEMORANDUM OF UNDERSTANDING (MOU) between*

St. Mark Youth Enrichment (PROGRAM)

*and*

Loras College (PARTNER)

This is an agreement between "Program", hereinafter called St. Mark Youth Enrichment and "Partner", hereinafter called Loras College.

## **I. PURPOSE & SCOPE**

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to staff and volunteer participation in the after school program.

## **II. BACKGROUND**

### **St. Mark Youth Enrichment:**

Mission: The mission of St. Mark Youth Enrichment is to provide innovative programs and services that cultivate the educational and social-emotional growth of youth and families.

Vision: To enrich the life of every child.

### **Loras College:**

Mission: Loras, as a Catholic liberal arts college, creates a community of active learners, reflective thinkers, ethical decision-makers, and responsible contributors in diverse professional, social, and religious roles.

Vision: Inspired by the Catholic intellectual tradition and rooted in the transformative power of learning, Loras enriches lives and serves humanity.

### **History of Partnership:**

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

## **III. PROGRAM RESPONSIBILITIES UNDER THIS MOU**

St. Mark Youth Enrichment shall undertake the following activities:

- a) Provide Loras College students an opportunity to engage in experiential service learning, volunteering, internships, and employment opportunities with elementary-aged youth in the after school program;
- b) Will support volunteers, interns, and staff from Loras College with an onboarding process to help prepare for various roles;
- c) Provide supervision, training, and evaluations as appropriate and requested from Loras College.
- d) Share open positions with Loras College.

#### IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Loras College shall undertake the following activities:

- a) Post open positions and support recruitment from courses, work study programming, and Iowa College AmeriCorps program.

#### V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

1. Modification: Changes to the terms of this Agreement will be valid only if the change is made in writing and approved by mutual agreement of authorized representatives of the parties hereto.
2. Termination: Each Party shall have the right to terminate the Memorandum of Understanding by giving three months written notice to the other Party at any time or immediately by joint consent.

#### VI. FUNDING

This MOU does not include the exchange of funds between the two parties.

#### VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from 7/1/2024 to 6/30/2027.

The Program and Partner indicate agreement with this MOU by their signatures.

#### Signatures and dates

St. Mark Youth Enrichment  
Amanda Avenarius, Associate Director

10.20.23 Date

Loras College  
Donna Heald, Provost and Academic Dean

11/3/2023 Date

# Memorandum of Understanding (MOU)

*MEMORANDUM OF UNDERSTANDING (MOU) between*

*St. Mark Youth Enrichment (PROGRAM)*

*and*

*Northeast Iowa Council, Boy Scouts of America (PARTNER)*

This is an agreement between "Program", hereinafter called St. Mark Youth Enrichment and "Partner", hereinafter called Northeast Iowa Council, Boy Scouts of America.

## **I. PURPOSE & SCOPE**

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to enhancing students' learning through enrichment.

## **II. BACKGROUND**

### **St. Mark Youth Enrichment:**

Mission: The mission of St. Mark Youth Enrichment is to provide innovative programs and services that cultivate the educational and social-emotional growth of youth and families.

Vision: To enrich the life of every child.

### **Northeast Iowa Council, Boy Scouts of America:**

Our Scouting programs are designed to give kids and young adults the skills they need to unlock their full potential and to live life outside – it's bigger and way more fun out there!

Mission: The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law.

### **History of Partnership:**

Over time St. Mark has built a strong relationship with many organizations that choose to partner year after year and provide consistent enrichment opportunities throughout the school year. St. Mark students' benefit from engaging learning experiences, while the Northeast Iowa Council is able to grow their reach and increase student access to their offerings.

## **III. PROGRAM RESPONSIBILITIES UNDER THIS MOU**

St. Mark Youth Enrichment shall undertake the following activities:

- a) Provide an appropriate space to accommodate the needs of the activities;
- b) Collaborate with the Northeast Iowa Council to determine program dates and times;
- c) Provide site staff during each activity;
- d) Communicate the goals of St. Mark's programs and model expectations for social emotional learning.
- e) Sharing partner's resources and offerings with families as appropriate.



#### IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Northeast Iowa Council, Boy Scouts of America shall undertake the following activities:

- a) Provide enrichment activities focused on hands-on skill building activities such as outdoor skills and character skills, and other relevant areas;
- b) Provide well thought out lesson plans and materials for students;
- c) Collaborate with St. Mark to determine program dates and times;
- d) Provide staff/volunteer to facilitate agreed upon programs.

#### V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

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#### VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from 7/1/2024 to 6/30/2027.

The Program and Partner indicate agreement with this MOU by their signatures.

#### Signatures and dates

St. Mark Youth Enrichment

Karlton Schmidt  
11/15/23 Date

Northeast Iowa Council, Boy Scouts of America:

Carl Bl. CEO  
10-30-23 Date

# Memorandum of Understanding (MOU)

*MEMORANDUM OF UNDERSTANDING (MOU) between*

*St. Mark Youth Enrichment (PROGRAM)*

*and*

*Northeast Iowa Community College (PARTNER)*

This is an agreement between "Program", hereinafter called St. Mark Youth Enrichment and "Partner", hereinafter called NICC.

## **I. PURPOSE & SCOPE**

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to sharing educational and employment resources. In particular, this MOU is intended to connect St. Mark families with adult educational opportunities and NICC with for St. Mark to share employment opportunities with NICC students.

## **II. BACKGROUND**

### **St. Mark Youth Enrichment:**

Mission: The mission of St. Mark Youth Enrichment is to provide innovative programs and services that cultivate the educational and social-emotional growth of youth and families.

Vision: To enrich the life of every child.

### **Northeast Iowa Community College:**

Mission: NICC provides in-demand education and training focused on improving lives, driving business success and advancing community vitality.

Vision: Northeast Iowa Community College will be the premier source for in-demand education, workforce training and partnerships, through innovative thinking and talent development.

### **History of Partnership:**

Northeast Iowa Community College offers adult education options which St. Mark partners to share with our families. St. Mark has supported NICC's employer fairs to share employment opportunities with NICC students. Both partners have also participated in community wide workforce development networks.

## **III. PROGRAM RESPONSIBILITIES UNDER THIS MOU**

St. Mark Youth Enrichment shall undertake the following activities:

- a) Continually inform parents of these Adult Education and Literacy programs and will provide any assistance necessary to help St. Mark parents to enroll;
- b) Support NICC employment fair opportunities.

#### IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

- a) NICC shall undertake the following activities:  
Provide adult education and literacy programs to any adult, age 16 or older, who is not enrolled or required to be enrolled in school. The classes provide basic skills instruction in math, reading, writing and listening on an ongoing basis. Classes will be open to parents of youth enrolled in St. Mark Youth Enrichment. Options are as follows:
- i. English for Speakers of Other Languages (ESOL) helps people with limited English skills to improve in listening, reading, speaking and writing for their daily life and work in the United States.
  - ii. The high school equivalency diploma (HSED) (formerly known as GED) program provides those individuals who did not finish high school the opportunity to earn a diploma from the State of Iowa. The diploma shows that individuals have achieved a level of education development comparable to that of a high-school graduate.
  - iii. Further Professional Development and Personal Interest courses are provided by the Business and Community Solutions division of the College. These include courses in business, computers, trades and industry, professional licensure and more. As well as adult basic education opportunities that teach skills necessary for daily life, consumer needs, and workforce development.

#### V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

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The Program and Partner indicate agreement with this MOU by their signatures.

#### Signatures and dates

St. Mark Youth Enrichment

Kaitlin Schmidt  
11/15/23 Date

Northeast Iowa Community College

Kathleen J. Nam-Buick Ph.D.  
10/24/2023 Date

# Memorandum of Understanding (MOU)

*MEMORANDUM OF UNDERSTANDING (MOU) between*

*\_\_\_\_\_ St. Mark Youth Enrichment (PROGRAM) \_\_\_\_\_ and*

*\_\_\_\_\_ National Mississippi River Museum & Aquarium (PARTNER) \_\_\_\_\_*

This is an agreement between “Program”, hereinafter called St. Mark Youth Enrichment and “Partner”, hereinafter called National Mississippi River Museum & Aquarium.

## **I. PURPOSE & SCOPE**

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to enhancing students’ learning through enrichment.

## **II. BACKGROUND**

### **St. Mark Youth Enrichment:**

Mission: The mission of St. Mark Youth Enrichment is to provide innovative programs and services that cultivate the educational and social-emotional growth of youth and families. Vision: To enrich the life of every child.

### **National Mississippi River Museum & Aquarium:**

Mission: Our mission is to inspire stewardship by creating educational experiences where history and rivers come alive.

Vision: Our vision is to become the world’s leader in interpreting and protecting the life, history and culture of our region and the rivers, to create a more globally knowledgeable and engaged citizen.

### **History of Partnership:**

Over time St. Mark has built a strong relationship with many organizations that choose to partner year after year and provide consistent enrichment opportunities throughout the school year. St. Mark students’ benefit from engaging learning experiences, while the National Mississippi River Museum & Aquarium is able to grow their reach and increase student access to their offerings.

## **III. PROGRAM RESPONSIBILITIES UNDER THIS MOU**

St. Mark Youth Enrichment shall undertake the following activities:

- a) Provide an appropriate space to accommodate the needs of the activities;
- b) Collaborate with the National Mississippi River Museum & Aquarium to determine program dates and times;
- c) Provide site staff during each activity;
- d) Communicate the goals of St. Mark’s programs and model expectations for social emotional learning.
- e) Sharing partner’s resources and offerings with families as appropriate.

#### IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

National Mississippi River Museum & Aquarium shall undertake the following activities:

- a) Provide enrichment activities focused on STEM, animal science, nature, conservation, and other relevant areas;
- b) Provide well thought out lesson plans and materials for students;
- c) Collaborate with St. Mark to determine program dates and times;
- d) Provide staff/volunteer to facilitate agreed upon programs.

#### V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

1. Modification: Changes to the terms of this Agreement will be valid only if the change is made in writing and approved by mutual agreement of authorized representatives of the parties hereto.
2. Termination: Each Party shall have the right to terminate the Memorandum of Understanding by giving three months written notice to the other Party at any time or immediately by joint consent.

VI. **FUNDING** This MOU does not include the exchange of funds between the two parties.

#### VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from 7/1/2024 to 6/30/2027.

The Program and Partner indicate agreement with this MOU by their signatures.

#### Signatures and dates

St. Mark Youth Enrichment

National Mississippi River Museum & Aquarium

Kaitlin Schmidt

Kaelyn Howe Education Group Coordinator

11/15/23 Date

October 27<sup>th</sup>, 2023 Date

# Memorandum of Understanding (MOU)

*MEMORANDUM OF UNDERSTANDING (MOU) between*

*St. Mark Youth Enrichment (PROGRAM)*

*and*

*Rising Star Theatre Company (PARTNER)*

This is an agreement between "Program", hereinafter called St. Mark Youth Enrichment and "Partner", hereinafter called Rising Star Theatre Company.

## **I. PURPOSE & SCOPE**

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to enhancing students' learning through enrichment.

## **II. BACKGROUND**

### **St. Mark Youth Enrichment:**

Mission: The mission of St. Mark Youth Enrichment is to provide innovative programs and services that cultivate the educational and social-emotional growth of youth and families.

Vision: To enrich the life of every child.

### **Rising Star Theatre Company:**

Mission: The mission of the Rising Star Theatre Company is to provide quality productions, meaningful production experiences, and varied theatre study opportunities for Dubuque and the surrounding tristate communities.

Vision: Through the production of high-quality shows, and the offering of robust educational opportunities, Rising Star Theatre Company will continue to contribute to the rich arts and cultural history of the tristate area, and be a valuable member of the arts in Iowa. Rising Star Theatre Company strives to provide directors, designers, musicians and actors with a safe environment to enhance their creative abilities and explore their talents, through the creation of live theatre.

### **History of Partnership:**

St Mark is excited to begin a partnership with Rising Star Theatre Company and continue and grow this relationship in the coming years to bring more offerings to St. Mark students. St. Mark students' benefit from engaging learning experiences, while the Rising Star Theatre Company is able to grow their reach and increase student access to their offerings.

## **III. PROGRAM RESPONSIBILITIES UNDER THIS MOU**

St. Mark Youth Enrichment shall undertake the following activities:

- a) Provide an appropriate space to accommodate the needs of the activities;
- b) Collaborate with the Rising Star Theatre Company to determine program dates and times;
- c) Provide site staff during each activity;
- d) Communicate the goals of St. Mark's programs and model expectations for social emotional learning.
- e) Sharing partner's resources and offerings with families as appropriate.

#### IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Rising Star Theatre Company shall undertake the following activities:

- a) Provide enrichment activities focused on literacy, theater arts, and appreciation of theater, and other relevant areas;
- b) Provide well thought out lesson plans and materials for students;
- c) Collaborate with St. Mark to determine program dates and times;
- d) Provide staff/volunteer to facilitate agreed upon programs.

#### V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

1. Modification: Changes to the terms of this Agreement will be valid only if the change is made in writing and approved by mutual agreement of authorized representatives of the parties hereto.
2. Termination: Each Party shall have the right to terminate the Memorandum of Understanding by giving three months written notice to the other Party at any time or immediately by joint consent.

#### VI. FUNDING

This MOU does not include the exchange of funds between the two parties.

#### VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from 7/1/2024 to 6/30/2027.

The Program and Partner indicate agreement with this MOU by their signatures.

#### Signatures and dates

St. Mark Youth Enrichment

Kaitlin Schmidt  
11/15/23 Date

Rising Star Theatre Company

Megan E Schumacher  
10/24/23 Date

# Memorandum of Understanding (MOU)

## *MEMORANDUM OF UNDERSTANDING (MOU) between*

St. Mark Youth Enrichment (PROGRAM)

and

Trolleys of Dubuque (PARTNER)

This is an agreement between "Program", hereinafter called St. Mark Youth Enrichment and "Partner", hereinafter called Trolleys of Dubuque.

### **I. PURPOSE & SCOPE**

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to facilitating daily transportation to the after school program and additionally field trips as needed.

### **II. BACKGROUND**

#### **St. Mark Youth Enrichment:**

Mission: The mission of St. Mark Youth Enrichment is to provide innovative programs and services that cultivate the educational and social-emotional growth of youth and families.

Vision: To enrich the life of every child.

#### **Trolleys of Dubuque:**

Description: Trolleys of Dubuque offer group transportation. The trolleys bridge old world charm with modern day design, to safely transport passengers to their desired destination.

#### **History of Partnership:**

St. Mark and the Trolleys of Dubuque have partnered for many years to provide field trip transportation for students in the after school and summer programs. In 2023 this partnership expanded to provide students with daily transportation from Dubuque Schools to the Boys and Girls Club of Greater Dubuque.

### **III. PROGRAM RESPONSIBILITIES UNDER THIS MOU**

St. Mark Youth Enrichment shall undertake the following activities:

- a) Provide clear schedule of program dates and defined routes;
- b) Will request transportation needs for field trip activities in a timely manner and pay additional rates as they apply;
- c) Provide staff supervision during any transportation;
- d) Will hold ongoing opportunities for collaborative feedback and continued improvement of partnership;
- e) Will pay monthly invoices in a timely manner.



#### IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Trolleys of Dubuque shall undertake the following activities:

- a) The transportation arrangement with St. Mark program will have priority scheduling to be able to provide daily transportation from school site to the Boys and Girls Club of Greater Dubuque;
- b) Will collaborate with St. Mark to schedule additional transportation for field trip activities, which will be billed separately.
- c) Will ensure vehicles are safe, maintained, registered, and insured;
- d) Will provide drivers and maintain safe driver policies;
- e) Will invoice monthly for daily rates incurred.

#### V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

1. Modification: Changes to the terms of this Agreement will be valid only if the change is made in writing and approved by mutual agreement of authorized representatives of the parties hereto.
2. Termination: Each Party shall have the right to terminate the Memorandum of Understanding by giving three months written notice to the other Party at any time or immediately by joint consent.

#### VI. FUNDING

This MOU does include the exchange of funds between the two parties. St. Mark will pay a daily, per route rate of \$125, to be billed and paid monthly.

#### VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from 7/1/2024 to 6/30/2027.

The Program and Partner indicate agreement with this MOU by their signatures.

#### Signatures and dates

St. Mark Youth Enrichment

Amanda Avenarius, Associate Director

10.20.23 Date

Trolleys of Dubuque



11/5/23 Date

# Memorandum of Understanding (MOU)

*MEMORANDUM OF UNDERSTANDING (MOU) between*

*St. Mark Youth Enrichment (PROGRAM)*

*and*

*Wahlert Catholic High School (PARTNER)*

This is an agreement between "Program", hereinafter called St. Mark Youth Enrichment and "Partner", hereinafter called Wahlert Catholic High School.

## **I. PURPOSE & SCOPE**

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to enhancing students' learning through enrichment.

## **II. BACKGROUND**

### **St. Mark Youth Enrichment:**

Mission: The mission of St. Mark Youth Enrichment is to provide innovative programs and services that cultivate the educational and social-emotional growth of youth and families.

Vision: To enrich the life of every child.

### **Wahlert Catholic High School:**

At Holy Family, we're dedicated to providing our students with a premier education that will prepare them for a lifetime of success. We are an early childhood through 12th grade educational system, so in addition to a rigorous education, your child will grow in a community equally focused on the development of spiritual and moral values.

Mission: Forming disciples of Jesus Christ through Catholic educational excellence.

### **History of Partnership:**

Students from Wahlert Catholic High School participating in service learning class have engaged with St. Mark students throughout the years in many ways. This has included writing to students as pen pals, visiting the program monthly to engage with students, and have hosted a family event at a Miracle League park that neighbors the high school. St. Mark students' benefit from engaging learning experiences and the Wahlert Catholic High School high school students engage in meaningful service learning and volunteering experiences.

## **III. PROGRAM RESPONSIBILITIES UNDER THIS MOU**

St. Mark Youth Enrichment shall undertake the following activities:

- a) Provide Wahlert Catholic High School students an opportunity to engage in experiential service learning;
- b) Collaborate with the Wahlert Catholic High School to determine program dates and times for student volunteers to engage;
- c) Provide an appropriate space to accommodate the needs of the activities;
- d) Provide staff supervision during activities;
- e) Communicate the goals of St. Mark's programs and model expectations for social emotional learning.

#### IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Wahlert Catholic High School shall undertake the following activities:

- a) Collaborate with St. Mark to determine program dates and times;
- b) Provide student volunteers to support agreed upon activities.

#### V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

1. Modification: Changes to the terms of this Agreement will be valid only if the change is made in writing and approved by mutual agreement of authorized representatives of the parties hereto.
2. Termination: Each Party shall have the right to terminate the Memorandum of Understanding by giving three months written notice to the other Party at any time or immediately by joint consent.

#### VI. FUNDING

This MOU does not include the exchange of funds between the two parties.

#### VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from 7/1/2024 to 6/30/2027.

The Program and Partner indicate agreement with this MOU by their signatures.

#### Signatures and dates

St. Mark Youth Enrichment

  
11/15/23 Date

Wahlert Catholic High School

  
11/4/23 Date

<b>AGENCY AND SITE NAME:</b>		St. Mark Youth Enrichment (Site: St. Mark After School Program at the Boys & Girls Club of Greater Dubuque)		<b>FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET</b>								
<b>SITE ADDRESS:</b>		1299 Locust St. Dubuque, IA 52001		<b>IOWA DEPARTMENT OF EDUCATION</b>								
<b>Total YR1 21CCLC Award:</b>		\$ 107,000.00		<b>BUDGET/QUARTERLY SUMMARY OF EXPENDITURES FOR 21st CCLC (Title IV-Part B, CFDA 84.287C)</b>								
***COMPLETE ONE SPREADSHEET FOR EACH SITE IN GRANT - THIS SPREADSHEET TABULATED***												
<b># Students Served (unduplicated headcount):</b>		100								Qtr 1 due by November 30th	Qtr 3 due by April 30th	
										Qtr 2 due by January 31st	Qtr 4 due by July 15th	
A	B	C		F		G		H		I		
		<b>Total YR1</b>		<b>Quarter 1</b>		<b>Quarter 2</b>		<b>Quarter 3</b>		<b>Quarter 4</b>		<b>THIS COLUMN</b>
		<b>2021-22 Budget</b>		July 1 - September 30		October 1 - December 31		January 1 - March 31		April 1 - June 30		<b>RESERVED FOR IDOE FINANCE</b>
<b>Authorized Activity Category</b>		Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
1	<b>Program:</b>											
	Personnel	\$ 75,492.00		\$ 10,568.88	\$ -	\$ 21,892.68	\$ -	\$ 21,137.76	\$ -	\$ 21,892.68	\$ -	
	Contracted Services	500.00		70.00	-	145.00	-	140.00	-	145.00	-	
	Materials & Supplies	3,500.00		490.00	-	1,015.00	-	980.00	-	1,015.00	-	
	After School Snacks & Meals			-	-	-	-	-	-	-	-	
	Other	1,000.00		140.00	-	290.00	-	280.00	-	290.00	-	
	Reserved for IDOE finance		-	-	-	-	-	-	-	-	-	
2	<b>Professional Development (must be equal or greater than 5% of budget):</b>											
	Personnel		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Contracted Services	4,761.25	-	666.58	-	1,380.76	-	1,333.15	-	1,380.76	-	
	Materials & Supplies	366.25	-	51.28	-	106.21	-	102.55	-	106.21	-	
	Other	2,197.50	-	307.65	-	637.28	-	615.30	-	637.28	-	
	Reserved for IDOE finance		-	-	-	-	-	-	-	-	-	
3	<b>Student Access (up to 8% of budget):</b>											
	Transportation	\$ 8,560.00	\$ -	\$ 1,198.40	\$ -	\$ 2,482.40	\$ -	\$ 2,396.80	\$ -	\$ 2,482.40	\$ -	
	Facility safety and accessibility		-	-	-	-	-	-	-	-	-	
	Other		-	-	-	-	-	-	-	-	-	
4	<b>Evaluation (up to 4%):</b>											
	Contracted Services	\$ 450.00		\$ -		\$ -				\$ 450.00		
	Materials & Supplies	151.00		151.00		-		-		-		
	Other	1,462.00		-		-		1,137.60		324.40		
5	<b>Other Admin Costs (Up to 8%):</b>											
	Other Admin Costs	\$ 8,560.00		\$ 1,186.00		\$ 2,430.00		\$ 2,446.00		\$ 2,498.00		
	Reserved for IDOE finance			-		-		-		-		
	Indirect Costs, Restricted*			-		-		-		-		
6	<b>Total Expenditures</b>	<b>\$ 107,000.00</b>		<b>\$ 14,829.79</b>		<b>\$ 30,379.33</b>		<b>\$ 30,569.16</b>		<b>\$ 31,221.73</b>		

\*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving

<b>AGENCY:</b>	St. Mark Youth Enrichment
<b>AGENCY ADDRESS:</b>	P.O. Box 568 Dubuque, IA, 52003
<b>NUMBER OF SITES:</b>	1 site: Boys and Girls Club of Greater Dubuque Feeder Schools: Audubon, Lincoln, Marshall, Prescott, Irving, Hoover
<b>Total 21CCLC Request YR 1:</b>	\$ 107,000.00

FORM D3: CUMULATIVE PROGRAM BUDGET  
IOWA DEPARTMENT OF EDUCATION

TOTAL PROGRAM BUDGET INCLUDING 21CCLC FUNDS AND PARTNER CONTRIBUTIONS\*

\*\*\*ONLY SUBMIT YR 1 WITH GRANT APPLICATION\*\*\*

\*\*\*This form should be completed once with all sites included.\*\*\*

# Students Served YR1: 70

Budget Category	Year 1 2024-2025				Total YR1	Total YR1	Totals YR1	Totals YR1	Total YR1 Program Budget
	21CCLC Student Program	Partner Student Program	21CCLC Family Literacy	Partner Family Literacy	21CCLC	Partner	Student Program	Family Literacy	
<b>Program:</b>									
Personnel	\$ 75,492.00	\$ 256,517.71			\$ 75,492.00	\$ 256,517.71	\$ 332,009.71	\$ -	\$ 332,009.71
Contracted Services	500.00	2,500.00			\$ 500.00	\$ 2,500.00	\$ 3,000.00	\$ -	\$ 3,000.00
Materials & Supplies	3,500.00				\$ 3,500.00	\$ -	\$ 3,500.00	\$ -	\$ 3,500.00
After School Snacks & Meals		36,975.00			\$ -	\$ 36,975.00	\$ 36,975.00	\$ -	\$ 36,975.00
Other	1,000.00	1,000.00			\$ 1,000.00	\$ 1,000.00	\$ 2,000.00	\$ -	\$ 2,000.00
<b>Subtotal - Program</b>	<b>80,492.00</b>	<b>296,992.71</b>	<b>-</b>	<b>-</b>	<b>\$ 80,492.00</b>	<b>\$ 296,992.71</b>	<b>\$ 377,484.71</b>	<b>\$ -</b>	<b>\$ 377,484.71</b>
<b>Professional Development (min. 5% per year):</b>									
Personnel					\$ -	\$ -	\$ -	\$ -	\$ -
Contracted Services	4,761.25	3,721.25			\$ 4,761.25	\$ 3,721.25	\$ 8,482.50	\$ -	\$ 8,482.50
Materials & Supplies	366.25	286.25			\$ 366.25	\$ 286.25	\$ 652.50	\$ -	\$ 652.50
Other	2,197.50	1,717.50			\$ 2,197.50	\$ 1,717.50	\$ 3,915.00	\$ -	\$ 3,915.00
<b>Subtotal - Professional Development</b>	<b>7,325.00</b>	<b>5,725.00</b>	<b>-</b>	<b>-</b>	<b>\$ 7,325.00</b>	<b>\$ 5,725.00</b>	<b>\$ 13,050.00</b>	<b>\$ -</b>	<b>\$ 13,050.00</b>
<b>Student Access (max. 8% per year):</b>									
Transportation	\$ 8,560.00	\$ 9,300.00			\$ 8,560.00	\$ 9,300.00	\$ 17,860.00	\$ -	\$ 17,860.00
Facility safety and accessibility		2,249.96			\$ -	\$ 2,249.96	\$ 2,249.96	\$ -	\$ 2,249.96
Other					\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal - Student Access</b>	<b>8,560.00</b>	<b>11,549.96</b>	<b>-</b>	<b>-</b>	<b>\$ 8,560.00</b>	<b>\$ 11,549.96</b>	<b>\$ 20,109.96</b>	<b>\$ -</b>	<b>\$ 20,109.96</b>
<b>Evaluation (max. 4% per year):</b>									
Contracted Services	\$ 450.00				\$ 450.00	\$ -	\$ 450.00		\$ 450.00
Materials & Supplies	151.00				\$ 151.00	\$ -	\$ 151.00		\$ 151.00
Other	1,462.00	240.00			\$ 1,462.00	\$ 240.00	\$ 1,702.00		\$ 1,702.00
<b>Subtotal - Evaluation</b>	<b>2,063.00</b>	<b>240.00</b>	<b>-</b>	<b>-</b>	<b>\$ 2,063.00</b>	<b>\$ 240.00</b>	<b>\$ 2,303.00</b>	<b>-</b>	<b>\$ 2,303.00</b>
<b>Other Admin Costs (max 8% per year):</b>									
Other Admin Costs	\$ 8,560.00	\$ 29,869.12			\$ 8,560.00	\$ 29,869.12	\$ 38,429.12		\$ 38,429.12
Indirect Costs, Restricted**					\$ -	\$ -	\$ -		\$ -
<b>Subtotal - Other Admin Costs</b>	<b>8,560.00</b>	<b>29,869.12</b>	<b>-</b>	<b>-</b>	<b>\$ 8,560.00</b>	<b>\$ 29,869.12</b>	<b>\$ 38,429.12</b>	<b>-</b>	<b>\$ 38,429.12</b>
<b>Totals</b>	<b>\$ 107,000.00</b>	<b>\$ 344,376.79</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 107,000.00</b>	<b>\$ 344,376.79</b>	<b>\$ 451,376.79</b>	<b>\$ -</b>	<b>\$ 451,376.79</b>

\*Both cash and in-kind partner contributions should be used to calculate the "Partner" amounts

\*\*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving

<b>AGENCY:</b>	St. Mark Youth Enrichment
<b>AGENCY ADDRESS:</b>	P.O. Box 568 Dubuque, IA, 52003
<b>NUMBER OF SITES:</b>	1 site: Boys and Girls Club of Greater Dubuque Feeder Schools: Audubon, Lincoln, Marshall, Prescott, Irving, Hoover
<b>Total 21CCLC Request YR 2:</b>	<b>\$ 107,000.00</b>

FORM D3: CUMULATIVE PROGRAM BUDGET  
IOWA DEPARTMENT OF EDUCATION

TOTAL PROGRAM BUDGET INCLUDING 21CCLC FUNDS AND PARTNER CONTRIBUTIONS\*

\*\*\*ONLY SUBMIT YR 1 WITH GRANT APPLICATION\*\*\*

\*\*\*This form should be completed once with all sites included.\*\*\*

# Students Served YR2: **75**

Budget Category	Year 2 2022-2023				Total YR2	Total YR2	Totals YR2	Totals YR2	Total YR2 Program Budget
	21CCLC Student Program	Partner Student Program	21CCLC Family Literacy	Partner Family Literacy	21CCLC	Partner	Student Program	Family Literacy	
<b>Program:</b>									
Personnel	\$ 75,492.00	\$ 259,082.89			\$ 75,492.00	\$ 259,082.89	\$ 334,574.89	\$ -	\$ 334,574.89
Contracted Services	500.00	2,525.00			\$ 500.00	\$ 2,525.00	\$ 3,025.00	\$ -	\$ 3,025.00
Materials & Supplies	3,500.00				\$ 3,500.00	\$ -	\$ 3,500.00	\$ -	\$ 3,500.00
After School Snacks & Meals		37,344.75			\$ -	\$ 37,344.75	\$ 37,344.75	\$ -	\$ 37,344.75
Other	1,000.00	1,010.00			\$ 1,000.00	\$ 1,010.00	\$ 2,010.00	\$ -	\$ 2,010.00
<b>Subtotal - Program</b>	<b>80,492.00</b>	<b>299,962.64</b>	<b>-</b>	<b>-</b>	<b>\$ 80,492.00</b>	<b>\$ 299,962.64</b>	<b>\$ 380,454.64</b>	<b>\$ -</b>	<b>\$ 380,454.64</b>
<b>Professional Development (min. 5% per year):</b>									
Personnel					\$ -	\$ -	\$ -	\$ -	\$ -
Contracted Services	4,761.25	3,758.46			\$ 4,761.25	\$ 3,758.46	\$ 8,519.71	\$ -	\$ 8,519.71
Materials & Supplies	366.25	289.11			\$ 366.25	\$ 289.11	\$ 655.36	\$ -	\$ 655.36
Other	2,197.50	1,734.68			\$ 2,197.50	\$ 1,734.68	\$ 3,932.18	\$ -	\$ 3,932.18
<b>Subtotal - Professional Development</b>	<b>7,325.00</b>	<b>5,782.25</b>	<b>-</b>	<b>-</b>	<b>\$ 7,325.00</b>	<b>\$ 5,782.25</b>	<b>\$ 13,107.25</b>	<b>\$ -</b>	<b>\$ 13,107.25</b>
<b>Student Access (max. 8% per year):</b>									
Transportation	\$ 8,560.00	\$ 9,393.00			\$ 8,560.00	\$ 9,393.00	\$ 17,953.00	\$ -	\$ 17,953.00
Facility safety and accessibility		2,272.46			\$ -	\$ 2,272.46	\$ 2,272.46	\$ -	\$ 2,272.46
Other					\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal - Student Access</b>	<b>8,560.00</b>	<b>11,665.46</b>	<b>-</b>	<b>-</b>	<b>\$ 8,560.00</b>	<b>\$ 11,665.46</b>	<b>\$ 20,225.46</b>	<b>\$ -</b>	<b>\$ 20,225.46</b>
<b>Evaluation (max. 4% per year):</b>									
Contracted Services	\$ 450.00				\$ 450.00	\$ -	\$ 450.00		\$ 450.00
Materials & Supplies	151.00				\$ 151.00	\$ -	\$ 151.00		\$ 151.00
Other	1,462.00	242.40			\$ 1,462.00	\$ 242.40	\$ 1,704.40		\$ 1,704.40
<b>Subtotal - Evaluation</b>	<b>2,063.00</b>	<b>242.40</b>	<b>-</b>	<b>-</b>	<b>\$ 2,063.00</b>	<b>\$ 242.40</b>	<b>\$ 2,305.40</b>	<b>-</b>	<b>\$ 2,305.40</b>
<b>Other Admin Costs (max 8% per year):</b>									
Other Admin Costs	\$ 8,560.00	\$ 30,167.81			\$ 8,560.00	\$ 30,167.81	\$ 38,727.81		\$ 38,727.81
Indirect Costs, Restricted**					\$ -	\$ -	\$ -		\$ -
<b>Subtotal - Other Admin Costs</b>	<b>8,560.00</b>	<b>30,167.81</b>	<b>-</b>	<b>-</b>	<b>\$ 8,560.00</b>	<b>\$ 30,167.81</b>	<b>\$ 38,727.81</b>	<b>-</b>	<b>\$ 38,727.81</b>
<b>Totals</b>	<b>\$ 107,000.00</b>	<b>\$ 347,820.56</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 107,000.00</b>	<b>\$ 347,820.56</b>	<b>\$ 454,820.56</b>	<b>\$ -</b>	<b>\$ 454,820.56</b>

\*Both cash and in-kind partner contributions should be used to calculate the "Partner" amounts

\*\*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving

<b>AGENCY:</b>	St. Mark Youth Enrichment
<b>AGENCY ADDRESS:</b>	P.O. Box 568 Dubuque, IA, 52003
<b>NUMBER OF SITES:</b>	1 site: Boys and Girls Club of Greater Dubuque Feeder Schools: Audubon, Lincoln, Marshall, Prescott, Irving, Hoover
<b>Total 21CCLC Request YR 3:</b>	\$ 107,000.00

FORM D3: CUMULATIVE PROGRAM BUDGET  
IOWA DEPARTMENT OF EDUCATION

TOTAL PROGRAM BUDGET INCLUDING 21CCLC FUNDS AND PARTNER CONTRIBUTIONS\*

\*\*\*ONLY SUBMIT YR 1 WITH GRANT APPLICATION\*\*\*

\*\*\*This form should be completed once with all sites included.\*\*\*

# Students Served YR3: 80

Budget Category	Year 3 2023-2024				Total YR3	Total YR3	Totals YR3	Totals YR3	Total YR3 Program Budget
	21CCLC Student Program	Partner Student Program	21CCLC Family Literacy	Partner Family Literacy	21CCLC	Partner	Student Program	Family Literacy	
<b>Program:</b>									
Personnel	\$ 75,492.00	\$ 261,673.72			\$ 75,492.00	\$ 261,673.72	\$ 337,165.72	\$ -	\$ 337,165.72
Contracted Services	500.00	2,550.25			\$ 500.00	\$ 2,550.25	\$ 3,050.25	\$ -	\$ 3,050.25
Materials & Supplies	3,500.00				\$ 3,500.00	\$ -	\$ 3,500.00	\$ -	\$ 3,500.00
After School Snacks & Meals		37,718.20			\$ -	\$ 37,718.20	\$ 37,718.20	\$ -	\$ 37,718.20
Other	1,000.00	1,020.10			\$ 1,000.00	\$ 1,020.10	\$ 2,020.10	\$ -	\$ 2,020.10
<b>Subtotal - Program</b>	<b>80,492.00</b>	<b>302,962.27</b>	-	-	\$ 80,492.00	\$ 302,962.27	\$ 383,454.27	\$ -	\$ 383,454.27
<b>Professional Development (min. 5% per year):</b>									
Personnel					\$ -	\$ -	\$ -	\$ -	\$ -
Contracted Services	4,761.25	3,796.05			\$ 4,761.25	\$ 3,796.05	\$ 8,557.30	\$ -	\$ 8,557.30
Materials & Supplies	366.25	292.00			\$ 366.25	\$ 292.00	\$ 658.25	\$ -	\$ 658.25
Other	2,197.50	1,752.02			\$ 2,197.50	\$ 1,752.02	\$ 3,949.52	\$ -	\$ 3,949.52
<b>Subtotal - Professional Development</b>	<b>7,325.00</b>	<b>5,840.07</b>	-	-	\$ 7,325.00	\$ 5,840.07	\$ 13,165.07	\$ -	\$ 13,165.07
<b>Student Access (max. 8% per year):</b>									
Transportation	\$ 8,560.00	\$ 9,486.93			\$ 8,560.00	\$ 9,486.93	\$ 18,046.93	\$ -	\$ 18,046.93
Facility safety and accessibility		2,295.18			\$ -	\$ 2,295.18	\$ 2,295.18	\$ -	\$ 2,295.18
Other					\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal - Student Access</b>	<b>8,560.00</b>	<b>11,782.11</b>	-	-	\$ 8,560.00	\$ 11,782.11	\$ 20,342.11	\$ -	\$ 20,342.11
<b>Evaluation (max. 4% per year):</b>									
Contracted Services	\$ 450.00				\$ 450.00	\$ -	\$ 450.00		\$ 450.00
Materials & Supplies	151.00				\$ 151.00	\$ -	\$ 151.00		\$ 151.00
Other	1,462.00	244.82			\$ 1,462.00	\$ 244.82	\$ 1,706.82		\$ 1,706.82
<b>Subtotal - Evaluation</b>	<b>2,063.00</b>	<b>244.82</b>			\$ 2,063.00	\$ 244.82	\$ 2,307.82		\$ 2,307.82
<b>Other Admin Costs (max 8% per year):</b>									
Other Admin Costs	\$ 8,560.00	\$ 30,469.49			\$ 8,560.00	\$ 30,469.49	\$ 39,029.49		\$ 39,029.49
Indirect Costs, Restricted**					\$ -	\$ -	\$ -		\$ -
<b>Subtotal - Other Admin Costs</b>	<b>8,560.00</b>	<b>30,469.49</b>			\$ 8,560.00	\$ 30,469.49	\$ 39,029.49		\$ 39,029.49
<b>Totals</b>	<b>\$ 107,000.00</b>	<b>\$ 351,298.76</b>	\$ -	\$ -	\$ 107,000.00	\$ 351,298.76	\$ 458,298.76	\$ -	\$ 458,298.76

\*Both cash and in-kind partner contributions should be used to calculate the "Partner" amounts

\*\*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving

<b>AGENCY:</b>	St. Mark Youth Enrichment
<b>AGENCY ADDRESS:</b>	P.O. Box 568 Dubuque, IA, 52003
<b>NUMBER OF SITES:</b>	1 site: Boys and Girls Club of Greater Dubuque Feeder Schools: Audubon, Lincoln, Marshall, Prescott, Irving, Hoover
<b>Total 21CCLC Request YR 4:</b>	\$ 80,250.00

FORM D3: CUMULATIVE PROGRAM BUDGET  
IOWA DEPARTMENT OF EDUCATION

TOTAL PROGRAM BUDGET INCLUDING 21CCLC FUNDS AND PARTNER CONTRIBUTIONS\*

\*\*\*ONLY SUBMIT YR 1 WITH GRANT APPLICATION\*\*\*

\*\*\*This form should be completed once with all sites included.\*\*\*

# Students Served YR4: 90

Budget Category	Year 4 2024-2025				Total YR4	Total YR4	Totals YR4	Totals YR4	Total YR4 Program Budget
	21CCLC Student Program	Partner Student Program	21CCLC Family Literacy	Partner Family Literacy	21CCLC	Partner	Student Program	Family Literacy	
	<b>Program:</b>								
Personnel	\$ 56,619.00	\$ 283,163.45			\$ 56,619.00	\$ 283,163.45	\$ 339,782.45	\$ -	\$ 339,782.45
Contracted Services	375.00	2,700.75			\$ 375.00	\$ 2,700.75	\$ 3,075.75	\$ -	\$ 3,075.75
Materials & Supplies	2,625.00	875.00			\$ 2,625.00	\$ 875.00	\$ 3,500.00	\$ -	\$ 3,500.00
After School Snacks & Meals		38,095.38			\$ -	\$ 38,095.38	\$ 38,095.38	\$ -	\$ 38,095.38
Other	750.00	1,280.30			\$ 750.00	\$ 1,280.30	\$ 2,030.30	\$ -	\$ 2,030.30
<b>Subtotal - Program</b>	<b>60,369.00</b>	<b>326,114.88</b>	<b>-</b>	<b>-</b>	<b>\$ 60,369.00</b>	<b>\$ 326,114.88</b>	<b>\$ 386,483.88</b>	<b>\$ -</b>	<b>\$ 386,483.88</b>
<b>Professional Development (min. 5% per year):</b>									
Personnel					\$ -	\$ -	\$ -	\$ -	\$ -
Contracted Services	3,570.94	5,024.32			\$ 3,570.94	\$ 5,024.32	\$ 8,595.26	\$ -	\$ 8,595.26
Materials & Supplies	274.68	386.49			\$ 274.68	\$ 386.49	\$ 661.17	\$ -	\$ 661.17
Other	1,648.13	2,318.92			\$ 1,648.13	\$ 2,318.92	\$ 3,967.05	\$ -	\$ 3,967.05
<b>Subtotal - Professional Development</b>	<b>5,493.75</b>	<b>7,729.73</b>	<b>-</b>	<b>-</b>	<b>\$ 5,493.75</b>	<b>\$ 7,729.73</b>	<b>\$ 13,223.48</b>	<b>\$ -</b>	<b>\$ 13,223.48</b>
<b>Student Access (max. 8% per year):</b>									
Transportation	\$ 6,420.00	\$ 11,721.80			\$ 6,420.00	\$ 11,721.80	\$ 18,141.80	\$ -	\$ 18,141.80
Facility safety and accessibility		2,318.14			\$ -	\$ 2,318.14	\$ 2,318.14	\$ -	\$ 2,318.14
Other					\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal - Student Access</b>	<b>6,420.00</b>	<b>14,039.94</b>	<b>-</b>	<b>-</b>	<b>\$ 6,420.00</b>	<b>\$ 14,039.94</b>	<b>\$ 20,459.94</b>	<b>\$ -</b>	<b>\$ 20,459.94</b>
<b>Evaluation (max. 4% per year):</b>									
Contracted Services	\$ 337.50	\$ 112.50			\$ 337.50	\$ 112.50	\$ 450.00		\$ 450.00
Materials & Supplies	113.25	37.75			\$ 113.25	\$ 37.75	\$ 151.00		\$ 151.00
Other	1,096.50	612.77			\$ 1,096.50	\$ 612.77	\$ 1,709.27		\$ 1,709.27
<b>Subtotal - Evaluation</b>	<b>1,547.25</b>	<b>763.02</b>	<b>-</b>	<b>-</b>	<b>\$ 1,547.25</b>	<b>\$ 763.02</b>	<b>\$ 2,310.27</b>	<b>\$ -</b>	<b>\$ 2,310.27</b>
<b>Other Admin Costs (max 8% per year):</b>									
Other Admin Costs	\$ 6,420.00	\$ 32,914.18			\$ 6,420.00	\$ 32,914.18	\$ 39,334.18		\$ 39,334.18
Indirect Costs, Restricted**					\$ -	\$ -	\$ -		\$ -
<b>Subtotal - Other Admin Costs</b>	<b>6,420.00</b>	<b>32,914.18</b>	<b>-</b>	<b>-</b>	<b>\$ 6,420.00</b>	<b>\$ 32,914.18</b>	<b>\$ 39,334.18</b>	<b>\$ -</b>	<b>\$ 39,334.18</b>
<b>Totals</b>	<b>\$ 80,250.00</b>	<b>\$ 381,561.75</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 80,250.00</b>	<b>\$ 381,561.75</b>	<b>\$ 461,811.75</b>	<b>\$ -</b>	<b>\$ 461,811.75</b>

\*Both cash and in-kind partner contributions should be used to calculate the "Partner" amounts

\*\*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving



<b>AGENCY:</b>	St. Mark Youth Enrichment
<b>AGENCY ADDRESS:</b>	P.O. Box 568 Dubuque, IA, 52003
<b>NUMBER OF SITES:</b>	1 site: Boys and Girls Club of Greater Dubuque Feeder Schools: Audubon, Lincoln, Marshall, Prescott, Irving, Hoover
<b>Total 21CCLC Request YR 5:</b>	\$ 80,250.00

FORM D3: CUMULATIVE PROGRAM BUDGET  
IOWA DEPARTMENT OF EDUCATION

TOTAL PROGRAM BUDGET INCLUDING 21CCLC FUNDS AND PARTNER CONTRIBUTIONS\*

\*\*\*ONLY SUBMIT YR 1 WITH GRANT APPLICATION\*\*\*

\*\*\*This form should be completed once with all sites included.\*\*\*

# Students Served YR5:	100
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Budget Category	Year 5 2025-2026				Total YR5	Total YR5	Totals YR5	Totals YR5	Total YR5 Program Budget
	21CCLC Student Program	Partner Student Program	21CCLC Family Literacy	Partner Family Literacy	21CCLC	Partner	Student Program	Family Literacy	
<b>Program:</b>									
Personnel	\$ 56,619.00	\$ 285,995.09			\$ 56,619.00	\$ 285,995.09	\$ 342,614.09	\$ -	\$ 342,614.09
Contracted Services	375.00	2,727.76			\$ 375.00	\$ 2,727.76	\$ 3,102.76	\$ -	\$ 3,102.76
Materials & Supplies	2,625.00	883.75			\$ 2,625.00	\$ 883.75	\$ 3,508.75	\$ -	\$ 3,508.75
After School Snacks & Meals		38,476.33			\$ -	\$ 38,476.33	\$ 38,476.33	\$ -	\$ 38,476.33
Other	750.00	1,293.10			\$ 750.00	\$ 1,293.10	\$ 2,043.10	\$ -	\$ 2,043.10
<b>Subtotal - Program</b>	<b>60,369.00</b>	<b>329,376.03</b>	<b>-</b>	<b>-</b>	<b>\$ 60,369.00</b>	<b>\$ 329,376.03</b>	<b>\$ 389,745.03</b>	<b>\$ -</b>	<b>\$ 389,745.03</b>
<b>Professional Development (min. 5% per year):</b>									
Personnel					\$ -	\$ -	\$ -	\$ -	\$ -
Contracted Services	3,570.94	5,074.56			\$ 3,570.94	\$ 5,074.56	\$ 8,645.50	\$ -	\$ 8,645.50
Materials & Supplies	274.68	390.35			\$ 274.68	\$ 390.35	\$ 665.03	\$ -	\$ 665.03
Other	1,648.13	2,342.11			\$ 1,648.13	\$ 2,342.11	\$ 3,990.24	\$ -	\$ 3,990.24
<b>Subtotal - Professional Development</b>	<b>5,493.75</b>	<b>7,807.02</b>	<b>-</b>	<b>-</b>	<b>\$ 5,493.75</b>	<b>\$ 7,807.02</b>	<b>\$ 13,300.77</b>	<b>\$ -</b>	<b>\$ 13,300.77</b>
<b>Student Access (max. 8% per year):</b>									
Transportation	\$ 6,420.00	\$ 11,839.02			\$ 6,420.00	\$ 11,839.02	\$ 18,259.02	\$ -	\$ 18,259.02
Facility safety and accessibility		2,341.32			\$ -	\$ 2,341.32	\$ 2,341.32	\$ -	\$ 2,341.32
Other					\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal - Student Access</b>	<b>6,420.00</b>	<b>14,180.34</b>	<b>-</b>	<b>-</b>	<b>\$ 6,420.00</b>	<b>\$ 14,180.34</b>	<b>\$ 20,600.34</b>	<b>\$ -</b>	<b>\$ 20,600.34</b>
<b>Evaluation (max. 4% per year):</b>									
Contracted Services	\$ 337.50	\$ 113.62			\$ 337.50	\$ 113.62	\$ 451.12		\$ 451.12
Materials & Supplies	113.25	38.13			\$ 113.25	\$ 38.13	\$ 151.38		\$ 151.38
Other	1,096.50	618.90			\$ 1,096.50	\$ 618.90	\$ 1,715.40		\$ 1,715.40
<b>Subtotal - Evaluation</b>	<b>1,547.25</b>	<b>770.65</b>	<b>-</b>	<b>-</b>	<b>\$ 1,547.25</b>	<b>\$ 770.65</b>	<b>\$ 2,317.90</b>	<b>-</b>	<b>\$ 2,317.90</b>
<b>Other Admin Costs (max 8% per year):</b>									
Other Admin Costs	\$ 6,420.00	\$ 33,243.33			\$ 6,420.00	\$ 33,243.33	\$ 39,663.33		\$ 39,663.33
Indirect Costs, Restricted**					\$ -	\$ -	\$ -		\$ -
<b>Subtotal - Other Admin Costs</b>	<b>6,420.00</b>	<b>33,243.33</b>	<b>-</b>	<b>-</b>	<b>\$ 6,420.00</b>	<b>\$ 33,243.33</b>	<b>\$ 39,663.33</b>	<b>-</b>	<b>\$ 39,663.33</b>
<b>Totals</b>	<b>\$ 80,250.00</b>	<b>\$ 385,377.37</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 80,250.00</b>	<b>\$ 385,377.37</b>	<b>\$ 465,627.37</b>	<b>\$ -</b>	<b>\$ 465,627.37</b>

\*Both cash and in-kind partner contributions should be used to calculate the "Partner" amounts

\*\*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving